TIPS VENDOR AGREEMENT

Between_____Jigsaw Learning LLC dba TeachTown_____**and**

(Company Name)

THE INTERLOCAL PURCHASING SYSTEM (TIPS),
a Department of Texas Education Service Center Region 8 for
TIPS RFP 210301 Academic Curriculum and Instructional/Educational Goods, Materials, and Services

General Information

The Vendor Agreement ("Agreement") made and entered into by and between The Interlocal Purchasing System (hereinafter "TIPS") a government cooperative purchasing program authorized by the Region 8 Education Service Center, having its principal place of business at 4845 US Hwy 271 North, Pittsburg, Texas 75686 and the TIPS Vendor. This Agreement consists of the provisions set forth below, including provisions of all attachments referenced herein. In the event of a conflict between the provisions set forth below and those contained in any attachment, the provisions set forth shall control unless otherwise agreed by the parties in writing and by signature and date on the attachment.

A Purchase Order ("PO"), Agreement or Contract is the TIPS Member's approval providing the authority to proceed with the negotiated delivery order under the Agreement. Special terms and conditions as agreed between the Vendor and TIPS Member should be added as addendums to the Purchase Order, Agreement or Contract. Items such as certificate of insurance, bonding requirements, small or disadvantaged business goals are some, but not all, of the possible addendums.

Terms and Conditions

Freight
All quotes to Members shall provide a line item for cost for freight or shipping regardless if there is a charge or not. If no charge for freight or shipping, indicate by stating "No Charge", "$0", "included in price" or other similar indication. Otherwise, all shipping, freight or delivery changes shall be passed through to the TIPS Member at cost with no markup and said charges shall be agreed by the TIPS Member unless alternative shipping terms are agreed by TIPS as a result of the proposal award.

Warranty Conditions
All new supplies equipment and services shall include _**manufacturer's minimum standard warranty**_ unless otherwise agreed to in writing. Vendor shall be legally permitted to sell all products offered for sale to TIPS Members if the offering is included in the Request for Proposal ("RFP") category. All goods proposed and sold shall be new unless clearly stated in writing.

Customer Support
The Vendor shall provide timely and accurate customer support for orders to TIPS Members as agreed by the Parties. Vendors shall respond to such requests within a commercially reasonable time after receipt of the request. If support and/or training is a line item sold or packaged with a sale, support shall be as agreed with the TIPS Member.

Agreements

Agreements for purchase will normally be put into effect by means of a purchase order(s) executed by authorized agents of the TIPS Member participating government entities, but other means of placing an order may be used at the Member's discretion.

Tax exempt status

Most TIPS Members are tax exempt and the related laws and/or regulations of the controlling jurisdiction(s) of the TIPS Member shall apply.

Assignments of Agreements

No assignment of this Agreement may be made without the prior notification of TIPS. Written approval of TIPS shall not be unreasonably withheld. Payment for delivered goods and services can only be made to the awarded Vendor, Vendor designated reseller or vendor assigned company.

Disclosures

- Vendor and TIPS affirm that he/she, or any authorized employees or agents, has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with this Agreement.

- Vendor shall attach, in writing, a complete description of any and all relationships that might be considered a conflict of interest in doing business with the TIPS program.

- The Vendor affirms that, to the best of his/her knowledge, the offer has been arrived at independently, and is submitted without collusion with anyone to obtain information or gain any favoritism that would in any way limit competition or give an unfair advantage over other vendors in the award of this Agreement.

Term of Agreement and Renewals

The Agreement with TIPS is for approximately three (3) years with an option for renewal for an additional one (1) consecutive year. If TIPS offers the renewal extension year, the Vendor will be notified by email to the primary contact of the awarded Vendor and shall be deemed accepted by the Vendor unless the awarded Vendor notifies TIPS of its objection to the additional term. TIPS may or may not exercise the available extension(s) provided in the original solicitation beyond the base three-year term. Whether or not to offer the extension is at the sole discretion of TIPS.

"Start Date" for Term Calculation Purposes Only: Regardless of actual award/effective date of Contract, for Agreement "term" calculation purposes only, the Agreement "start date" is the last day of the month that Award Notifications are anticipated as published in the Solicitation

Example: *If the anticipated award date published in the Solicitation is May 22, 2020 but extended negotiations delay award until June 27, 2020 The end date of the resulting initial "three-year" term Agreement, (which is subject to an extension(s)) will still be May 31, 2023.*

"Termination Date": The scheduled Agreement "termination date" shall be the last day of the month of the month of the Original Solicitation's Anticipated Award Date plus three years.

Example: *If the original term is approximately three years, and the solicitation provides an anticipated award date of May 22, 2020, the expiration date of the original three-year term shall be May 31, 2023.*

Extensions: Any extensions of the original term shall begin on the next day after the day the original term expires.

Example Following the Previous Example: *If TIPS offers a one-year extension, the expiration of the extended term shall be May 31, 2024.*

TIPS may offer to extend Vendor Agreements to the fullest extent the original Solicitation permits.

Automatic Renewal Clauses Incorporated in Awarded Vendor Agreements with TIPS Members Resulting from the Solicitation and with the Vendor Named in this Agreement.

No Agreement for goods or services with a TIPS Member by the awarded vendor named in this Agreement that results from the solicitation award named in this Agreement, may incorporate an automatic renewal clause that exceeds month to month terms with which the TIPS Member must comply. All renewal terms incorporated in an Agreement by the vendor with the TIPS Member shall only be valid and enforceable when the vendor receives written confirmation by purchase order, executed Agreement or other written instruction issued by the TIPS Member for any renewal period. The purpose of this clause is to avoid a TIPS Member inadvertently renewing an Agreement during a period in which the governing body of the TIPS Member has not properly appropriated and budgeted the funds to satisfy the Agreement renewal. This term is not negotiable and any Agreement between a TIPS Member and a TIPS awarded vendor with an automatic renewal clause that conflicts with these terms is rendered void and unenforceable.

Shipments

The Vendor shall ship, deliver or provide ordered products or services within a commercially reasonable time after the receipt of the order from the TIPS Member. If a delay in said delivery is anticipated, the Vendor shall notify TIPS Member as to why delivery is delayed and shall provide an estimated time for completion of the order. TIPS or the requesting entity may cancel the order if estimated delivery time is not acceptable or not as agreed by the parties.

Invoices

Each invoice or pay request shall include the TIPS Member's purchase order number or other identifying designation as provided in the order by the TIPS Member. If applicable, the shipment tracking number or pertinent information for verification of TIPS Member receipt shall be made available upon request.

Payments

The TIPS Member will make payments directly to the Vendor, the Vendor Assigned Dealer or as agreed by the Vendor and the TIPS Member after receiving invoice and in compliance with applicable payment statute(s), whichever is the greater time or as otherwise provided by an agreement of the parties.

Pricing

Price increases will be honored according to the terms of the solicitation. All pricing submitted to TIPS shall include the participation fee, as provided in the solicitation, to be remitted to TIPS by the Vendor. Vendor will not show adding the fee to the invoice presented to TIPS Member customer.

Participation Fees and Reporting of Sales to TIPS by Vendor

The Participation Fee that was published as part of the Solicitation and the fee published is the legally effective fee, along with any fee conditions stated in the Solicitation. Collection of the fees by TIPS is required under Texas Government Code §791.011 Et seq. Fees are due on all TIPS purchases reported by either Vendor or Member. Fees are due to TIPS upon payment by the Member to the Vendor, Reseller or Vendor Assigned

Dealer. Vendor, Reseller or Vendor Assigned Dealer agrees that the participation fee is due to TIPS for all Agreement sales immediately upon receipt of payment including partial payment, from the Member Entity and must be paid to TIPS at least on a monthly basis, specifically within 31 calendar days of receipt of payment, if not more frequently, or as otherwise agreed by TIPS in writing and signed by an authorized signatory of TIPS. Thus, when an awarded Vendor, Reseller or Vendor Assigned Dealer receives any amount of payment, even partial payment, for a TIPS sale, the legally effective fee for that amount is immediately due to TIPS from the Vendor and fees due to TIPS should be paid at least on a monthly basis, specifically within 31 calendar days of receipt of payment, if not more frequently.

Reporting of Sales to TIPS by Vendor
Vendor is required to report all sales under the TIPS contract to TIPS. When a public entity initiates a purchase with a TIPS Awarded Vendor, if the Member inquires verbally or in writing whether the Vendor holds a TIPS Contract, it is the duty of the Vendor to verify whether or not the Member is seeking a TIPS purchase. Once verified, the Vendor must include the TIPS Contract number on any communications and related sales documents exchanged with the TIPS Member entity. To report sales, the Vendor must login to the TIPS Vendor Portal online at https://www.tips-usa.com/vendors_form.cfm and click on the PO's and Payments tab. Pages 3-7 of the Vendor Portal User Guide will walk you through the process of reporting sales to TIPS. Please refer to the TIPS Accounting FAQ's for more information about reporting sales and if you have further questions, contact the Accounting Team at accounting@tips-usa.com. The Vendor or vendor assigned dealers are responsible for keeping record of all sales that go through the TIPS Agreement and submitting same to TIPS. Failure to render the participation fee to TIPS shall constitute a breach of this agreement with our parent governmental entity, Texas Education Service Center Region 8, as established by the Texas legislature and shall be grounds for termination of this agreement and any other agreement held with TIPS and possible legal action. Any overpayment of participation fees to TIPS by a Vendor will be refunded to the Vendor within ninety (90) days of receipt of notification if TIPS receives written notification of the overpayment not later than the expiration of six (6) months from the date of overpayment and TIPS determines that the amount was not legally due to TIPS pursuant to this agreement and applicable law. It is the Vendor's responsibility to identify which sales are TIPS Agreement sales and pay the correct participation fee due for TIPS Agreement sales. Any notification of overpayment received by TIPS after the expiration of six (6) months from the date of overpayment will be non-refundable. Region 8 ESC and TIPS reserve the right to extend the six (6) month deadline to notify if approved by the Region 8 ESC Board of Directors. TIPS reserves all rights under the law to collect the fees due. Please contact TIPS at tips@tips-usa.com or call (866) 839-8477 if you have questions about paying fees.

Indemnity
The Vendor agrees to indemnify and hold harmless and defend TIPS, TIPS Member(s), officers and employees from and against all claims and suits by third parties for damages, injuries to persons (including death), property damages, losses, and expenses including court costs and reasonable attorney's fees, arising out of, or resulting from, Vendor's performance under this Agreement, including all such causes of action based upon common, constitutional, or statutory law, or based in whole or in part, upon allegations of negligent or intentional acts on the part of the Vendor, its officers, employees, agents, subcontractors, licensees, or invitees. Parties found liable shall pay their proportionate share of damages as agreed by the parties or as ordered by a court of competent jurisdiction over the case. **NO LIMITATION OF LIABILITY FOR DAMAGES FOR PERSONAL INJURY OR PROPERTY DAMAGE ARE PERMITTED OR AGREED BY TIPS/ESC REGION 8.** Per Texas Education Code §44.032(f), and pursuant to its requirements only, reasonable Attorney's fees are recoverable by the prevailing party in any dispute resulting in litigation.

State of Texas Franchise Tax

By signature hereon, the Vendor hereby certifies that he/she is not currently delinquent in the payment of any franchise taxes owed the State of Texas under Chapter 171, Tax Code.

Miscellaneous
The Vendor acknowledges and agrees that continued participation in TIPS is subject to TIPS sole discretion and that any Vendor may be removed from the participation in the Program at any time with or without cause. Nothing in the Agreement or in any other communication between TIPS and the Vendor may be construed as a guarantee that TIPS or TIPS Members will submit any orders at any time. TIPS reserves the right to request additional proposals for items or services already on Agreement at any time.

Purchase Order Pricing/Product Deviation
If a deviation of pricing/product on a Purchase Order or contract modification occurs between the Vendor and the TIPS Member, TIPS must be notified within five (5) business days of receipt of change order.

Termination for Convenience of TIPS Agreement Only
TIPS reserves the right to terminate this agreement for cause or no cause for convenience with a thirty (30) days prior written notice. Termination for convenience is conditionally required under Federal Regulations 2 CFR part 200 if the customer is using federal funds for the procurement. All purchase orders presented to the Vendor, but not fulfilled by the Vendor, by a TIPS Member prior to the actual termination of this agreement shall be honored at the option of the TIPS Member. The awarded Vendor may terminate the agreement with ninety (90) days prior written notice to TIPS 4845 US Hwy North, Pittsburg, Texas 75686. The vendor will be paid for goods and services delivered prior to the termination provided that the goods and services were delivered in accordance with the terms and conditions of the terminated agreement. This termination clause does not affect the sales agreements executed by the Vendor and the TIPS Member customer pursuant to this agreement. TIPS Members may negotiate a termination for convenience clause that meets the needs of the transaction based on applicable factors, such as funding sources or other needs.

TIPS Member Purchasing Procedures
Usually, purchase orders or their equal are issued by participating TIPS Member to the awarded vendor and should indicate on the order that the purchase is per the applicable TIPS Agreement Number. Orders are typically emailed to TIPS at tipspo@tips-usa.com.
- Awarded Vendor delivers goods/services directly to the participating member.
- Awarded Vendor invoices the participating TIPS Member directly.
- Awarded Vendor receives payment directly from the participating member.
- Fees are due to TIPS upon payment by the Member to the Vendor. Vendor agrees to pay the participation fee to TIPS for all Agreement sales upon receipt of payment including partial payment, from the Member Entity or as otherwise agreed by TIPS in writing and signed by an authorized signatory of TIPS.

Licenses
Awarded Vendor shall maintain, in current status, all federal, state and local licenses, bonds and permits required for the operation of the business conducted by awarded Vendor. Awarded Vendor shall remain reasonably fully informed of and in compliance with all ordinances and regulations pertaining to the lawful provision of goods or services under the Agreement. TIPS and TIPS Members reserves the right to stop work and/or cancel an order or terminate this or any other sales Agreement of any awarded Vendor whose license(s) required for performance under this Agreement have expired, lapsed, are suspended or terminated subject to a 30-day cure period unless prohibited by applicable statue or regulation.

Novation

If awarded Vendor sells or transfers all assets, rights or the entire portion of the assets or rights required to perform this Agreement, a successor in interest must guarantee to perform all obligations under this Agreement. A simple change of name agreement will not change the Agreement obligations of awarded vendor. TIPS will consider Contract Assignments on a case by case basis. TIPS must be notified within five (5) business days of the transfer of assets or rights.

Site Requirements (*only when applicable to service or job*)

Cleanup: When performing work on site at a TIPS Member's property, awarded Vendor shall clean up and remove all debris and rubbish resulting from their work as required or directed by TIPS Member or as agreed by the parties. Upon completion of work, the premises shall be left in good repair and an orderly, neat, clean and unobstructed condition.

Preparation: Awarded Vendor shall not begin a project for which TIPS Member has not prepared the site, unless awarded Vendor does the preparation work at no cost, or until TIPS Member includes the cost of site preparation in a purchase order. Site preparation includes, but is not limited to: moving furniture, installing wiring for networks or power, and similar pre-installation requirements.

Registered sex offender restrictions: For work to be performed at schools, awarded Vendor agrees that no employee of a subcontractor who has been adjudicated to be a registered sex offender will perform work at any time when students are, or reasonably expected to be, present unless otherwise agreed by the TIPS Member. Awarded Vendor agrees that a violation of this condition shall be considered a material breach and may result in the cancellation of the purchase order at the TIPS Member's discretion. Awarded Vendor must identify any additional costs associated with compliance of this term. If no costs are specified, compliance with this term will be provided at no additional charge. **Safety measures:** Awarded Vendor shall take all reasonable precautions for the safety of employees on the worksite, and shall erect and properly maintain all necessary safeguards for protection of workers and the public. Awarded Vendor shall post warning signs against all hazards created by the operation and work in progress. Proper precautions shall be taken pursuant to state law and standard practices to protect workers, general public and existing structures from injury or damage.

Safety Measures

Awarded Vendor shall take all reasonable precautions for the safety of employees on the worksite, and shall erect and properly maintain all necessary safeguards for protection of workers and the public. Awarded vendor shall post warning signs against all hazards created by the operation and work in progress. Proper precautions shall be taken pursuant to state law and standard practices to protect workers, general public and existing structures from injury or damage.

Smoking

Persons working under Agreement shall adhere to the TIPS Member's or local smoking statutes, codes or policies.

Marketing

Awarded Vendor agrees to allow TIPS to use their name and logo within TIPS website, marketing materials and advertisement subject to any reasonable restrictions provided to TIPS in the Proposal to the Solicitation. The Vendor may submit an acceptable use directive for Vendor's names and logos with which TIPS agrees to comply. Any use of TIPS name and logo or any form of publicity, inclusive of press release, regarding this Agreement by awarded vendor must have prior approval from TIPS which will not be unreasonably withheld. Request may be made by email to TIPS@TIPS-USA.COM.

Supplemental Agreements

The TIPS Member entity participating in the TIPS Agreement and awarded Vendor may enter into a separate Supplemental Agreement or contract to further define the level of service requirements over and above the minimum defined in this Agreement such as but not limited to, invoice requirements, ordering requirements, specialized delivery, etc. Any Supplemental Agreement or contract developed as a result of this Agreement is exclusively between the TIPS Member entity customer and the Vendor. TIPS, its agents, TIPS Members and employees not a party to the Supplemental Agreement with the TIPS Member customer, shall not be made party to any claim for breach of such agreement unless named and agreed by the Party in question in writing in the agreement. If a Vendor submitting a Proposal requires TIPS and/or TIPS Member to sign an additional agreement, those agreements shall comply with the award made by TIPS to the Vendor. Supplemental Vendor's Agreement documents may not become part of TIPS' Agreement with Vendor unless and until an authorized representative of TIPS reviews and approves it. TIPS review and approval may be at any time during the life of this Vendor Agreement. TIPS permits TIPS Members to negotiate additional terms and conditions with the Vendor for the provision of goods or services under the Vendor's TIPS Agreement so long as they do not materially conflict with this Agreement.

Survival Clause

All applicable sales, leases, Supplemental Agreements, contracts, software license agreements, warranties or service agreements that were entered into between Vendor and TIPS or the TIPS Member Customer under the terms and conditions of this Agreement shall survive the expiration or termination of this Agreement. All Orders, Purchase Orders issued or contracts executed by TIPS or a TIPS Member and accepted by the Vendor prior to the expiration or termination of this agreement, shall survive expiration or termination of the Agreement, subject to previously agreed terms and conditions agreed by the parties or as otherwise specified herein relating to termination of this agreement.

Legal obligations

It is the responding Vendor's responsibility to be aware of and comply with all local, state and federal laws governing the sale of products/services identified in the applicable Solicitation that resulted in this Vendor Agreement and any awarded Agreement thereof. Applicable laws and regulations must be followed even if not specifically identified herein.

Audit rights

Due to transparency statutes and public accountability requirements of TIPS and TIPS Members', the awarded Vendor shall, at their sole expense, maintain appropriate due diligence of all purchases made by TIPS Member that utilizes this Agreement. TIPS and Region 8 ESC each reserve the right to audit the accounting of TIPS related purchases for a period of three (3) years from the time such purchases are made. This audit right shall survive termination of this Agreement for a period of one (1) year from the effective date of termination. In order to ensure and confirm compliance with this agreement, TIPS shall have authority to conduct audits of Awarded Vendor's pricing or TIPS transaction documentation with TIPS Members with 30 days' notice unless the audit is ordered by a Court Order or by a Government Agency with authority to do so without notice. Notwithstanding the foregoing, in the event that TIPS is made aware of any pricing being offered to eligible entities that is materially inconsistent with the pricing under this agreement, TIPS shall have the ability to conduct the audit internally or may engage a third- party auditing firm to investigate any possible non- compliant conduct or may terminate the Agreement according to the terms of this Agreement. In the event of an audit, the requested materials shall be reasonably provided in the time, format and at the location acceptable to Region 8 ESC or TIPS. TIPS agrees not to perform a random audit the TIPS transaction documentation more than once per calendar year, but reserves the right to audit for just cause or as required by any governmental agency or court with regulatory authority over TIPS or the

TIPS Member.

Force Majeure
If by reason of Force Majeure, either party hereto shall be rendered unable wholly or in part to carry out its obligations under this Agreement then such party shall give notice and full particulars of Force Majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability then claimed, except as hereinafter provided, but for no longer period, and such party shall endeavor to remove or overcome such inability with all reasonable dispatch.

Choice of Law
The Agreement between the Vendor and TIPS/ESC Region 8 and any addenda or other additions resulting from this procurement process, however described, shall be governed by, construed and enforced in accordance with the laws of the State of Texas, regardless of any conflict of laws principles.

Venue, Jurisdiction and Service of Process
Any Proceeding arising out of or relating to this procurement process or any contract issued by TIPS resulting from or any contemplated transaction shall be brought in a court of competent jurisdiction in Camp County, Texas and each of the parties irrevocably submits to the exclusive jurisdiction of said court in any such proceeding, waives any objection it may now or hereafter have to venue or to convenience of forum, agrees that all claims in respect of the Proceeding shall be heard and determined only in any such court, and agrees not to bring any proceeding arising out of or relating to this procurement process or any contract resulting from or any contemplated transaction in any other court. The parties agree that either or both of them may file a copy of this paragraph with any court as written evidence of the knowing, voluntary and freely bargained for agreement between the parties irrevocably to waive any objections to venue or to convenience of forum. Process in any Proceeding referred to in the first sentence of this Section may be served on any party anywhere in the world. Venue for any dispute resolution process, other than litigation, between TIPS and the Vendor shall be located in Camp or Titus County, Texas.

Project Delivery Order Procedures
The TIPS Member having approved and signed an interlocal agreement, or other TIPS Membership document, may make a request of the awarded Vendor under this Agreement when the TIPS Member desires goods or services awarded to the Vendor. Notification may occur via phone, the web, courier, email, fax, or in person. Upon notification of a pending request, the awarded Vendor shall acknowledge the TIPS Member's request as soon as possible, but must make contact with the TIPS Member within two working days.

Status of TIPS Members as Related to This Agreement
TIPS Members stand in the place of TIPS as related to this agreement and have the same access to the proposal information and all related documents. TIPS Members have all the same rights under the awarded Agreement as TIPS.

Vendor's Resellers as Related to This Agreement
Vendor's Named Resellers ("Resellers") under this Agreement shall comply with all terms and conditions of this agreement and all addenda or incorporated documents. All actions related to sales by Authorized Vendor's Resellers under this Agreement are the responsibility of the awarded Vendor. If Resellers fail to report sales to TIPS under your Agreement, the awarded Vendor is responsible for their contractual failures

and shall be billed for the fees. The awarded Vendor may then recover the fees from their named reseller.

Support Requirements
If there is a dispute between the awarded Vendor and TIPS Member, TIPS or its representatives may, at TIPS sole discretion, assist in conflict resolution if requested by either party. TIPS, or its representatives, reserves the right to inspect any project and audit the awarded Vendor's TIPS project files, documentation and correspondence related to the requesting TIPS Member's order. If there are confidentiality requirements by either party, TIPS shall comply to the extent permitted by law.

Incorporation of Solicitation
The TIPS Solicitation which resulted in this Vendor Agreement, whether a Request for Proposals, the Request for Competitive Sealed Proposals or Request for Qualifications solicitation, or other, the Vendor's response to same and all associated documents and forms made part of the solicitation process, including any addenda, are hereby incorporated by reference into this Agreement as if copied verbatim.

SECTION HEADERS OR TITLES
THE SECTON HEADERS OR TITLES WITHIN THIS DOCUMENT ARE MERELY GUIDES FOR CONVENIENCE AND ARE NOT FOR CLASSIFICATION OR LIMITING OF THE RESPONSIBILITES OF THE PARTIES TO THIS DOCUMENT.

STATUTORY REQUIREMENTS
Texas governmental entities are prohibited from doing business with companies that fail to certify to this condition as required by Texas Government Code Sec. 2270.

By executing this agreement, you certify that you are authorized to bind the undersigned Vendor and that your company (1) does not boycott Israel; and (2) will not boycott Israel during the term of the Agreement.

You certify that your company is not listed on and does not and will not do business with companies that are on the Texas Comptroller of Public Accounts list of Designated Foreign Terrorists Organizations per Texas Gov't Code 2270.0153 found at https://comptroller.texas.gov/purchasing/docs/foreign-terrorist.pdf

You certify that if the certified statements above become untrue at any time during the life of this Agreement that the Vendor will notify TIPS within three (3) business day of the change by a letter on Vendor's letterhead from and signed by an authorized representative of the Vendor stating the non-compliance decision and the TIPS Agreement number and description at:

Attention: General Counsel
ESC Region 8/The Interlocal Purchasing System (TIPS)
4845 Highway 271 North
Pittsburg, TX,75686
And by an email sent to bids@tips-usa.com

Insurance Requirements

The undersigned Vendor agrees to maintain the below minimum insurance requirements for TIPS Contract Holders:

General Liability $1,000,000 each Occurrence/ Aggregate

Automobile Liability	$300,000 Includes owned, hired & non-owned
Workers' Compensation	Statutory limits for the jurisdiction in which the Vendor performs under this Agreement.
Umbrella Liability	$1,000,000

When the Vendor or its subcontractors are liable for any damages or claims, the Vendor's policy, when the Vendor is responsible for the claim, must be primary over any other valid and collectible insurance carried by the Member. Any immunity available to TIPS or TIPS Members shall not be used as a defense by the contractor's insurance policy. The coverages and limits are to be considered minimum requirements and in no way limit the liability of the Vendor(s). Insurance shall be written by a carrier with an A-; VII or better rating in accordance with current A.M. Best Key Rating Guide.   Only deductibles applicable to property damage are acceptable, unless proof of retention funds to cover said deductibles is provided. "Claims made" policies will not be accepted. Vendor's required minimum coverage shall not be suspended, voided, cancelled, non-renewed or reduced in coverage or in limits unless replaced by a policy that provides the minimum required coverage except after thirty (30) days prior written notice by certified mail, return receipt requested has been given to TIPS or the TIPS Member if a project or pending delivery of an order is ongoing. Upon request, certified copies of all insurance policies shall be furnished to the TIPS or the TIPS Member.

Special Terms and Conditions

- **Orders:** All Vendor orders received from TIPS Members must be emailed to TIPS at tipspo@tips-usa.com. Should a TIPS Member send an order directly to the Vendor, it is the Vendor's responsibility to forward a copy of the order to TIPS at the email above within 3 business days and confirm its receipt with TIPS.

- **Vendor Encouraging Members to bypass TIPS agreement:** Encouraging TIPS Members to purchase directly from the Vendor or through another agreement, when the Member has requested using the TIPS cooperative Agreement or price, and thereby bypassing the TIPS Agreement is a violation of the terms and conditions of this Agreement and will result in removal of the Vendor from the TIPS Program.

- **Order Confirmation**: All TIPS Member Agreement orders are approved daily by TIPS and sent to the Vendor. The Vendor should confirm receipt of orders to the TIPS Member (customer) within 3 business days.

- **Vendor custom website for TIPS**: If Vendor is hosting a custom TIPS website, updated pricing when effective. TIPS shall be notified when prices change in accordance with the award.

- **Back Ordered Products**: If product is not expected to ship within the time provided to the TIPS Member by the Vendor, the Member is to be notified within 3 business days and appropriate action taken based on customer request.

<div align="center">The TIPS Vendor Agreement Signature Page is inserted here.</div>

TIPS Vendor Agreement Signature Form

Company Name **Jigsaw Learning LLC dba TeachTown**

Address **330 West Cummings Park**

City **Woburn** State **MA** Zip **01801**

Phone **818-212-2944** Fax **877-295-8238**

Email of Authorized Representative **kjohnson@teachtown.com**

Name of Authorized Representative **Kimberly A. Johnson**

Title **Vice President**

Signature of Authorized Representative _K.M.A.J_

Date **April 14, 2021**

TIPS Authorized Representative Name **David Fitts**

Title **Executive Director**

TIPS Authorized Representative Signature _David Wayne Fitts_

Approved by ESC Region 8 _David Wayne Fitts_

Date **5/27/2021**

NOTICE TO MEMBERS REGARDING ATTRIBUTE RESPONSES

TIPS VENDORS RESPOND TO ATTRIBUTE QUESTIONS AS PART OF TIPS COMPETITIVE SOLICITATION PROCESS. THE VENDOR'S RESPONSES TO ATTRIBUTE QUESTIONS ARE INCLUDED HEREIN AS "SUPPLIER RESPONSE." PLEASE BE ADVISED THAT DEVIATIONS, IF ANY, IN VENDOR'S RESPONSE TO ATTRIBUTE QUESTIONS MAY NOT REFLECT VENDOR'S FINAL ATTRIBUTE RESPONSE, WHICH IS SUBJECT TO NEGOTIATIONS PRIOR TO AWARD. PLEASE CONTACT THE TIPS OFFICE AT 866-839-8477 WITH QUESTIONS OR CONCERNS REGARDING VENDOR ATTRIBUTE RESPONSE DEVIATIONS. PLEASE KEEP IN MIND THAT TIPS DOES NOT PROVIDE LEGAL COUNSEL TO MEMBERS. TIPS RECOMMENDS THAT YOU CONSULT YOUR LEGAL COUNSEL WHEN EXECUTING CONTRACTS WITH OR MAKING PURCHASES FROM TIPS VENDORS.

210301

JIGSAW LEARNING LLC DBA TEACHTOWN

Supplier Response

Event Information

Number: 210301
Title: Academic Curriculum and Instructional/Educational Goods, Materials, and Services
Type: Request for Proposal
Issue Date: 3/4/2021
Deadline: 4/16/2021 03:00 PM (CT)
Notes: Vendors that currently hold and are satisfied with TIPS Contract 200903 Books, Library, and Educational Materials do not need to respond to this solicitation unless they desire to hold and manage multiple TIPS Contracts that cover the same offerings.

Vendors that currently hold TIPS Contract 180902 Classroom and Teaching Aids Goods and Services may want to consider responding to this solicitation as it covers the same offerings and TIPS Contract 180902 is expiring this year. If 180902 Vendors choose not respond here, they will be required to respond to a replacement solicitation in September 2021 to replace their expiring 180902 contract instead.

Contact Information

Address: Region 8 Education Service Center
4845 US Highway 271 North
Pittsburg, TX 75686
Phone: +1 (866) 839-8477
Email: bids@tips-usa.com

JIGSAW LEARNING LLC DBA TEACHTOWN Information

Address: 330 West Cummings Park
Woburn, MA 01801

Phone: (818) 212-2944

By submitting your response, you certify that you are authorized to represent and bind your company.

Kimberly A. Johnson   kjohnson@teachtown.com
Signature   *Email*

Submitted at 4/14/2021 8:59:09 AM

Requested Attachments

Vendor Agreement   210301 Vendor Agreement & Signature Form.pdf

The vendor must download the Vendor Agreement from the attachment tab, fill in the requested information and upload the completed agreement.
DO NOT UPLOAD encrypted or password protected files.

Agreement Signature Form   210301 Agreement Signature Form.pdf

If you have not taken exception or deviation to the agreement language in the solicitation attributes, download the AGREEMENT SIGNATURE FORM from the "ATTACHMENTS" tab. This PDF document is a fillable form. Download the document to your computer, fill in the requested company information, print the file, SIGN the form, SCAN the completed and signed AGREEMENT SIGNATURE FORM, and upload here.

If you have taken exception to any of the agreement language and noted the exception in the deviations section of the attributes for the agreement, complete the AGREEMENT SIGNATURE FORM, but DO NOT SIGN until those deviations have been negotiated and resolved with TIPS management. Upload the unsigned form here, because this is a required document.

Pricing Form 1   210301 Pricing Form 1.xlsx

The vendor must download the PRICING SPREADSHEET SHEET from the attachment tab, fill in the requested information and upload the completed spreadsheet.
DO NOT UPLOAD encrypted or password protected files.

Pricing Form 2   210301 Pricing Form 2.xlsx

The vendor must download the PRICING SPREADSHEET SHEET from the attachment tab, fill in the requested information and upload the completed spreadsheet.
DO NOT UPLOAD encrypted or password protected files.

Reference Form   Reference Form.xls

The vendor must download the References spreadsheet from the attachment tab, fill in the requested information and upload the completed spreadsheet. DO NOT UPLOAD encrypted or password protected files.

Proposed Goods and Services   Product Descriptions.pdf

Please upload one or more documents or sheets describing your offerings, line cards, catalogs, links to offerings OR list links to your offerings that illustrate the catalog of proposed lines of goods and or services you carry and offer under this proposal. It does not have to be exhaustive but should, at a minimum tell us what you are offering. It could be as simple as a sheet with your link to your online catalog of goods and services.

D/M/WBE Certification OPTIONAL   *No response*

D/M/WBE Certification documentation may be scanned and uploaded if you desire to claim your status as one of the identified enterprises. (Disadvantaged Business Enterprise, Minority Business Enterprise and/or Woman Business Enterprise) If vendor has more than one certification scan into one document. (PDF Format ONLY)
DO NOT UPLOAD encrypted or password protected files.

Warranty   *No response*

Warranty information (if applicable) must be scanned and uploaded. (PDF Format ONLY)
DO NOT UPLOAD encrypted or password protected files.

Supplementary   *No response*

Supplementary information may be scanned and uploaded. (Company information, brochures, catalogs, etc.) (PDF Format ONLY)
DO NOT UPLOAD encrypted or password protected files.

All Other Certificates   JigsawLearning_TeachTown_W-9_Jan2021.pdf

All Other Certificates (if applicable) must be scanned and uploaded. If vendor has more than one other certification scan into one document. (PDF Format ONLY)
DO NOT UPLOAD encrypted or password protected files.

Logo and Other Company Marks   *No response*

If you desire, please upload your company logo to be added to your individual profile page on the TIPS website. If any particular specifications are required for use of your company logo, please upload that information under the Supplementary section or another non-required section under the "Response Attachment" tab. Preferred Logo Format: 300 x 225 px - .png, .eps, .jpeg preferred

Conflict of Interest Form CIQ- ONLY REQUIRED IF A CONFLICT EXISTS PER THE   *No response*
INSTRUCTIONS

ONLY REQUIRED IF A CONFLICT EXISTS PER THE INSTRUCTIONS
Conflict of Interest Form for Vendors that are required to submit the form. The Conflict of Interest Form is included in the Base documents or can be found at https://www.tips-usa.com/assets/documents/docs/CIQ.pdf.

Certification of Corporate Offerer Form- COMPLETE ONLY IF OFFERER IS A   *No response*
CORPORATION

COMPLETE AND UPLOAD FORM IN ATTACHMENTS SECTION ONLY IF OFFERER IS A CORPORATION

Disclosure of Lobbying Activities Standard Form LLL   *No response*

ONLY IF you answered "I HAVE Lobbied per above" to attribute #66, please download and complete and upload the Standard Form-LLL, "disclosure Form to Report Lobbying," in the Response attachments section.

Confidentiality Claim Form   Microsoft Word - CONFIDENTIALITY_CLAIM_FORM.pdf

REQUIRED CONFIDENTIALITY FORM. Complete the form according to your company requirements, make any desired attachments and upload to the appropriate section under "Response Attachments" THIS FORM DETERMINES HOW ESC8/TIPS RESPONDS TO LEGAL PUBLIC INFORMATION REQUESTS.

Current W-9 Tax Form   JigsawLearning_TeachTown_W-9_Jan2021.pdf

You are required by TIPS to upload a current W-9 Internal Revenue Service (IRS) Tax Form for your entity. This form will be utilized by TIPS to properly identify your entity. Additionally, if not designated "Confidential" in your proposal response, this W-9 may be accessed by TIPS Members for the purpose of making TIPS purchases from you in the event that you are awarded. If you wish to designate your required W-9 confidential, please do so according to the terms of the Confidentiality Claim Form which is an attachment to this solicitation.

Response Attachments

enCORE Response to RFP.pdf

enCORE - K-5 Core Curriculum

Transition to Adulthood Response to RFP Master.docx

Transition to Adulthood Program Overview

Basics_Response to RFP.pdf

TeachTown BAsics Program Overview

Social Skills_Response to RFP.pdf

Social Skills Program Overview

Reg Behavior Tech_Response to RFP.pdf

Registered Behavior Technician Program Overview

ABA Pro_Response to RFP.pdf

ABA Pro Program Overview

Meta Play Response to RFP.pdf

Meta-Play Program Overview

TeachTown Evidence of Effectiveness Brochure (2).pdf

TeachTown Evidence of Effectiveness Brochure

Be Safe_Response to RFP.pdf

Be Safe Program Overview

Price List Jan2021.pdf

Price List 1

enCORE Price List Jan2021.pdf

enCORE K-5 Price List (Core Curriculum)

Bid Attributes

1	**Yes - No**
	Disadvantaged/Minority/Women Business Enterprise - D/M/WBE (Required by some participating governmental entities) Vendor certifies that their firm is a D/M/WBE? Vendor must upload proof of certification to the "Response Attachments" D/M/WBE CERTIFICATES section.
	NO

2	**Yes - No**
	Historically Underutilized Business - HUB (Required by some participating governmental entities) Vendor certifies that their firm is a HUB as defined by the State of Texas at https://comptroller.texas.gov/purchasing/vendor/hub/ or in a HUBZone as defined by the US Small Business Administration at https://www.sba.gov/offices/headquarters/ohp Proof of one or both may be submitted. Vendor must upload proof of certification to the "Response Attachments" HUB CERTIFICATES section.
	No

3	**Yes - No**
	The Vendor can provide services and/or products to all 50 US States?
	Yes

4	**States Served:**
	If answer is NO to question #3, please list which states can be served. (Example: AR, OK, TX)
	No response

5	**Company and/or Product Description:**
	This information will appear on the TIPS website in the company profile section, if awarded a TIPS contract. (Limit 750 characters.)
	TeachTown serves the most challenging low-incidence disabilities of autism, intellectual disabilities, developmental disabilities, and emotional behavior disorders. In providing the type of Specially Designed Instruction to these populations, TeachTown's programs employ the science of Applied Behavior Analysis which is researched based and proven with these student populations

6	**Primary Contact Name**
	Primary Contact Name
	Kimberly Johnson

7	**Primary Contact Title**
	Primary Contact Title
	Vice President

8	**Primary Contact Email**
	Primary Contact Email
	kjohnson@teachtown.com

9	**Primary Contact Phone**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	8182122944

10	**Primary Contact Fax**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	8772958238

11	**Primary Contact Mobile**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	No response

12	**Secondary Contact Name**
	Secondary Contact Name
	Phillip Gomez

13	**Secondary Contact Title**
	Secondary Contact Title
	Sales Manager

14	**Secondary Contact Email**
	Secondary Contact Email
	pgomez@teachtown.com

15	**Secondary Contact Phone**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	8704213636

16	**Secondary Contact Fax**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	8772958238

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1 7	**Secondary Contact Mobile**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	No response

1 8	**Admin Fee Contact Name**
	Admin Fee Contact Name. This person is responsible for paying the admin fee to TIPS.
	Sharon Reynolds

1 9	**Admin Fee Contact Email**
	Admin Fee Contact Email
	sreynolds@teachtown.com

2 0	**Admin Fee Contact Phone**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	8182122943

2 1	**Purchase Order Contact Name**
	Purchase Order Contact Name. This person is responsible for receiving Purchase Orders from TIPS.
	Kimberly Johnson

2 2	**Purchase Order Contact Email**
	Purchase Order Contact Email
	kjohnson@teachtown.com

2 3	**Purchase Order Contact Phone**
	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477
	8182122944

2 4	**Company Website**
	Company Website (Format - www.company.com)
	www.teachtown.com

2 5	**Federal ID Number**
	Federal ID Number also known as the Employer Identification Number (EIN). Numeric only. (Format: 123456789)
	███████

2 6	**Primary Address**
	Primary Address
	330 West Cummings Park

2 7	**Primary Address City**
	Primary Address City
	Woburn

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2 8	**Primary Address State**
	Primary Address State (2 Digit Abbreviation)
	MA

2 9	**Primary Address Zip**
	Primary Address Zip
	01801

3 0	**Search Words:**
	Please list search words to be posted in the TIPS database about your company that TIPS website users might search. Words may be product names, manufacturers, or other words associated with the category of award. YOU MAY NOT LIST NON-CATEGORY ITEMS. (Limit 500 words) (Format: product, paper, construction, manufacturer name, etc.)
	Special Education, Autism, Researched Based, Emotional and Behavioral Disorders, Speech and Language Impairments, TeachTown, Jigsaw Learning, Evidence-based, Developmental Disabilities, Intellectual Disabilities

3 1	**Do you want TIPS Members to be able to spend Federal grant funds with you if awarded? Is it your intent to be able to sell to our members regardless of the fund source, whether it be local, state or federal?**
	Most of our members receive Federal Government grants and they make up a significant portion of their budgets. The Members need to know if your company is willing to sell to them when they spend federal budget funds on their purchase. There are attributes that follow that include provisions from the federal regulations in 2 CFR part 200. Your answers will determine if your award will be designated as Federal or Education Department General Administrative Regulations (EDGAR) compliant.
	Do you want TIPS Members to be able to spend Federal grant funds with you if awarded and is it your intent to be able to sell to TIPS Members regardless of the fund source, whether it be local, state or federal?
	Yes

3 2	**Yes - No**
	Certification of Residency (Required by the State of Texas) The vendor's ultimate parent company or majority owner:
	(A) has its principal place of business in Texas;
	OR
	(B) employs at least 500 persons in Texas?
	This question is required as a data gathering function for information to our members making purchases with awarded vendors. It does not affect scoring with TIPS.
	No

3 3	**Company Residence (City)**
	Vendor's principal place of business is in the city of?
	Woburn, MA

3 4	**Company Residence (State)**
	Vendor's principal place of business is in the state of?
	Massachusetts

3 5	**Discount Offered - CAUTION READ CAREFULLY BECAUSE VENDORS FREQUENTLY MAKE MISTAKES ON THIS ATTRIBUTE QUESTION**
	Remember this is a MINIMUM discount percentage. So, be sure that the discount percentage inserted here can be applied to ANY OFFERING OF GOODS OR SERVICES THROUGHOUT THE LIFE OF THE CONTRACT
	CAUTION: BE CERTAIN YOU CAN HONOR THIS MINIMUM DISCOUNT PERCENTAGE ON ANY OFFERED SERVICE OR GOOD NOW OR DURING THE LIFE OF THE CONTRACT.
	What is the MINIMUM percentage discount off of any item or service you offer to TIPS Members that is in your regular catalog (as defined in the solicitation specifications document), website, store or shelf pricing or when adding new goods or services to your offerings during the life of the contract? The resulting price of any goods or services Catalog list prices after this discount is applied is a ceiling on your pricing and not a floor because, in order to be more competitive in the individual circumstance, you may offer a larger discount depending on the items or services purchased and the quantity at time of sale.
	Must answer with a number between 0% and 100%.
	0%

3 6	**Yes - No**
	For the duration of the Contract, Vendor agrees to provide catalog pricing, as defined in the solicitation and below, to TIPS upon request for any goods and services offered on the Vendor's TIPS Contract.
	"Catalog" means the available list of tangible personal property or services, in the most current listing, regardless of date, during the life of the contract, that takes the form of a catalog, price list, schedule, shelf price or other form that:
	A. is regularly maintained by the manufacturer or Vendor of an item; and
	B. is either published or otherwise available for inspection by a customer during the purchase process;
	C. to which the minimum discount proposed by the proposing Vendor may be applied.
	Yes

| **3 7** | **TIPS Administration Fee** |
| | By submitting a proposal, I agree that all pricing submitted to TIPS shall include the Administration Fee, as designated in the solicitation or as otherwise agreed in writing which shall be remitted to TIPS by the Vendor, or the vendor's named resellers, and as agreed to in the Vendor Agreement. I agree that the fee shall not and will not be added by the Vendor as a separate line item on a TIPS member invoice, quote, proposal or any other written communications with the TIPS member. |

3 8	**Yes - No**
	Vendor agrees to remit to TIPS the required administration fee or, if resellers are named, Vendor agrees to guarantee the fee remittance by or for the reseller named by the vendor?
	TIPS/ESC Region 8 is required by Texas Government Code § 791 to be compensated for its work and thus, failure to agree shall render your response void and it will not be considered.
	Agreed

3 9	**Yes - No**
	Do you offer additional discounts to TIPS members for large order quantities or large scope of work?
	No

4 0	**Years experience in category of goods or services**
	Company years experience in this category of goods or services? This is an evaluation criterion worth a maximum of 10 points. See RFP for more information.
	13

4 1	**Resellers:**
	Does the vendor have resellers that it will name under this contract? Resellers are defined as other companies that sell your products under an agreement with you, the awarded vendor of TIPS.
	EXAMPLE: BIGmart is a reseller of ACME brand televisions. If ACME were a TIPS awarded vendor, then ACME would list BIGmart as a reseller.
	(If applicable, Vendor should add all Authorized Resellers within the TIPS Vendor Portal upon award).
	No

4 2	**Pricing discount percentage are guaranteed for?**
	Does the vendor agrees to honor the proposed pricing discount percentage off regular catalog (as defined in the RFP document), website, store or shelf pricing for the term of the award?
	YES

4 3	**Right of Refusal**
	Does the proposing vendor wish to reserve the right not to perform under the awarded agreement with a TIPS member at vendor's discretion?
	Yes

4 4	**NON-COLLUSIVE BIDDING CERTIFICATE**
	By submission of this bid or proposal, the Bidder certifies that:
	1) This bid or proposal has been independently arrived at without collusion with any other Bidder or with any Competitor;
	2) This bid or proposal has not been knowingly disclosed and will not be knowingly disclosed, prior to the opening of bids, or proposals for this project, to any other Bidder, Competitor or potential competitor:
	3) No attempt has been or will be made to induce any other person, partnership or corporation to submit or not to submit a bid or proposal;
	4) The person signing this bid or proposal certifies that he has fully informed himself regarding the accuracy of the statements contained in this certification, and under the penalties being applicable to the Bidder as well as to the person signing in its behalf.
	Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered.

Vendor: JIGSAW LEARNING LLC DBA TEACHTOWN

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4 5	**CONFLICT OF INTEREST QUESTIONNAIRE - FORM CIQ - Do you have any CONFLICT OF INTEREST TO REPORT OR DISCLOSE under this statutory requirement?**

Do you have any CONFLICT OF INTEREST TO REPORT OR DISCLOSE under this statutory requirement? YES or NO

If you have a conflict of interest as described in this form or the Local Government Code Chapter 176, cited therein-you are required to complete and file with TIPS.
The Form CIQ is one of the attachments to this solicitation.

There is an optional upload for this form provided if you have a conflict and must file the form

No

4 6	**Filing of Form CIQ**

If yes (above), have you filed a form CIQ by uploading the form to this RFP as directed above?

Yes

4 7	**Regulatory Standing**

I certify to TIPS for the proposal attached that my company is in good standing with all governmental agencies Federal or state that regulate any part of our business operations. If not, please explain in the next attribute question.

Yes

4 8	**Regulatory Standing**

Regulatory Standing explanation of no answer on previous question.

No response

4 9	**Antitrust Certification Statements (Tex. Government Code § 2155.005)**

By submission of this bid or proposal, the Bidder certifies that:

I affirm under penalty of perjury of the laws of the State of Texas that:

(1) I am duly authorized to execute this contract on my own behalf or on behalf of the company, corporation, firm, partnership or individual (Company) listed below;

(2) In connection with this bid, neither I nor any representative of the Company has violated any provision of the Texas Free Enterprise and Antitrust Act, Tex. Bus. & Comm. Code Chapter 15;

(3) In connection with this bid, neither I nor any representative of the Company has violated any federal antitrust law;

(4) Neither I nor any representative of the Company has directly or indirectly communicated any of the contents of this bid to a competitor of the Company or any other company, corporation, firm, partnership or individual engaged in the same line of business as the Company.

5 0	**Suspension or Debarment Instructions**

Instructions for Certification:

1. By answering yes to the next Attribute question below, the vendor and prospective lower tier participant is providing the certification set out herein in accordance with these instructions.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and / or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participants," "person," "primary covered transaction," "principal," "proposal" and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transaction" without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and / or debarment.

5 1	**Suspension or Debarment Certification**
	By answering yes, you certify that no federal suspension or debarment is in place, which would preclude receiving a federally funded contract as described above.
	Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
	By answering yes, you certify that no federal suspension or debarment is in place, which would preclude receiving a federally funded contract as described above.
	Yes

5 2	**Non-Discrimination Statement and Certification**
	In accordance with Federal civil rights law, all U.S. Departments, including the U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.
	Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.
	To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.
	(Title VI of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title 7 CFR Parts 15, 15a, and 15b; the Americans with Disabilities Act; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement – Nutrition Programs and Activities)
	All U.S. Departments, including the USDA are equal opportunity provider, employer, and lender.
	Not a negotiable term. Failure to agree by answering YES will render your proposal non-responsive and it will not be considered. I certify that in the performance of a contract with TIPS or its members, that our company will conform to the foregoing anti-discrimination statement and comply with the cited and all other applicable laws and regulations.
	Yes

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5 3	**2 CFR PART 200 Contract Provisions Explanation**
	Required Federal contract provisions of Federal Regulations for Contracts for contracts with ESC Region 8 and TIPS Members:
	The following provisions are required to be in place and agreed if the procurement is funded in any part with federal funds.
	The ESC Region 8 and TIPS Members are the subgrantee or Subrecipient by definition. Most of the provisions are located in 2 CFR PART 200 - Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards at 2 CFR PART 200. Others are included within 2 CFR part 200 et al.
	In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable.

5 4	**2 CFR PART 200 Contracts**
	Contracts for more than the simplified acquisition threshold currently set at $250,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
	Notice: Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.
	Does vendor agree?
	Yes

5 5	**2 CFR PART 200 Termination**
	Termination for cause and for convenience by the grantee or subgrantee including the manner by which it will be effected and the basis for settlement. (All contracts in excess of $10,000)
	Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members reserves the right to terminate any agreement in excess of $10,000 resulting from this procurement process for cause after giving the vendor an appropriate opportunity and up to 30 days, to cure the causal breach of terms and conditions. ESC Region 8 and TIPS Members reserves the right to terminate any agreement in excess of $10,000 resulting from this procurement process for convenience with 30 days notice in writing to the awarded vendor. The vendor would be compensated for work performed and goods procured as of the termination date if for convenience of the ESC Region 8 and TIPS Members. Any award under this procurement process is not exclusive and the ESC Region 8 and TIPS reserves the right to purchase goods and services from other vendors when it is in the best interest of the ESC Region 8 and TIPS.
	Does vendor agree?
	Yes

5 6	**2 CFR PART 200 Clean Air Act**

Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of $250,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to the Clean Air Act, et al above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members requires that the proposer certify that during the term of an award by the ESC Region 8 and TIPS Members resulting from this procurement process the vendor agrees to comply with all of the above regulations, including all of the terms listed and referenced therein.

Does vendor agree?

Yes

5 7	**2 CFR PART 200 Byrd Anti-Lobbying Amendment**

Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding $100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members requires the proposer certify that during the term and during the life of any contract with ESC Region 8 and TIPS Members resulting from this procurement process the vendor certifies to the terms included or referenced herein.

Does vendor agree?

Yes

5 8	**2 CFR PART 200 Federal Rule**

Compliance with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Contracts, subcontracts, and subgrants of amounts in excess of $250,000)

Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members requires the proposer certify that in performance of the contracts, subcontracts, and subgrants of amounts in excess of $250,000, the vendor will be in compliance with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).

Does vendor certify that it is in compliance with the Clean Air Act?

Yes

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5 9	**2 CFR PART 200 Procurement of Recovered Materials**

A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with
maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Does vendor certify that it is in compliance with the Solid Waste Disposal Act as described above?

Yes

6 0	**2 CFR PART 200 Rights to Inventions**

If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to the above, when the foregoing applies to ESC Region 8 and TIPS Members, Vendor certifies that during the term of an award resulting from this procurement process, Vendor agrees to comply with all applicable requirements as referenced in the Federal rule above.

Does vendor agree?

Yes

6 1	**2 CFR PART 200 Domestic Preferences for Procurements**

As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award. For purposes of 2 CFR Part 200.322, "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stag through the application of coatings, occurred in the United States. Moreover, for purposes of 2 CFR Part 200.322, "Manufactured products" means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum, plastics and polymer-based products such as polyvinyl chloride pipe, aggregates such as concrete, class, including optical fiber, and lumber.

Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, Vendor certifies that to the greatest extent practicable Vendor will provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products).

Does vendor agree?

Yes

62 | 2 CFR PART 200 Ban on Foreign Telecommunications

Federal grant funds may not be used to purchase equipment, services, or systems that use "covered telecommunications" equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. "Covered telecommunications" means purchases from Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities), and video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).

Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, Vendor certifies that Vendor will not purchase equipment, services, or systems that use "covered telecommunications", as defined by 2 CFR §200.216 equipment or services as a substantial or essential component of any system, or as critical technology as part of any system.

Does vendor agree?

Yes

63 | Certification Regarding Lobbying

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

I HAVE NOT Lobbied per above

64 | If you answered "I HAVE lobbied" to the above Attribute Question

If you answered "I HAVE lobbied" to the above Attribute question, you must download the Lobbying Report "Standard From LLL, disclosure Form to Report Lobbying" which includes instruction on completing the form, complete and submit it in the Response Attachments section as a report of the lobbying activities you performed or paid others to perform.

6 5	**Subcontracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms.**
	Do you ever anticipate the possibility of subcontracting any of your work under this award if you are successful?
	IF NO, DO NOT ANSWER THE NEXT ATTRIBUTE QUESTION. . IF YES, and ONLY IF YES, you must answer the next question YES if you want a TIPS Member to be authorized to spend Federal Grant Funds for Procurement.
	NO

6 6	**ONLY IF YES TO THE PREVIOUS QUESTION OR if you ever do subcontract any part of your performance under the TIPS Agreement, do you agree to comply with the following federal requirements?**
	ONLY IF YES TO THE PREVIOUS QUESTION OR if you ever do subcontract any part of your performance under the TIPS Agreement, do you agree to comply with the following federal requirements? Federal Regulation 2 CFR §200.321 Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms. (a)The non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
	(b) Affirmative steps must include:
	(1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
	(2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
	(3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
	(4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
	(5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce ; and
	(6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs(1) through (5) of this section.
	No response

Vendor: JIGSAW LEARNING LLC DBA TEACHTOWN

210301

6 7	**Indemnification**

The ESC Region 8 and TIPS is a Texas Political Subdivision and a local governmental entity; therefore, is prohibited from
indemnifying third parties pursuant to the Texas Constitution (Article 3, Section 52) except as specifically provided by law or as
ordered by a court of competent jurisdiction. A provision in a contract to indemnify or hold a party harmless is a promise to pay for
any expenses the indemnified party incurs, if a specified event occurs, such as breaching the terms of the contract or negligently
performing duties under the contract. Article III, Section 49 of the Texas Constitution states that "no debt shall be created by or on
behalf of the State ... " The Attorney General has counseled that a contractually imposed obligation of indemnity creates a "debt" in
the constitutional sense. Tex. Att'y Gen. Op. No. MW-475 (1982). Contract clauses which require the System or institutions to
indemnify must be deleted or qualified with "to the extent permitted by the Constitution and Laws of the State of Texas." Liquidated
damages, attorney's fees, waiver of vendor's liability, and waiver of statutes of limitations clauses should also be deleted or qualified
with "to the extent permitted by the Constitution and laws of State of Texas."

Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered. Do you agree
to these terms?

Yes

6 8	**Remedies**

The parties shall be entitled to exercise any right or remedy available to it either at law or in equity, subject to the choice of law, venue
and service of process clauses limitations agreed herein. Nothing in this agreement shall commit the TIPS to an arbitration resolution
of any disagreement under any circumstances. Any Claim arising out of or related to the Contract, except for those specifically waived
under the terms of the Contract, may, after denial of the Board of Directors, be subject to mediation at the request of either party. Any
issues not resolved hereunder MAY be referred to non-binding mediation to be conducted by a mutually agreed upon mediator as a
prerequisite to the filing of any lawsuit over such issue(s). The parties shall share the mediator's fee and any associated filing fee
equally. Mediation shall be held in Camp or Titus County, Texas. Agreements reached in mediation shall be reduced to writing, and
will be subject to the approval by the District's Board of Directors, signed by the Parties if approved by the Board of Directors, and, if
signed, shall thereafter be enforceable as provided by the laws of the State of Texas.

Do you agree to these terms?

Yes, I Agree

6 9	**Remedies Explanation of No Answer**

No response

7 0	**Choice of Law**
	The agreement between the Vendor and TIPS/ESC Region 8 and any addenda or other additions resulting from this procurement process, however described, shall be governed by, construed and enforced in accordance with the laws of the State of Texas, regardless of any conflict of laws principles. THIS DOES NOT APPLY to a vendor's agreement entered into with a TIPS Member, as the Member may be located outside Texas. Do you agree to these terms? Agreed

7 1	**Venue, Jurisdiction and Service of Process**
	Any proceeding, involving Region 8 ESC or TIPS, arising out of or relating to this procurement process or any contract issued by TIPS resulting from or any contemplated transaction shall be brought in a court of competent jurisdiction in Camp County, Texas and each of the parties irrevocably submits to the exclusive jurisdiction of said court in any such proceeding, waives any objection it may now or hereafter have to venue or to convenience of forum, agrees that all claims in respect of the Proceeding shall be heard and determined only in any such court, and agrees not to bring any proceeding arising out of or relating to this procurement process or any contract resulting from or any contemplated transaction in any other court. The parties agree that either or both of them may file a copy of this paragraph with any court as written evidence of the knowing, voluntary and freely bargained for agreement between the parties irrevocably to waive any objections to venue or to convenience of forum. Process in any Proceeding referred to in the first sentence of this Section may be served on any party anywhere in the world. Any dispute resolution process other than litigation shall have venue in Camp County or Titus County Texas. Do you agree to these terms? Agreed

7 2	**Infringement(s)**
	The successful vendor will be expected to indemnify and hold harmless the TIPS and its employees, officers, agents, representatives, contractors, assignees and designees from any and all third party claims and judgments involving infringement of patent, copyright, trade secrets, trade or service marks, and any other intellectual or intangible property rights attributed to or claims based on the Vendor's proposal or Vendor's performance of contracts awarded and approved. Do you agree to these terms? Yes, I Agree

7 3	**Infringement(s) Explanation of No Answer**
	No response

7 4	**Contract Governance**
	Any contract made or entered into by the TIPS is subject to and is to be governed by Section 271.151 et seq, Tex Loc Gov't Code. Otherwise, TIPS does not waive its governmental immunities from suit or liability except to the extent expressly waived by other applicable laws in clear and unambiguous language. Yes

Vendor: JIGSAW LEARNING LLC DBA
TEACHTOWN

210301

7 5	**Payment Terms and Funding Out Clause**

Payment Terms:

TIPS or TIPS Members shall not be liable for interest or late payment fees on past-due balances at a rate higher than permitted by the laws or regulations of the jurisdiction of the TIPS Member.

Funding Out Clause:

Vendor agrees to abide by the laws and regulations, including Texas Local Government Code § 271.903, or any statutory or regulatory limitations of the jurisdiction of any TIPS Member which governs contracts entered into by the Vendor and TIPS or a TIPS Member that requires all contracts approved by TIPS or a TIPS Member are subject to the budgeting and appropriation of currently available funds by the entity or its governing body.

See statute(s) for specifics or consult your legal counsel.

Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered.

Do you agree to these terms?

Yes

---

7 6	**Insurance and Fingerprint Requirements Information**

Insurance

If applicable and your staff will be on TIPS member premises for delivery, training or installation etc. and/or with an automobile, you must carry automobile insurance as required by law. You may be asked to provide proof of insurance.

Fingerprint

It is possible that a vendor may be subject to Chapter 22 of the Texas Education Code. The Texas Education Code, Chapter 22, Section 22.0834. Statutory language may be found at: http://www.statutes.legis.state.tx.us/

If the vendor has staff that meet both of these criterion:

(1) will have continuing duties related to the contracted services; and

(2) has or will have direct contact with students

Then you have "covered" employees for purposes of completing the attached form.

TIPS recommends all vendors consult their legal counsel for guidance in compliance with this law. If you have questions on how to comply, see below. If you have questions on compliance with this code section, contact the Texas Department of Public Safety Non-Criminal Justice Unit, Access and Dissemination Bureau, FAST-FACT at NCJU@txdps.state.tx.us and you should send an email identifying you as a contractor to a Texas Independent School District or ESC Region 8 and TIPS. Texas DPS phone number is (512) 424-2474.

See form in the next attribute to complete entitled:
Texas Education Code Chapter 22 Contractor Certification for Contractor Employees

7 7	**Texas Education Code Chapter 22 Contractor Certification for Contractor Employees**

Introduction: Texas Education Code Chapter 22 requires entities that contract with school districts to provide services to obtain criminal history record information regarding covered employees. Contractors must certify to the district that they have complied. Covered employees with disqualifying criminal histories are prohibited from serving at a school district.

Definitions: Covered employees: Employees of a contractor or subcontractor who have or will have continuing duties related to the service to be performed at the District and have or will have direct contact with students. The District will be the final arbiter of what constitutes direct contact with students. Disqualifying criminal history: Any conviction or other criminal history information designated by the District, or one of the following offenses, if at the time of the offense, the victim was under 18 or enrolled in a public school:

(a) a felony offense under Title 5, Texas Penal Code; (b) an offense for which a defendant is required to register as a sex offender under Chapter 62, Texas Code of Criminal Procedure; or (c) an equivalent offense under federal law or the laws of another state.

I certify that:

NONE (Section A) of the employees of Contractor and any subcontractors are covered employees, as defined above. If this box is checked, I further certify that Contractor has taken precautions or imposed conditions to ensure that the employees of Contractor and any subcontractor will not become covered employees. Contractor will maintain these precautions or conditions throughout the time the contracted services are provided.

OR

SOME (Section B) or all of the employees of Contractor and any subcontractor are covered employees. If this box is checked, I further certify that:

(1) Contractor has obtained all required criminal history record information regarding its covered employees. None of the covered employees has a disqualifying criminal history.

(2) If Contractor receives information that a covered employee subsequently has a reported criminal history, Contractor will immediately remove the covered employee from contract duties and notify the District in writing within 3 business days.

(3) Upon request, Contractor will provide the District with the name and any other requested information of covered employees so that the District may obtain criminal history record information on the covered employees.

(4) If the District objects to the assignment of a covered employee on the basis of the covered employee's criminal history record information, Contractor agrees to discontinue using that covered employee to provide services at the District.

Noncompliance or misrepresentation regarding this certification may be grounds for contract termination.

Some

7 8	**Texas Business and Commerce Code § 272 Requirements as of 9-1-2017**
	SB 807 prohibits construction contracts to have provisions requiring the contract to be subject to the laws of another state, to be required to litigate the contract in another state, or to require arbitration in another state. A contract with such provisions is voidable. Under this new statute, a "construction contract" includes contracts, subcontracts, or agreements with (among others) architects, engineers, contractors, construction managers, equipment lessors, or materials suppliers. "Construction contracts" are for the design, construction, alteration, renovation, remodeling, or repair of any building or improvement to real property, or for furnishing materials or equipment for the project. The term also includes moving, demolition, or excavation. BY RESPONDING TO THIS SOLICITATION, AND WHEN APPLICABLE, THE PROPOSER AGREES TO COMPLY WITH THE TEXAS BUSINESS AND COMMERCE CODE § 272 WHEN EXECUTING CONTRACTS WITH TIPS MEMBERS THAT ARE TEXAS GOVERNMENT ENTITIES.

7 9	**Texas Government Code 2270 Verification Form**
	Texas Government Code 2270 Verification Form
	If (a) Vendor is not a sole proprietorship; (b) Vendor has ten (10) or more full-time employees; and (c) this Agreement has a value of $100,000 or more, the following certification shall apply; otherwise, this certification is not required. Pursuant to Chapter 2270 of the Texas Government Code, the Vendor hereby certifies and verifies that neither the Vendor, nor any affiliate, subsidiary, or parent company of the Vendor, if any (the "Vendor Companies"), boycotts Israel, and the Vendor agrees that the Vendor and Vendor Companies will not boycott Israel during the term of this Agreement. For purposes of this Agreement, the term "boycott" shall mean and include refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes.
	Our entity further certifies that it is is not listed on and we do not do business with companies that are on the Texas Comptroller of Public Accounts list of Designated Foreign Terrorists Organizations per Texas Gov't Code 2270.0153 found at https://comptroller.texas.gov/purchasing/docs/foreign-terrorist.pdf
	I swear and affirm that the above is true and correct.
	YES

8 0	**Logos and other company marks**
	Please upload your company logo to be added to your individual profile page on the TIPS website. If any particular specifications are required for use of your company logo, please upload that information under the "Logo and Other Company Marks" section under the "Response Attachment" tab. Preferred Logo Format: 300 x 225 px - .png, .eps, .jpeg preferred
	Potential uses of company logo:
	* Your Vendor Profile Page of TIPS website
	* Potentially on TIPS website scroll bar for Top Performing Vendors
	* TIPS Quarterly eNewsletter sent to TIPS Members
	* Co-branding Flyers and or email blasts to our TIPS Members (Permission and approval will be obtained before publishing)

8 1	**Solicitation Deviation/Compliance**
	Does the vendor agree with the General Conditions Standard Terms and Conditions or Item Specifications listed in this proposal invitation?
	Yes

8 2	**Solicitation Exceptions/Deviations Explanation**
	If the bidder intends to deviate from the General Conditions Standard Terms and Conditions or Item Specifications listed in this proposal invitation, all such deviations must be listed on this attribute, with complete and detailed conditions and information included or attached.
	TIPS will consider any deviations in its proposal award decisions, and TIPS reserves the right to accept or reject any bid based upon any deviations indicated below or in any attachments or inclusions.
	In the absence of any deviation entry on this attribute, the proposer assures TIPS of their full compliance with the Standard Terms and Conditions, Item Specifications, and all other information contained in this Solicitation.
	No response

8 3	**Agreement Deviation/Compliance**
	Does the vendor agree with the language in the Vendor Agreement?
	Yes

8 4	**Agreement Exceptions/Deviations Explanation**
	If the proposing Vendor desires to deviate form the Vendor Agreement language, all such deviations must be listed on this attribute, with complete and detailed conditions and information included. TIPS will consider any deviations in its proposal award decisions, and TIPS reserves the right to accept or reject any proposal based upon any deviations indicated below. In the absence of any deviation entry on this attribute, the proposer assures TIPS of their full compliance with the Vendor Agreement.
	No response

8 5	**Felony Conviction Notice**
	Texas Education Code, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony." Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract." (c) This section does not apply to a publicly held corporation. The person completing this proposal certifies that they are authorized to provide the answer to this question.
	Select A., B. or C.
	A. My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.
	OR B.My firm is not owned nor operated by anyone who has been convicted of a felony, OR
	C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony. (if you answer C below, you are required to provide information in the next attribute.
	B. Firm not owned nor operated by felon; per above

210301

8 6	**If you answered C. My Firm is owned or operated by a felon to the previous question, you are REQUIRED TO ANSWER THE FOLLOWING QUESTIONS.**
	If you answered C. My Firm is owned or operated by a felon to the previous question, you must provide the following information. 1. Name of Felon(s) 2. The named person's role in the firm, and 3. Details of Conviction(s).
	No response

8 7	**Long Term Cost Evaluation Criterion # 4.**
	READ CAREFULLY and see in the RFP document under "Proposal Scoring and Evaluation". Points will be assigned to this criterion based on your answer to this Attribute. Points are awarded if you agree not increase your catalog prices (as defined herein) more than X% annually over the previous year for the life of the contract, unless an exigent circumstance exists in the marketplace and the excess price increase which exceeds X% annually is supported by documentation provided by you and your suppliers and shared with TIPS, if requested. If you agree NOT to increase prices more than 5%, except when justified by supporting documentation, you are awarded 10 points; if 6% to 14%, except when justified by supporting documentation, you receive 1 to 9 points incrementally. Price increases 14% or greater, except when justified by supporting documentation, receive 0 points.
	increases will be 5% or less annually per question

8 8	**Required Confidentiality Claim Form**
	Required Confidentiality Claim Form This completed form is required by TIPS. By submitting a response to this solicitation you agree to download from the "Attachments" section, complete according to the instructions on the form, then uploading the completed form, with any confidential attachments, if applicable, to the "Response Attachments" section titled "Confidentiality Form" in order to provide to TIPS the completed form titled, "CONFIDENTIALITY CLAIM FORM". By completing this process, you provide us with the information we require to comply with the open record laws of the State of Texas as they may apply to your proposal submission. If you do not provide the form with your proposal, an award will not be made if your proposal is qualified for an award, until TIPS has an accurate, completed form from you. Read the form carefully before completing and if you have any questions, email Rick Powell at TIPS at rick.powell@tips-usa.com

8 9	**Choice of Law clauses with TIPS Members**
	If the vendor is awarded a contract with TIPS under this solicitation, the vendor agrees to make any Choice of Law clauses in any contract or agreement entered into between the awarded vendor and with a TIPS member entity to read as follows: "Choice of law shall be the laws of the state where the customer resides" or words to that effect.
	Agreed

9 0	**Venue of dispute resolution with a TIPS Member**
	In the event of litigation or use of any dispute resolution model when resolving disputes with a TIPS member entity as a result of a transaction between the vendor and TIPS or the TIPS member entity, the Venue for any litigation or other agreed upon model shall be in the state and county where the customer resides unless otherwise agreed by the parties at the time the dispute resolution model is decided by the parties.
	Agreed

9 1	**Automatic renewal of contracts or agreements with TIPS or a TIPS member entity**
	This clause **DOES NOT** prohibit multiyear contracts or agreements with TIPS member entities. Because TIPS and TIPS members are governmental entities subject to laws that control appropriations of funds during their fiscal years for contracts and agreements to provide goods and services, does the Vendor agree to limit any automatic renewal clauses of a contract or agreement executed as a result of this TIPS solicitation award to not longer than "month to month" and at the TIPS contracted rate.
	Agreed

9 2	**Indemnity Limitation with TIPS Members**
	Texas and other states restrict by law or state Constitution the ability of a governmental entity to indemnify others. TIPS requires that any contract entered into between a vendor and TIPS or a TIPS Member as a result of an award under this Solicitation limit the requirement that the Customer indemnify the Vendor by either eliminating any such indemnity requirement clauses in any agreements, contracts or other binding documents **OR** by prefacing all indemnity clauses required of TIPS or the TIPS Member entity with the following: "To the extent permitted by the laws or the Constitution of the state where the customer resides, ".
	Agreement is a required condition to award of a contract resulting from this Solicitation.
	Agreed

9 3	**Arbitration Clauses**
	Except for certain circumstances, TIPS forbids a mandatory arbitration clause in any contract or agreement entered into between the awarded vendor with TIPS or a TIPS member entity. Does the vendor agree to exclude any arbitration requirement in any contracts or agreement entered into between TIPS or a TIPS member entity through an awarded contract with TIPS?
	Agreed

9 4	**Required Vendor Sales Reporting**
	By responding to this Solicitation, you agree to report to TIPS all sales made under any awarded Agreement with TIPS. Vendor is required to report all sales under the TIPS contract to TIPS. If the TIPS Member entity requesting a price from the awarded Vendor requests the TIPS contract, Vendor must include the TIPS Contract number on any communications with the TIPS Member entity. If awarded, you will be provided access to the Vendor Portal. To report sales, login to the TIPS Vendor Portal and click on the PO's and Payments tab. Pages 3-7 of the Vendor Portal User Guide will walk you through the process of reporting sales to TIPS. Please refer to the TIPS Accounting FAQ's for more information about reporting sales and if you have further questions, contact the Accounting Team at accounting@tips-usa.com. The Vendor or vendor assigned dealers are responsible for keeping record of all sales that go through the TIPS Agreement and submitting same to TIPS.

9 5	**Upload of Current W-9 Required**
	Please note that you are required by TIPS to upload a current W-9 Internal Revenue Service (IRS) Tax Form for your entity. This form will be utilized by TIPS to properly identify your entity. Additionally, if not designated "Confidential" in your proposal response, this W-9 may be accessed by TIPS Members for the purpose of making TIPS purchases from you in the event that you are awarded. If you wish to designate your required W-9 confidential, please do so according to the terms of the Confidentiality Claim Form which is an attachment to this solicitation.

REFERENCES

Please provide three (3) references, preferably from school districts or other governmental entities who have used your services within the last three years. Additional references may be required. DO NOT INCLUDE TIPS EMPLOYEES AS A REFERENCE.

You may provide more than three (3) references.

Entity Name	Contact Person	VALID EMAIL IS REQUIRED	Phone
Austin ISD	Amy Cox	amy.cox@austinisd.org	512-414-8973
Houston ISD	Laticia Borner	Latricia.Borner@houstonisd.org	713 556-8014
El Paso ISD	Priscilla Sanders	Plsander@episd.org	915.230.2850
Amarillo ISD	Kelly Guillen	Kelly.guillen@amaisd.org	806-326-1394
Metropolitan Nashville PS	Ada Winford	ada.winford@mnps.org	615-525-3625

Required Confidential Information Status Form

Jigsaw Learning LLC dba TeachTown
Name of company

Kimberly A. Johnson/Vice President
Printed Name and Title of authorized company officer declaring below the confidential status of material

330 West Cummings Park Woburn, MA 01801

| **Address** | **City** | **State** | **ZIP** | **Phone** |

ALL VENDORS MUST COMPLETE THE ABOVE SECTION

CONFIDENTIAL INFORMATION SUBMITTED IN RESPONSE TO COMPETITIVE PROCUREMENT REQUESTS OF EDUCATION SERVICE CENTER REGION 8 AND TIPS (ESC8) IS GOVERNED BY TEXAS GOVERNMENT CODE, CHAPTER 552

If you consider any portion of your proposal to be confidential information and not subject to public disclosure pursuant to Chapter 552 Texas Gov't Code or other law(s), **you must attach a copy of all claimed confidential materials within your proposal and put this COMPLETED form as a cover sheet to said materials then scan, name "CONFIDENTIAL" and upload with your proposal submission**. (You must include all the confidential information in the submitted proposal. The copy uploaded is to indicate which material in your proposal, if any, you deem confidential in the event the receives a Public Information Request.) ESC8 and TIPS will follow procedures of controlling statute(s) regarding any claim of confidentiality and shall not be liable for any release of information required by law. Upon your claim and your defense to the Office of Texas Attorney General is required to make the final determination whether the information submitted by you and held by ESC8 and TIPS is confidential and exempt from public disclosure.

ALL VENDORS MUST COMPLETE ONE OF THE TWO OPTIONS BELOW.

OPTION 1:

I DO CLAIM parts of my proposal to be confidential and _DO NOT_ **desire to expressly waive** a claim of confidentiality of all information contained within our response to the solicitation. The attached contains material from our proposal that I classify and deem confidential under Texas Gov't Code Sec. 552 or other law(s) and I invoke my statutory rights to confidential treatment of the enclosed materials.
IF CLAIMING PARTS OF YOUR PROPOSAL CONFIDENTIAL, YOU MUST ATTACH THE SHEETS TO THIS FORM AND LIST THE NUMBER OT TOTAL PAGES THAT ARE CONFIDENTIAL.

ATTACHED ARE COPIES OF_____PAGES OF CLAIMED CONFIDENTIAL MATERIAL FROM OUR PROPOSAL THAT WE DEEM TO BE NOT PUBLIC INFORMATION AND WILL DEFEND THAT CLAIM TO THE TEXAS ATTORNEY GENERAL IF REQUESTED WHEN A PUBLIC INFORMATION REQUEST IS MADE FOR OUR PROPOSAL.

Signature_____ Date _____

---**OR**--

OPTION 2:
I DO NOT CLAIM any of my proposal to be confidential, complete the section below.

Express Waiver: I desire to expressly waive any claim of confidentiality as to any and all information contained within our response to the competitive procurement process (e.g. RFP, CSP, Bid, RFQ, etc.) by completing the following and submitting this sheet with our response to Education Service Center Region 8 and TIPS.

Signature _K. A. Jr_____ Date _April 14, 2021_____

Confidentiality Claim Form rev 10012020RP

TeachTown Product Descriptions

Meta-Play

Appropriate for ages 18 months - 4 years

TeachTown Meta-Play provides systemic early intervention to students aged 18 months to four years old with behavioral disorders, intellectual disability (ID) and Autism Spectrum Disorder (ASD) to increase appropriate social behavior and remediate deficits in the areas of social skills and play.

TeachTown Basics

Appropriate for developmental ages 2-10 and chronological ages 2-22

TeachTown Basics provides an evidence-based curriculum that combines on computer discrete trials with teacher lead Generalization Activities across 6 Learning Domains: Adaptive Skills, Cognitive Skills, Language Arts, Language Development, Mathematics and Social & Emotional. It addresses the academic, cognitive, and social emotional challenges faced by students with developmental delays, intellectual disability (ID), and Autism Spectrum Disorder (ASD). Data are automatically captured, tracked and reported on when a student is in a session providing detailed progress reports and graphs to help guide a student's academic progress.

enCORE

Appropriate for Kindergarten – 5th Grade

enCORE is an adapted, comprehensive core curriculum designed to meet the needs of students with moderate and severe intellectual disabilities. The program provides a blended classroom solution of hands-on, interactive whiteboard, and independent technology-delivered student lessons. Based on the science of applied behavior analysis (ABA), and systematic instruction, enCORE provides educators with scripted lessons that are easy-to-implement and differentiated across three student support levels. A comprehensive classroom library of differentiated, adapted literature expands inclusive educational opportunities for this population by providing students with high quality books that are commonly found in general education classrooms. Data tracking across all instructional platforms provides districts with student progress across state-specific standards and student-specific IEP goals. Designed by content experts in the field of general curriculum access, enCORE is the only comprehensive core solution providing general

curriculum access and age-appropriate content to this student population utilizing a blend of instructional platforms

Elementary Social Skills

Appropriate for ages 4-15

TeachTown Social Skills is a video modeling curriculum containing 87 targeted skills each with an animated episode, a full 6-day lesson plan as well as extension activities, homework sheets and comic strips along with an observational assessment component. The curriculum teaches appropriate, positive social behaviors, allowing students to flourish in inclusive environments. This program also includes an on-line assessment tool for progress monitoring as well as screeners to help identify those social skills needing to be addressed.

BE SAFE

Appropriate for Middle School- through Transition-aged Students

BE SAFE is a video-modeling curriculum for teens and young adults that utilizes evidence-based practices. It provides each student with the appropriate skills necessary to safely and appropriately respond to community officers and professionals, increasing their safety, community integration, and independence. BE SAFE utilizes visual supports, BE SAFE stories (social stories), role play, and priming and includes teacher-lead lesson plans and student-lead interactive activities to ensure understanding of the concepts. BE SAFE also includes an online assessment tool for progress monitoring.

TeachTown Registered Behavior Technician (RBT) Course

TeachTown's RBT Course is designed to prepare teachers, paraprofessionals, and/or other personnel who have direct contact with students for certification as Registered Behavior Technicians. The RBT course meets, and exceeds, the Task List outlined by the Behavior Analyst Certification Board (BACB), the accrediting board for Board Certified Behavior Analysts (BCBAs). TeachTown's team of BCBA's have created a 40-hour online training program where participants systematically advance through 12 course modules

consisting of 119 interactive lessons. Within each lecture are interactive quizzes and activities, supplemental classroom videos, and additional resources related to the lecture topic all supervised by a TeachTown BCBA.

ABA Pro

ABA Pro is a self-guided, technology-delivered professional development library that provides teachers, support staff, and administrators with the necessary knowledge and skills to adequately teach all students in every environment

Transition to Adulthood

Transition to Adulthood is appropriate for transition-aged students who are working on functional and/or vocational skills to achieve post-secondary goals.

Transition to Adulthood is a comprehensive, evidence-based curriculum designed to teach students with disabilities in secondary and post-secondary programs critical skills in the areas of: Personal Life Skills, Home Skills, Vocational Skills, Community Skills and Leisure Skills and focus on increase independence, community access, and employability. Transition to Adulthood uses Point-of-View video modeling, computer-based lessons, full teacher-lead lesson plans and visual supports. It also includes an online assessment tool for progress monitoring.

SLP Assist

Appropriate for students 18 months to early elementary

SLP Assist provides a comprehensive solution for the school-based SLP and students. It includes technology-driven speech and language services for students, integrated with a platform for SLP's to deliver a variety of speech and language lessons with secure, automated data collection and reporting tools.

TeachTown Registered Behavior Technician Course
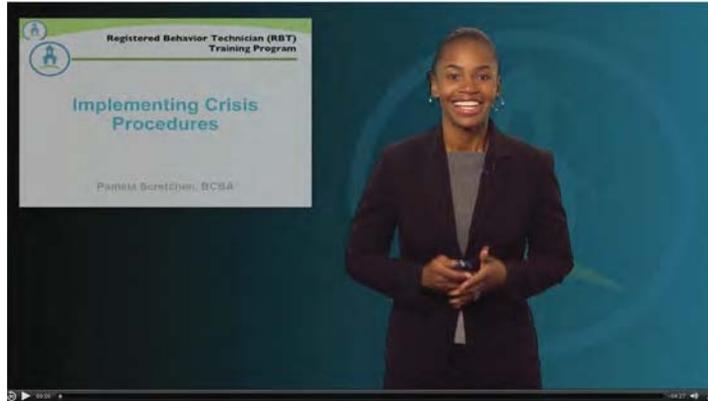
TeachTown's online Behavior Technician Training Course is a comprehensive course in Applied Behavior Analysis developed and delivered by a diverse group of experienced Board-Certified Behavior Analysts.

Approved by the BACB as a 40-hour training course toward RBT Certification!

TeachTown's Behavior Technician Training Course is designed to provide 40+ hours of practice-focused professional development in Applied Behavior Analysis (ABA). Geared toward supporting teachers and paraprofessionals alike, the course teaches evidence-based practices, skills, and strategies related to ABA with a focus on their applicability to the classroom setting.

The Behavior Analysis Certification Board (BACB) has identified a set of guidelines for the RBT training requirement. Each candidate must complete 40 hours of training that covers all task and subtasks of the RBT Task List. The RBT Task List acts as the curriculum for the training required by all candidates and identifies core skills that a behavior technician is likely to perform. TeachTown's RBT Certification Course meets all BACB guidelines.

TEACHTOWN'S ONLINE BEHAVIOR TECHNCIAN COURSE

TeachTown's team of Board-Certified Behavior Analysts (BCBAs) have created an online training course that targets key concepts and skills for effectively using Applied Behavior Analysis, as identified by the Behavior Analyst Certification Board (BACB). Topics cover All Areas of the RBT Task List:

- Measurement
- Assessment
- Skill Acquisition
- Behavior Reduction
- Documentation & Reporting
- Professional Conduct and Scope of Practice

In this course, participants will systematically advance through 12 course modules consisting of 119 interactive lecture units in which the content is broken down into specific ABA topics. Within each lecture unit, there are interactive quizzes and activities, supplemental classroom videos, and additional resources that relate to the lecture topic.

Participants will have access to the course for a full calendar year and will move through the course in the order provided in the syllabus detailed below. However, participants are encouraged to also use the course as an ongoing support and to return to any topic at any time to access materials, refresh their skills, or seek strategies for solving challenges in their classrooms.

EACH LECTURE UNIT INCLUDES:

VIDEO LECTURES: Developed and delivered by an experienced group of BCBAs, each video lecture is approximately 8-12 minutes long and is delivered in an easy-to-follow format.

GUIDED LECTURE NOTES: Ready-to-print lecture guided lecture notes help course participants further understand the concepts addressed throughout the course.

CLASSROOM VIDEO SERIES: A rich pool of authentic classroom videos highlighting teachable moments and exemplars for teachers and para-educators.

INTERACTIVE QUIZZES: Following each lecture, participants will take a lecture quiz. Lecture quizzes are presented in multiple question formats, including true/false, multiple choice, fill-in-the-blank, and matching. (If participants plan to use this course toward their RBT certification, they must achieve an overall quiz average of 80% or higher.)

GLOSSARY OF TERMS: Ready-to-print definition guides and auditory definition reminders are provided to participants to help clarify concepts.

DOWNLOADABLE TEACHER TOOLS: A variety of classroom tools and data collection sheets are provided to course participants to encourage and promote evidence-based practices in the classroom.

RELATED CONTENT: Additional training content and resources are embedded throughout the course to allow participants to further explore course topics, including how to use ABA in the classroom setting.

COURSE SYLLABUS – 12 Course Modules

I. INTRODUCTION
a) What is Applied Behavior Analysis?
b) The Role of the Registered Behavior Technician (RBT)
c) Autism Spectrum Disorders (ASD)

II. THE ABC'S OF BEHAVIOR
a) Behavior and the Environment
b) ABC Data Collection
c) Identifying the Function of Behavior

III. MEASURING BEHAVIOR
a) Introduction to Behavior Measurement
b) Continuous Measurement Procedures
c) Discontinuous Measurement Procedures
d) Permanent Product Recording

e) Collecting and Graphing Data

IV. ASSESSMENTS
a) Functional Behavior Assessments
b) Assisting with Assessment Procedures
c) Conducting Preference Assessments

V. REINFORCEMENT AND PUNISHMENT
a) Reinforcement
b) Schedules of Reinforcement
c) Punishment

VI. SKILL ACQUISITION – TEACHING
a) Skill Acquisition Plans
b) Discrete Trial Training
c) Instructional Methods
d) Task Analyzed Chaining Procedures

VII. PROMPTING
a) Introduction to Prompting
b) Response Prompts
c) Stimulus Prompts
d) Prompt Fading Procedures

VIII. SKILL ACQUISITION – GENERALIZING AND MAINTAINING
a) Discrimination Training
b) Generalization
c) Maintenance
d) Training Stakeholders

IX. BEHAVIOR REDUCTION
a) Written Behavior Reduction Plans
b) Antecedent Modification
c) Differential Reinforcement
d) Extinction
e) Crisis Procedures

X. DOCUMENTATION AND REPORTING
a) Identifying Variables That Affect Clients
b) Objective Documentation

c) Effective Communication
d) Requirements for Reporting, Data Collection, Storage, and Transportation

XI. ETHICS
a) Introduction to Ethics
b) Responsible Conduct
c) Responsibility to Clients and Students
d) The Behavior Analyst and the Individual Behavior Change Program
e) The Behavior Analyst and the Workplace
f) The Behavior Analyst's Ethical Responsibility to the Field of Behavior Analysis
g) The Behavior Analyst's Responsibility to Colleagues
h) The Behavior Analyst's Ethical Responsibility to Society

XII. ABA IN THE CLASSROOM
a) Supporting Students in the Classroom Environments
b) Visual Supports
c) Token Economies
d) Group Behavior Contingencies
e) Establishing Expectations and Consequences
f) Promoting Positive Social Interactions
g) Modeling
h) Self-Management
i) Teaching Imitation Skills
j) Functional Communication Training

RBT Course Offerings

TeachTown now offers three exciting behavior technician training options designed to provide comprehensive, practice-based instruction in the principles of applied behavior analysis and guidance in implementing these principles in the classroom, therapy setting, and beyond. In addition, TeachTown now offers remote supervision for RBT's.

Behavior Technician Courseware

The behavior technician courseware is designed for school districts and other organizations that want to provide their direct service professionals with practical training in the area of applied behavior analysis. It provides access to the web-based behavior technician training course for 1 year, which includes the following:

- 119 lectures provided by experienced BCBAs and focusing on a wide variety of applied behavior analysis skills, concepts, and classroom techniques
- State-of-the-art online learning course platform
- Embedded classroom video examples for all concepts
- Teacher and behavior toolkit containing sample materials and datasheets to support participants in implementing new skills and methods with their students and/or clients

Registered Behavior Technician Training Course

The RBT Training Course meets the Behavior Analyst Certification Board's (BACB) requirement for the 40-hour training toward becoming a Registered Behavior Technician. This offering is designed for school districts and organizations whose goal is for participants to apply for their RBT certification and who will be providing the RBT Competency Assessment independently. It is designed to be completed in the 180-day course timeline set forth by the BACB, and participants who complete the course will receive a certificate of completion to be used when applying for RBT certification. It includes the following:

- 119 lectures provided by experienced BCBAs and focusing on a wide variety of applied behavior analysis skills, concepts, and classroom techniques
- State-of-the-art online learning course platform
- Embedded classroom video examples for all concepts
- Teacher and behavior toolkit containing sample materials and datasheets to support participants in implementing new skills and methods with their students and/or clients

- Interactive course instructor
- Access to a BCBA for questions pertaining to course concepts
- Individualized feedback on quizzes and assignments
- Instructor-monitored group discussions
- Instructor office hours by appointment
- Competency Assessment manual and administration guide

Registered Behavior Technician Certification

The Registered Behavior Technician Certification option is our most comprehensive RBT course offering and prepares participants to apply for the RBT exam and subsequent certification. It is geared toward school districts and organizations whose participants are applying for RBT certification and incorporates *both* the 40-hour training course requirements and administration of the RBT Competency Assessment. It includes the following:

- 119 lectures provided by experienced BCBAs and focusing on a wide variety of applied behavior analysis skills, concepts, and classroom techniques
- State-of-the-art online learning course platform
- Embedded classroom video examples for all concepts
- Teacher and behavior toolkit containing sample materials and datasheets to support participants in implementing new skills and methods with their students and/or clients
- Interactive course instructor
- Access to a BCBA for questions pertaining to course concepts
- Individualized feedback on quizzes and assignments
- Instructor-monitored groups discussions
- Instructor office hours by appointment
- Competency Assessment manual and administration guide
- Online administration of the RBT Competency Assessment

TeachTown Social Skills

TeachTown Elementary Social Skills

Appropriate for ages 4-8

TeachTown Elementary Social Skills is a video modeling curriculum containing 50 targeted skills each with an animated episode, a full 6-day lesson plan as well as extension activities, homework sheets and comic strips along with an observational assessment component and screeners. The curriculum teaches appropriate, positive social behaviors, allowing students to flourish in inclusive environments. This program also includes an online assessment tool for progress monitoring, screeners to help identify which targeted skills needs to be addressed and a student login feature that allows for at home use.

TeachTown Middle School Social Skills

Appropriate for ages 8-15

TeachTown Middle Social Skills is a video modeling curriculum containing 35 targeted skills each with an animated episode, a full 6-day lesson plan as well as extension activities, homework sheets and comic strips along with an observational assessment component and screeners. It offers teachers a comprehensive curriculum to teach crucial social skills, with a focus on increasing emotional intelligence and building self-management skills, and includes an online assessment tool for progress monitoring, screeners to help identify which targeted skills needs to be addressed and a student login feature that allows for at home use.

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Social Skills Program Overview

Students often need extra support when it comes to mastering social skills. That's why we created TeachTown Social Skills. In TeachTown Social Skills, students follow the adventures of fun, relatable, animated characters as they learn to cooperate, respect personal space, express emotions appropriately, and more. Each target social skill is introduced and illustrated in a 2- to 4-minute animated episode and is part of a series of lessons that include methods for differentiating instruction promoting generalization.

TeachTown Social Skills combines television-quality animations with teacher-driven lessons, activities, and assessment tools to teach social skills. This curriculum was developed by an experienced team of clinicians and artists, using developmental social norms, research-based teaching techniques, and input from educators. It is aimed at providing teachers with the ability to focus on academic instruction in their classrooms, while minimizing inappropriate student behaviors. By learning and using meaningful social skills, children function more effectively in school, at home, and in the community. The effectiveness of video modeling is supported by decades on empirical research (e.g. Corbett & Abdullah, 2005; Hitchcock, Dowrick, & Prater, 2003). TeachTown's engaging animated characters provide students with motivation to view, learn, and practice important social skills.

Program Details

<u>TeachTown Elementary Social Skills</u>

TeachTown Elementary Social Skills is designed for students with a minimum language level of 4 years. This program includes:

- 50 Targeted Social Skills and Over 160 Related Skills
- 50 Animated Video Modeling Episodes
- 50 Social Skills Assessments and Ready to Use Learning Objectives
- 50 Independent Interactive Activities for Each of the Target Skills
- 5 Screeners Across the 5 Domains, that Contain 10 Targeted Social Skills in Each
- 300 Easy-to-Use Lesson Plans
- Over 1,000 Activities and Learning Aids

The Five Behavioral Domains and 50 Targeted Skills of TeachTown Elementary Social Skills:

Following the Rules	Interpersonal Skills	Coping & Self Regulation	Good Communication	Friendship
Listen When The Teacher Talks	Respect Personal Space	Ask An Adult For Help	Make A Request	Stay Positive
Ask Before Interrupting Play	Ask Before A Hug	Be Nice When You Lose	Change Topics Politely	Help Solve a Problem
Raise Your Hand Before Speaking Out	Be A Good Listener	How To Cheer Yourself Up	Ask About Others Interest	Ask a Friend for Help
Sit When The Teacher Says	Sometimes Things Break By Accident	Know When to Take A Break	Wait To Enter A Conversation	Including Others
Be Still And Quiet In Line	Take Turns With Toys	Say Why You Are Sad	How To Say No	Helping Others
Wait To Speak Until Called Upon	Look when Saying Goodbye	Sometimes Friends Don't Want to Play	Apologize When You Make a Mistake	Comfort Sad Friends
Follow Fire Drill Instructions	Respond When You Are Greeted	Speak Up For Yourself	Initiating A Conversation	Compliment Others
Play By The Rules	It's More Fun To Share	Stay Calm When The Schedule Changes	Continuing A Conversation	Respect Differences
Use Lunchtime Manners	Say Why You're Mad	Take Deep Breaths To Stay Calm	How To End A Conversation	Making Up After A Fight
Use A Quiet Voice Inside	How To Join Friends During Playtime	Try Again When You Make A Mistake	Tell The Truth	Thinking About Others

For each of the 50-target social skills, the following materials are included:

- An animated episode that is 2-3 minutes in length
- 5 sequential teacher-driven lesson plans
- 1 extension activity lesson plan
- 1 homework assignment (English and Spanish)
- 1 comic book activity (English and Spanish)
- 1 worksheet
- 1 Independent Interactive Activity
- Visual Supports
- Online Assessment
- Student Login Feature to access episode and Interactive Activity
- Data Reporting/Data Forms
- Screeners to identify targeted skills needed

Each targeted behavior features its own animated episode and six daily teacher-driven lesson plans that contain the following:

- Goal & Objective – Socially valid theme goals. Each theme focuses on one goal, and each lesson concentrates on a specific objective aimed at meeting this goal.
- Related Skills – While each lesson focuses on a specific goal and objective, they also address other important skills.
- Materials – Materials necessary to complete the lesson.
- Preparation – Each lesson is written to take no more than 20 minutes of instructional time, including preparation.

Each lesson plan also includes ideas for differentiated instruction ("Make it Easy" and "Make it Hard") as well as related activities that facilitate generalizing the target social skill. Each theme includes a list of meaningful vocabulary words, to be used at the teacher's discretion, as well as a "Character Catch Phrase," which teachers can use to remind their students of the target social skill.

Lesson Plans

Lesson plans are designed to be teacher lead and implemented daily and sequentially, however implementation can be flexible to meet the diverse needs of classrooms and learners.

Day 1: Priming: This first lesson involves teachers observing their students to determine their current level of proficiency in the target social skill (e.g., asking before they play with others). It also includes a "priming" section in which the teacher introduces the target skill with visual supports, followed by the first viewing of the animated episode.

Day 2: Introduction: This lesson focuses on demonstrating an understanding of the target social skill through the video modeling animation. First, your students will watch the episode, followed by an activity. The lesson ends with a final check for comprehension of the episode and target social skill.

Ask Before Interrupting Play

Day 3: Social Comic

Theme Goal: Your student will ask before playing with other children.

Lesson Objective: Your student will retell the "Ask Before Interrupting Play" story.

Related Skills: Expressive language, fine motor, receptive language, story retell
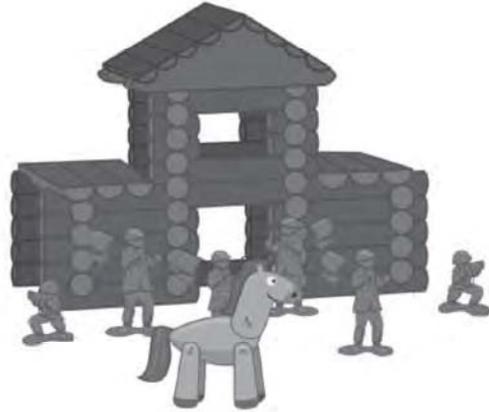
Materials
Two copies of the "Ask Before Interrupting Play" comic book page for each student, glue, paper, scissors

Preparation:
Gather the needed materials in an appropriate area and complete the comic book according to the directions.

Steps to Social Success

Make the Comic Book:
• Have your students make the comic book. Give help as needed.

Tell the Story:
• Have your students retell the story using the comic books. Give "order" words such as: "first," "then," "next," and "last." Write the "order" words on the board. Start your students off by saying, "First, Jelly was building a fort by himself. Then, Pico interrupted him." Continue the story until you have helped your student retell the entire story using the "order" words. Have your students point to the correct picture when retelling the story.

Activity:
• Have your students choose one character from the comic book. Have your students pretend to be that character and either read the characters' lines or say them in their own words while you read the other lines. Add other students into the role-play one at a time until everyone has had a turn.

Make It Easy: Point to each picture as you read aloud and ask questions of your students.

Make It Hard: Have your students retell the story using the vocabulary words on the list below.

Character Catch Phrase: Pico asks before interrupting.

Vocabulary List: Play, together, ask, first, before, interrupt

Related Activities:
• Have your students draw a picture of Pico asking Jelly to play and have them turn it into covers for their comic books.

• Have your students cut up a copy of the comic book. Your students should glue them in order of the story on another piece of paper. After they are glued, have your students write a vocabulary word directly below the pictures that shows what is happening in the picture. Students can use additional words as well.

Day 3: Social Comic: TeachTown's animated characters are used as social models in this lesson. Each student will assemble their own comic book that tells the characters' story, and the class will read the comic book together, reinforcing the target social skill. Following the reading of the story, students will retell the story in a variety of ways, using the comic book as support.

Ask Before Interrupting Play

Day 4: Perspective Taking

Theme Goal: Your student will ask before playing with other children.

Lesson Objective: Your student will show an understanding of the animated characters' wants, feelings, and behaviors.

Related Skills: Attending, emotion recognition, expressive language, perspective taking, receptive language

Materials
"Ask Before Interrupting Play" episode, DVD player, TeachTown character expression pages

Preparation:
Gather the needed materials in an appropriate area and be prepared to pause the episode.

Steps to Social Success

Characters' Wants:
• Play the "Ask Before Interrupting Play" episode and pause it at key points to ask about the characters' wants. Say, "Jelly is upset. Why is Jelly upset? What does he want Pico to do?" If your students have trouble answering the questions, remind them that you need to ask before interrupting play. After you remind them, repeat the last question.

Characters' Feelings:
• Restart the episode. Pause the episode after Jelly says, "Now my fort is ruined." Say, "How does Jelly feel right now?" Use the TeachTown character expression pages to give your students answer choices.

• Have your students use the TeachTown character expression pages to help them create their own drawing of Jelly's feelings.

Characters' Behaviors:
• Point to the screen. Say, "Show me what Pico did." Have your students imitate Pico's behavior right before the fort breaks. Say, "Pico didn't ask first and now the fort is broken. What should Pico do?"

Make It Easy: Give your students two emotions to choose from (e.g., "Is Jelly happy or sad?").

Make It Hard: Have your students say why it is important to ask others to play, and how asking makes others feel.

Character Catch Phrase: Pico asks before interrupting.

Vocabulary List: Play, together, ask, first, before, interrupt

Related Activities:
• Read the first page of the comic book. Ask your students how each of the characters feel in each picture. Then, have them draw a face to represent each of the characters' feelings. Continue with the second page until you have completed all four pages.

• Have your students create their own "Feelings" book that has drawings which represent all of the characters in the animated episode.

Day 4: Perspective Taking: In this lesson, students will work to understand characters' emotions. The activities focus on emotions and facial expressions of the characters, helping the students to understand that there is a connection between feelings, facial expressions, and behaviors.

Ask Before Interrupting Play

Day 5: Generalization

Theme Goal: Your student will ask before playing with other children.

Lesson Objective: Your student will learn to ask before interrupting play in a variety of environments.

Related Skills: Attending, dramatic play, expressive language, receptive language, social interaction, turn taking

Materials
Art supplies, building blocks, puzzles, TeachTown puppets, Datasheet, word cards that say, "Can I play with you?"

Preparation:
Gather the needed materials in an appropriate area.

Steps to Social Success

Reteach:
• Ask for several volunteers to come to the front of the classroom and retell the "Ask Before Interrupting Play" episode in their own words. Use TeachTown puppets to help act out the story.

• Have your students draw a picture to show how they would feel if someone didn't ask before interrupting their play. Have them share their pictures and act out their feelings.

Activity:
• Set up three activities on outside tables (e.g., art activity, puzzles, and building blocks). Assign one student to each table and tell them they may start playing. Have your other students choose an activity to join and monitor to make sure that they ask before interrupting play.

Observation (Post-test):
• Use your Datasheet to see if the target skill has been learned.

• Observe your students to see if they remember the skill and are able to apply the skill in different environments. If not, teachers should reteach the needed step in the new environment.

Make It Easy: Ask your students to identify which activity they would like to join. Take them to each activity to make a choice. Once they have chosen, tell them to ask, "Can I play with you?" or have them use a sentence card.

Make It Hard: Assign your students to those who need help with asking before interrupting.

Character Catch Phrase: Pico asks before interrupting.

Vocabulary List: Play, together, ask, first, before, interrupt

Related Activities:
• Give your students two choices of activities to play outside during PE time (e.g., Catch and Duck, Duck, Goose). Remind your students to ask, "Can I play with you?" before interrupting others' play.

• If your students want to play with an adult who is busy, teach them to say, "Excuse me," before interrupting.

Day 5: Generalization Lesson: This lesson teaches the target social skill in a variety of environments so students will understand that the target skill is necessary in many different places and situations. Students are then directed to an activity in which the teacher observes them to determine if the target skill has generalized. If not, teachers are to repeat the lesson. This lesson also encourages students to put themselves in the place of the characters to determine how they would feel if they were in the same situation.

Day 6: Extension Activity: Students will learn how to predict possible situations in which the target social skill would be necessary. Students will also learn alternate solutions or choices available to them if another person does not respond to the target social skill, such as coping with rejection. Activities also include the student's own feelings about the target skill and their perception of how they might feel in similar situations.

Also included with each targeted social skill

- **In Class Worksheet** (English and Spanish)
- **Homework Sheet** (English and Spanish)
- **Visual**

Student Login Feature within the Elementary Social Skills Program.

Facilitator's have the ability to create a student login. With the student login created by the Facilitator/Teacher, students can login to their own account and access the below features whether in the classroom or at home:

- Interactive Activity with Reporting
- View Animated Episode

Interactivity Activity

Each target social skills includes one Interactive Activity. Student can work independently to improve their comprehension of the targeted skill.

1. The students will watch clips of the animated episode and will answer 5 multiple choice questions about the target skill.
   - The question and response options will be read aloud to them, so even students who are not fluent readers will be able to access this activity.
2. Data will be collected on their correct responses out of a possible 5 and reported, allowing teachers to use this activity for progress monitoring.

Elementary Social Skills Screeners

Allows the teacher to assess a student's knowledge of appropriate behaviors across the 5 behavioral domains. Each Screener includes a short animated episode of the targeted behavior, followed by a series of multiple choice questions to be answered by the student. The reports will help to isolate and identify which behaviors may be problematic within that domain.
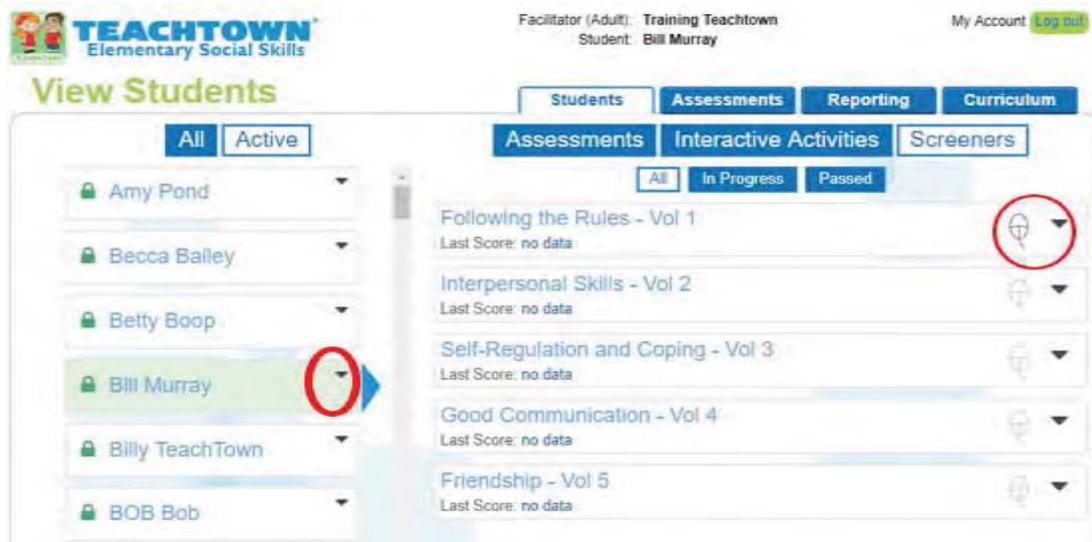
See the Reporting and Progress Monitoring section of this submission for the Screener Reports

TeachTown Middle School Social Skills

TeachTown Middle School Social Skills is designed to target a range of essential social skills for adolescent students. The lessons were created to meet the needs of students who have difficulties in the areas of communication, social interaction, pragmatics, self-management, problem-solving, and/or emotional awareness. This program includes:

- Targeted Social Skills and Related Skills
- Animated Video Modeling Episodes
- Social Skills Assessments and Ready to Use Learning Objectives
- Independent Interactive Activities for Each of the Target Skills
- 6 Screeners Across the 6 Domains
- Easy-to-Use Lesson Plans
- Student Login Feature to access Episodes, Interactive Activities and Comic Strip Builder

The 6 Behavioral Domains and targeted skills for TeachTown Middle School Social Skills that is currently available:

Building & Maintaining Relationships	Interpersonal Skills	Problem Solving	Self Awareness	Personal Care	Safety & Community Participation
Joining a Group	How to Initiate a Conversation	Asking for Help	Staying Calm When Things Change	Dealing With Body Changes	Social Media Management & Cyber Etiquette
Respecting Differences	How to Leave a Conversation	Finding a Compromise	Expressing and Responding to Anger	Managing Body Odor	Communicating via Text or Email
Respecting Personal Boundaries	How to Greet Others	Working Together to Solve a Problem	Handling Frustration	Covering Your Mouth to Cough or Sneeze	Taking Safe & Appropriate "Selfies"
Friendship Qualities: Who is a Friend	Taking Turns in Conversations	How to Respectfully Disagree	What to Do When You're Worried	Keeping a Clean Appearance	Following Directions
Understanding Different Relationships	Interpreting Body Language	Accepting Responsibility	Recognizing Your Strengths and Personal Qualities		Following Signs and Community Rules
Feeling Left Out	Understanding the Perception of Others	Handling Peer Pressure	How to Stick Up for Yourself		
	How to Get Someone's Attention	Handling Bullying			

Each of the targeted skills includes 5 days of lesson plans with an additional list of extension activities and ideas.

- An Animated Episode that is 2 -3 minutes in length
- 5 Sequential Teacher Driven Lesson Plans
- An Independent Interactive Activity
- A Comic Strip Activity
- List of Extension Activities/Ideas
- Parent Tips
- Online Assessment
- Visual Supports
- Student Login Feature
- Data Reporting/Data Collection Sheet
- Screener to identify targeted skill needed

Lesson Plans – Sampling

Introduction: This lesson introduces the target skill, introduces key vocabulary, assesses the students' background knowledge of the skill

Respecting Differences — Introduction

Learning Objective: The student will learn about appropriately respecting differences.

Instructional Timeline:
Preparation: 5 minutes
Lesson: 15 minutes
Assessment: 5 minutes

Instructional Resources and Materials:
Printed "find the difference" picture from the internet, paper, pencils

Materials needed for differentiation: None needed

Key Vocabulary:
Unique: Very special or unusual; unlike anything else. Synonyms include extraordinary, distinctive, and noteworthy.
Respect A feeling of admiring something or someone that is good, valuable, important, etc. Synonyms include admiration, honor, and courtesy.
Difference: A point or way in which people or things are not the same. Synonyms include distinction and differentiation.

Instructional Strategies and Learning Tasks:

1. Assess the students' current background knowledge about respecting differences (see Student Assessment below). Be prepared to collect data (see Student Assessment below).

2. Introduce the key vocabulary.

3. As a warm-up, pass out a "find the difference" picture. Tell the students to look at both pictures and find the difference between the two; allow time for the students to complete.

4. Referring to the above activity, ask the students, "What was different in the picture? How did you know it was different?" (e.g. didn't look the same, etc.)

5. Discuss ways that people can be different (e.g. different preferences such as clothing and food, gender, physical appearance, age, families, etc.). Next ask the students, "Why is it important that we have differences?" (e.g. learn from one another, fun to not be the same, different skills, etc.) Keep the conversation positive, and re-direct any inappropriate responses.

6. Tell the students that our differences are what make us unique and should be embraced and respected.

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Respecting Differences

Introduction

7. Tell the students to write down three things that make them different or unique. Let them know that their responses will not be shared with other students; they will only be viewed by you.

8. Allow time for the students to write their responses, and provide positive reinforcement (e.g. verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses.

Student Assessment:

Informally assess the students' current background knowledge of respecting differences by asking questions such as (not limited to):

a. "What are some ways people are different?"
b. "Why is it important to respect the differences of others?"
c. "Should you discuss how others are different? What kind of language/words would you use?"
d. "What are some possible reactions people might have when you discuss differences?"

Differentiation:

For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized.

Students can verbally (or with AAC devices) tell the teacher what makes him/her unique (as opposed to writing).

Social Story: This lesson gives the students an opportunity to sequence the key points in the MS Social Skills episode, create their own social story or sequence tasks needed to perform the target skill, and may involve use of the Comic Strip Builder to create their own social comic.

Respecting Differences — Social Story

Learning Objective: The student will personally relate to, recall key information from, and sequence the order of events from a story on respecting differences.

Instructional Timeline:
Preparation: 5-10 minutes
Instruction: 15-20 minutes

Instructional Resources and Materials:
Paper, pencil, internet or video clip of a character being judged for being different such as (but not limited to): Shrek (appearance), Aladdin (social class,) Beauty and the Beast (appearance), Brave (gender), etc. Make sure to view the clip in its entirety to ensure appropriateness prior to showing it to your students.

Materials needed for differentiation: Varies, see *"Differentiation"* below.

Self-Management Strategy: If someone is not being respectful of people who are different, I will say something. It is ok to be different.

Instructional Strategies and Learning Tasks:

1. Watch the TeachTown Social Skills episode: "Respecting Differences". Discuss key points in that episode.

2. Tell the students they will write a short script that expresses how to talk about differences in a respectful manner. The students will view a video clip (see *Instructional Resources and Materials*) and use the characters from the clip.

3. Show the students the video clip and discuss:
   a. What about the character was different?
   b. How did people talk to him/her? Was it respectful? Why or why not?
   c. Why is it important to be respectful of others differences?

4. Tell the students, "You're going to add yourself into the scene we just watched by writing down what you would say to the other characters or to the main character that shows respect for their difference. For example, if someone was saying something that could cause the character to feel bad you could tell the other person that we all have differences, and it's important to respect one another." Remind the students that if someone is not being respectful of someone who is different, they should say something. It is ok to be different (Self-Management Strategy above).

Respecting Differences

Social Story

5. Tell the students that their script should be 4-6 sentences (adjust based on student need) and needs to include the following:
   a. Describe the scene, characters and activity taking place (e.g. Shrek is standing in the castle and the two guards are laughing at his size)
   b. Dialogue from the main character and the other characters in the clip (e.g. As Shrek walks in, the guard says, "Look at that giant Ogre!")
   c. Dialogue from you that expresses how you are showing others or showing the main character that you respect differences (e.g. "I walked up to the guards and said that we all have differences and being big makes Shrek able to protect others").

6. Provide an example of a script using a different scene or movie than the one shown to students (may use the one above or create your own).

7. They should be creating scripts with a positive message about respecting differences.

8. Allow time for the students to create their script, and walk around to provide positive reinforcement (e.g. verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses. Allow the students access to watch the video clip again as needed.

Literacy and Language Development:
The students will use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters by adding dialogue to an established scene that alters the relationship of the characters.

Recommended Reading List:
As the students work through various grade-level and/or developmentally appropriate text, they should identify the ways characters are different and how their differences make them unique. Discuss how in the book, The Giver by Lois Lowry, some characters try to create a utopian society that attempts to remove individual differences and how that affects the main characters. Discuss the importance of individuality and differences.

Differentiation:
Provide additional supports for the activity such as:
- For the script, have students determine what they would say/do to show respect for the character's difference in 1-2 sentences (as opposed to noting all of the characters and scene information).
- Utilize text prediction computer software (if available)
- For students with communication needs, utilize augmentative and alternative communication devices/methods
- Allow students to verbally (or with AAC) tell you what they would say (instead of writing the script)

Social Situations: In this lesson, the students work collaboratively with peers on activities, projects, or role plays to increase their understanding of the target skill, and gives them an opportunity to interact with others and practice the skill in natural setting.

Respecting Differences — Social Situations

Learning Objective: The student will actively participate in collaborative activities to practice the skill of respecting differences.

Instructional Timeline:
Preparation: 0-5 minutes
Lesson: 20+ minutes

Instructional Resources and Materials:
Poster board (tri-fold or basic), computers with access to the internet and printer

Materials needed for differentiation: Varies, see *"Differentiation"* below

Self-Management Strategy: If someone is not being respectful of people who are different, I will say something. It is ok to be different.

Instructional Strategies and Learning Tasks:

1. Review and discuss the reasons it is important to respect others differences (e.g. everyone has differences, being a good friend, differences make us special, etc.). Discuss that, if someone is not being respectful of people who are different, the students should say something because it is ok to be different. As part of this review, have the students watch the TeachTown Social Skills episode: "Respecting Differences".

2. Tell the students that they will work in a group (of 3-4) to create a presentation that tells about someone who succeeded because of their differences. They will be given time to research this person and will need to determine:
   a. Who is this person?
   b. What did he/she do that made an impact?
   c. What made the person different?
   d. How did this difference help them be successful?

3. For time-saving purposes, provide students a list of people to choose from. If time permits, allow them to choose their own person. List can include (but not limited to): Ray Charles, Stevie Wonder, Yao Ming, Esther Vergeer, Rosa Parks, Helen Keller, Christopher Reeve, Stephen Hawking, etc.

4. Provide the students with an example, such as (but not limited to:) "Esther Vergeer is a tennis player who uses a wheelchair. She who won 42 grand slam tournaments, 22 year-end championships, and 7 Paralympics titles. After becoming paralyzed, she learned to play volleyball, basketball, and tennis in a wheelchair. She was able to use her difference to become a professional athlete". Tell the students that on the poster you would include things like pictures of her and things that represent her such as tennis rackets, the Paralympic symbol, etc.

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Social Situations

5. Assign the student groups and instruct them to sit together (see *Peer Mediated Instruction* below). Give the students a couple of minutes to discuss who they would like to research for their presentation. Walk around to help facilitate the conversations, answer questions, and have students tell you who they chose and why (make sure this person is appropriate).

6. Allow time for the students to research their person and create their poster.

7. After each group has completed their project, have the students stay in their small groups and reflect on the activity (see *Collaborative Project* below).

8. If time permits, have students present their posters to the rest of the class.
   Optional: Have students continue to work on their project across several days and present their poster at a later time.

Peer-Mediated Instruction:
You may pull grade-level peers to participate in this project with the students. They would collaborate as a team to help research and complete the poster. Students could also present their posters to other classes and/or do further research about their person in the school library with peer assistance.

Collaborative Project:
The students would work in small groups to work on researching and presenting information on a person in history who used their difference to make an impact and help them to be successful.

After the students have completed their projects, have them stay in their small groups and reflect on the activity (e.g. How did finding out more information about the person you researched make you feel about the differences we all have? Do you think it's important we treat everyone with respect? What would you say if someone hurt another person's feelings because of something they thought was different? etc.). Encourage discussion about how it is important to respect the differences we all have and how to stand up for yourself and others in a respectful manner.

Differentiation:
Provide the students with additional supports for the activity. For example:
- Pre-select the individual in history and only require students to find information on what made the person different and what they did (profession, invention, advocacy, etc.)
- Use peer helpers to assist
- Allow students to only use pictures to represent the information
- Utilize text prediction software (if available)
- For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized

Perspective Taking: This lesson focuses on increasing the students' emotional awareness. The goal of the perspective taking lesson is to help the students understand how their emotions impact their behavior and how their behavior impacts others.

Respecting Differences

Perspective Taking 🙎↔🙎

Learning Objective: The student will take the perspective of others in various situations associated to the target skill of respecting differences

Instructional Timeline:
Preparation: 0-5 minutes
Lesson: 15 minutes

Instructional Resources and Materials:
Paper, pencils

Materials needed for differentiation: Communication board with pictures of emotions (see *Differentiation below*)

Instructional Strategies and Learning Tasks:

1. Watch the TeachTown Middle School Social Skills episode: "Respecting Differences".

2. After watching the video, ask the students, "What do you think Pico meant when he said that it was *how* he spoke about his glasses that hurt his feelings?" (e.g. saying he wouldn't have to wear glasses, asking him if he wants to be like everyone else, etc.) Show that part of the video again if needed.

3. Tell students they're going to do an activity that will help to show them why *how* we say things is just as important as *what* we say. Tell students, "For example, I think you're really going to enjoy this activity! (say with enthusiasm). How does that make you feel?" Allow time for students to respond then say, "Ok, let's try that again; I think you're *really* (say with sarcasm) going to enjoy this activity. Does that make you feel different? Why?" Discuss how voice tone can change the way someone perceives something.

4. Discuss how when you're discussing something that may be personal to someone else or may make them appear different (how they look, what they say, the clothes they wear, etc.), it's important to pay attention to what we say as well as also how we say it.

5. Tell the students you're going to say something about Pico's glasses in different ways. You want them to determine if it is a respectful way to say something (would make him feel good), or if it's disrespectful (could make him feel bad) and why they think that. The students should take turns speaking (e.g. raise hands to provide responses, etc). Provide positive reinforcement (e.g. verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses.

6. First say, "I've never seen glasses like yours before, they're so cool!" (excited, genuine, smile on your face). Next cross your arms and say, "I've *never* (judging) seen glasses like yours before, they're *so* (sarcastic) cool" (no smiling).

   Allow time for the students to discuss which one is respectful and which is disrespectful. Ask them how they know that (e.g. voice tone, body language, etc.). Also discuss how each phrase might make Pico feel.

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Respecting Differences

Perspective Taking 🔴↔🔴

7. Next, tell the students to write down a respectful way to discuss Pico's glasses. Remind them to pay attention to the words they will use as well as to consider how they will say it (voice tone, body language).

8. Allow time for students to complete the written activity. Check the students' work, and then tell them that they will use what they wrote to practice using a respectful tone of voice and body language with the person next to them.

9. The students should take turns reading their sentence. They should each provide feedback to one another in regards to what their partner said, the way they said it, and how would make Pico feel and why. Walk around to monitor student interactions and provide positive reinforcement (e.g. verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses.

Emotional Awareness:
The students will identify the emotions in themselves and others (e.g. teacher model, TeachTown episode) and will identify ways they know how that person feels. Throughout the lesson, the students will have the opportunity to point out specific behaviors that are paired with emotions (e.g. facial expression, body language, tone of voice, volume of voice, words used, etc.). They will also learn the importance of self-advocacy and advocating for others.

Modeling:
The students will watch a video model (TeachTown Middle School Social Skills episode), and the teacher will model various ways to say the same phrase to demonstrate how tone and inflection impact meaning. The students will model appropriate ways to discuss differences by each using appropriate tone of voice and body language to respectfully comment on Pico's glasses. The students will also discuss the importance of what they say as well as how they say it. The teacher will provide positive reinforcement (e.g. verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses.

Differentiation:
Have a communication board with the following emotions depicted: sad and happy. Watch the TeachTown Middle School Social Skills episode: "Respecting Differences" with your students. Ask the students to identify the emotions they see the characters displaying by naming (using the communication board as a visual support) or pointing to the emotion on the communication board. For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized.

Generalization: This lesson is designed to help the student utilize the skill under multiple conditions (e.g., with other people, in different settings, under different circumstances, etc.) This lesson also includes a focus on self-management so that the students learn to manage their own behavior regarding the target skill.

Respecting Differences — Generalization

Learning Objective: The student will appropriately respect differences across a variety of individuals, environments, and stimuli.

Instructional Timeline:
Preparation: 0-5 minutes
Instruction: 20 minutes

Instructional Resources and Materials:
Computer with word processing program and internet access, printer
If no computer/printer option is available, use paper and pencil (make a copy of their questionnaire before writing responses on it)

Materials needed for differentiation: Pre-made) questionnaire (see *Differentiation* below).

Self-Management Strategy: If someone is not being respectful of people who are different, I will say something. It is ok to be different.

Instructional Strategies and Learning Tasks:

1. For review, watch the TeachTown Middle School Social Skills episode: "Respecting Differences".

2. Discuss the types of questions you could ask to get to know someone and help to discover what makes them unique (e.g. number of siblings, special talents, interests, places they've been, etc.).

3. Tell students they will develop a 10- to 20- item questionnaire (depending on student needs) that they will use to get to know someone else. The goal is to find out more about another person, find things they have in common, and also things that make them different and unique.

4. The students may use the internet to assist in coming up with questions if needed (ensure internet search safety settings are in place and students are monitored frequently). If a word processing program is available, they may type their questionnaire.

5. Allow time for the students to develop their questionnaire, and read through the questions to ensure appropriateness. Once you have reviewed each questionnaire, have students print their document (or make a copy if writing questions on paper).

6. Tell the students to find someone in the class they don't know very well (assign students if needed) and take turns asking each other the questions from their questionnaire. Instruct the students to write down the other person's responses. Have the students conduct the interviews in locations in the building where conversations are appropriate (e.g. cafeteria). See *Naturalistic Interventions below.*

7. Once they've interviewed another person, tell the students to determine one thing they had in common with one another and one thing that made each of them different.

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8. Remind the students that it's important to respect each other's differences and use accepting language such as, "That's neat that you know how to do that, I like that you have ____, I don't know much about that, can you tell me more?" etc. Stress the importance of using a respectful tone of voice. Walk around and provide positive reinforcement (e.g. verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses. It is important to review ways the students should respond if someone makes a comment that makes them feel bad (See *Self-Management* below).

9. If possible, have students interview a variety of individuals (peers in other classes, adults, etc.) If not possible during the school day, encourage students to interview someone at home (with parent permission).

Naturalistic Interventions:

Before heading out to the cafeteria (or another activity/location where talking is permitted) give your students the goal of sharing something about themselves that makes them different/unique with at least one other person (not someone from your class). Tell them to remember to use respectful language (provide additional examples if needed) and to be mindful of their tone of voice. Prepare students how to respond if someone is not receptive (e.g. say, "We all have things that make us different, we should accept each other for who we are"). You may have them practice this phrase (or something similar) with one another. This would be a great skill to have a peer helper assist with.

It may be beneficial to have students tell you what they would like to share prior to going to the next location to ensure appropriateness

Self-Management:

The students should identify appropriate responses if someone makes a comment that makes them or another person feel bad about what makes them different (e.g. say politely, "We all have things that make us different, but we should accept each other for who we are", etc.) They should practice these strategies in a controlled situation (possibly in a role play scenario where they know the response will not be what they want and/or with a preferred peer/adult) so that the skills are built during low-stress situations. Discuss how our feelings impact our behavior (e.g. when we are upset, it can affect our tone of voice, body language, etc.; if someone says something that hurts your feelings or makes you feel angry, it is important to stay calm and be in control of your own behavior, etc.). They should also identify reasons that it is important to stand up for yourself or for other people if someone is being disrespectful of differences (e.g. bullying situations, etc.).

Differentiation:

Provide additional supports for the activity such as (but not limited to):
- Pre-print a ready-made questionnaire from the internet (or make one yourself) for students to use.
- Require that the students generate fewer questions on their questionnaire
- Assist the students by providing various prompts to help them respond to the questionnaire
- Use a peer buddy to assist students with their questions
- For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized.

Each Targeted Skill Also Includes:

- **Extension Activities**: A list of ideas for teachers/school staff to incorporate practice of the target skill into various subject areas
- **Parent Tips:** A list of ideas for parents to incorporate practice of the target social skill at home (specific, simple ideas for modeling, practicing, and reinforcing skills at home
- **Data Sheet:** Ready to use data sheet for each target skill that can be used to monitor student progress

Dealing with Body Changes — Extension Activities

Try one or more of these activities throughout all subject areas (where appropriate) to encourage and practice dealing with body changes.

- Assign the **TeachTown Middle School Social Skills Interactive Activity** for Body Changes as homework for your student. This activity could also be used as an individual, in-class assignment. Monitor their data on this activity to determine their comprehension and ability to make inferences in regards to this target social skill.

- Have the students use the **TeachTown Comic Strip Builder** to generate their own social comic on dealing with body changes. The students could print out their comic strips and create a "Handling Body Changes" comic strip book that could be kept for future reference.

- Have students make a list of resources they could use to gather information on body changes (e.g., websites, books, counselor, etc.).

- While reading grade-level books, have students identify ways the characters show they might be self-conscious about a change they are experiencing.

Sample Extension Activity

Dealing with Body Changes — Parent Tips

Below are some ways to encourage your child to practice using the appropriate social skills they've learned through the TeachTown Middle School Social Skills program at home.

Self-Management Strategy

The Self-Management Strategy is a phrase that your child has learned through the TeachTown Middle School Social Skills curriculum. It is a phrase that describes what they need to do to exhibit the appropriate social behavior. They may use this phrase as a reminder to themselves about what they need to do, but you might also use this phrase to prompt your child. This allows for them to hear a common message at home and at school about what they should do in various social situations.

Self-Management Strategy:
As I get older, natural changes will happen to my body. If I am concerned or confused, I will ask questions to a trusted adult. I will be respectful to others who are experiencing body changes.

Model

Demonstrate the social skill to your child throughout the day by modeling how to discuss your own body changes in an appropriate, positive way.

- For example:
  - Say in front of your child, "As I've gotten older, my hair has changed. I like how it looks!"
  - Instead of discussing weight, discuss being healthy. Emphasize healthy diet and exercise, instead of specific clothing sizes or weight.
- Model appropriately responding to your child's body changes.
  - If your child discusses their own body in a negative way say something such as (but not limited to), "Experiencing body changes is normal and ok! I'm happy to talk to you about ways you can feel more comfortable, if you'd like".

Practice

Give your child multiple opportunities to use this skill in various situations and settings. For example:

- Watch a TV show/movie where a character is experiencing a body change and discuss with your child how they might feel and appropriate ways for others to respond.
- If you know your child has a change he/she is self-conscious about (voice cracking, acne, sweating, etc.), prepare them to deal with it in a comfortable way prior to attending a social event. For example, if they are self-conscious about sweating make sure they put on deodorant and also take extra with them to re-apply privately.

Reinforce

When you catch your child demonstrating this skill at home or in the community, offer them positive reinforcement, such as:

- "I noticed you washing your face at night, that's a great way to keep your skin healthy!"
- "I like how I heard you talking about your body in a positive way! You are focused on being healthy, and that's great!"
- "Thank you for not laughing when your brother's voice cracked; you were very respectful to him!"

Sample Parent Tip Sheet

Dealing with Body Changes — Data Sheet

Directions: For each objective, record whether the student was able to complete the objective independently or the level of prompt they required to be successful.

Student Name:					
GOAL: The student will engage in conversations that do not include references to changes to their body or others' bodies with 100% accuracy during 4/5 opportunities.					
Date:					
Setting/Activity:					
OBJECTIVE 1: Engages in conversations with others that do not reference changes to their body.					
OBJECTIVE 2: Engages in conversations with others that do not reference changes to others' bodies.					
OBJECTIVE 3: If applicable, they discuss questions or concerns about their body with a trusted adult.					
Total Percent of Independent Responses:					

Sample Data Sheet

Each Lesson Plan Includes:

<u>Learning Objective</u>: Each lesson concentrates on a specific objective aimed at increasing social emotional competence

<u>Instructional Timeline:</u> Each lesson is written to take approximately 20 minutes, including preparation

<u>Instructional Resources & Materials</u>: Any materials needed to complete the lesson are listed. Many lessons include ready-to-use templates and/or lesson materials

<u>Self-management Strategy:</u> This is a phrase that students may memorize and use to cue themselves to the appropriate social skill in various situations

<u>Instructional Strategies & Learning Tasks:</u> Step by step procedures for implementing the lessons with the students

<u>Naturalistic Interventions/Self-Management</u>: The two sections below the Instructional Strategies and Learning Tasks describe how the lesson incorporates evidence-based practices (identified by the National Professional Development Center on Autism Spectrum Disorder) and/or addresses academic standards.

<u>Differentiation:</u> Each lesson identifies how student response modes, setting, or environment, and/ or lesson objective can be modified to meet the needs of students who have varying ability levels.

Taking Turns in Conversations — Introduction

Learning Objective: The student will appropriately take turns in conversations.

Instructional Timeline:
Preparation: Less than 5 minutes
Lesson: 15 minutes
Assessment: Less than 5 minutes

Instructional Resources and Materials:
White board/chalk board, timer

Materials needed for differentiation: None needed

Key Vocabulary:
Interrupt: To ask questions or say things while another person is speaking; to do or say someth[...] causes someone to stop speaking. Synonyms include stop, cut-off, prevent.
Conversation: An informal talk involving two people or a small group of people. Synonyms incl[...] discussion, exchange.

Sidebar labels:
- Learning Objective
- Instructional Timeline
- Resources & Materials
- Key Vocabulary
- Strategies and Learning Tasks

Instructional Strategies and Learning Tasks:

1. Tell the students you will be talking about taking turns in a conversation, and introduce the key vocabulary.

2. Discuss the need for this skill (e.g. makes everyone feel included, helpful for making and keeping friends, ensures everyone hears all of the information, etc.).

3. Provide different examples of why it is important to take turns in a conversation. Examples may include (but are not limited to):
   - A friend is giving you directions to their house: It is important to let them finish or you won't know how to get there.
   - You're in a group where someone is talking and you interrupt them to talk about something more interesting to you: The person talking may have their feelings hurt and the other peers might have liked to hear what that person was saying.
   - You're working on a class project but only one person has been talking: The project will only be one person's ideas instead of everyone participating.

4. Encourage the students to share times/situations when it is important to take turns and why. If the students' examples are negative (e.g. my brother never lets me finish, etc.) try to re-direct back to positive examples, and shift the focus back to why it is important to take turns in conversations.

Taking Turns in Conversations

Introduction

5. Write 3 items on the board: What is your favorite color? What is your favorite food? What is your favorite animal?

6. Tell the students to turn to the person next to them and have a one-minute conversation (can increase time based on student needs). At the end of the conversation, they **each** need to know the person's favorite color, food, and animal. Emphasize that they must each answer one question (e.g. both say favorite color, etc.) before moving onto the next question.

7. Set a timer (e.g. 5 minutes). Choose an amount of time based on your students' needs that will be long enough to allow your students to engage in the conversation, but w focus on the questions and not drag on too long. Tell the students to start their and walk around and observe the activity for baseline data. If other adults are av prepare them to observe as well (see Student Assessment below). Provide a 10– warning before the timer goes off. If there are no other adults to assist, have gr students go at separate times so you can observe everyone.

8. Allow time for group discussion. Did you find out all of your information? Were y take turns? Was it hard to let the other person answer before you asked the nex

Student Assessment:

Informally assess the students' current background knowledge of taking turns in a conversation their conversation with a peer (as noted in the above activity) and taking note of (not limited to

- Were the students able to take turns asking and answering each question before mc the next question?
- Did the students stay on topic?
- Did each student allow the other to finish before talking?
- Were the students able to stay on track and find out the answers to all three questions?

Differentiation:

Provide the students with additional supports for the activity. For example:

- Allow more time for the conversation
- Limit the number of questions they need to ask and answer
- For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized.
- Help facilitate the conversation by providing prompts as needed (gesture, model, physical, verbal, etc.)

Student Assessment Instructions

Ways to Differentiate the Instruction

Student Login Feature within the Middle School Program.

Facilitator's have the ability to create a student login. With the student login created by the Facilitator/Teacher, students can login to their own account and access the below features whether in the classroom or at home:

- Interactive Activity with Reporting
- Comic Strip Builder
- View Animated Episode

Interactivity Activity

Each target social skills includes one Interactive Activity. Student can work independently to improve their comprehension of the targeted skill.

3. The students will watch clips of the animated episode and will answer 10 multiple choice questions about the target skill.
   - The question and response options will be read aloud to them, so even students who are not fluent readers will be able to access this activity.

4. Data will be collected on their correct responses out of a possible 10 and reported, allowing teachers to use this activity for progress monitoring.

Comic Strip Builder
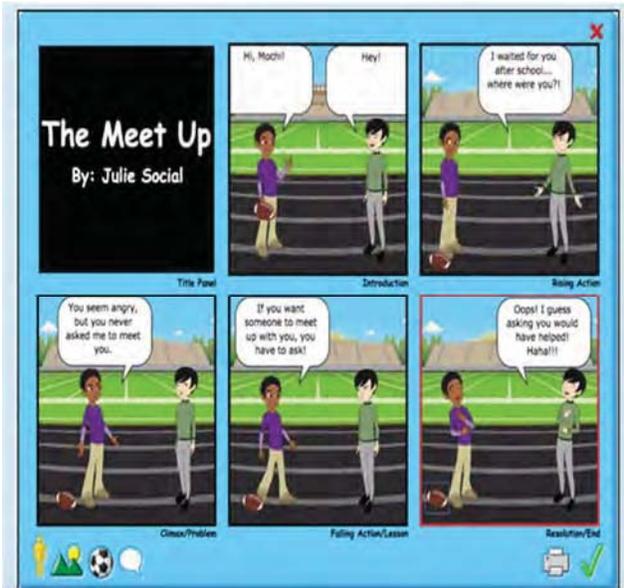
- Students can create their own Social Comic
- There is a 5 panel comic strip and 3 panel comic strip for varying levels of ability
- Students can choose their own background scene, props and characters
- Students will be able to add dialogue (word/thought bubbles)
- Prewriting worksheets are available for teachers to print

Animated Episode

Students have the ability to view the Animated Episode of a specific Targeted Behavior providing permission has been granted by the teacher.

Middle School Social Skills Screeners

Allows the teacher to assess a student's knowledge of appropriate behaviors across the 6 behavioral domains. Each Screener includes a short animated episode of the targeted behavior, followed by a series of multiple choice questions to be answered by the student. The reports will help to isolate and identify which behaviors may be problematic within that domain. See Reporting and Progress Monitoring section for Screener Reports.

Students will view the Animated Episode for each Targeted Behavior within that Domain and answer a series of questions. Student responses will be plotted and graphed for teacher review.

Program Features -Elementary and Middle School

From the main TeachTown homepage you can:

- Enroll your students
- View and access your profile
- View your students
- Access Reports
- Access online support
- Contact TeachTown
- Access Social Skills Programs
- Access Help Center (Training Tutorials, Program Documentation….)

From the program application, you can….

- View and access the curriculum
- Collect assessment data
- Access Reports
- Add students
- View animated episodes
- Create Student Login
- Assign Screeners
- Assign Independent Interactive Activities

Features of the Social Skills Online Program

View Students

The Student Tab home page allows for clear visibility into the status of each student's assessment. All assessments for an individual student can be viewed or can be isolated to show those that are ready to Begin or are already In Progress. All Independent Interactive Activities and Screeners that have been completed can be seen with the last time and date stamp, along with the last score.
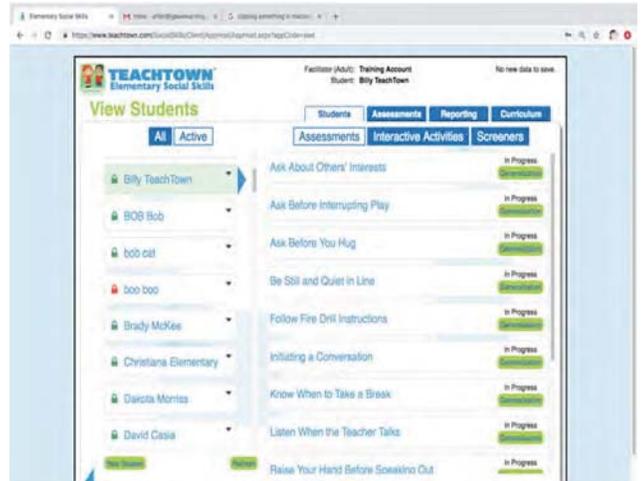
Begin Assessments

The Assessment Tab allows you to view student assessment status across each Behavioral Domain and Targeted Behavior. Assessments are started by choosing a specific Domain and Behavior and clicking Begin next to the appropriate student's name.

Curriculum

Middle School Social Skills

By selecting the Behavioral Domain and Targeted Behavior, the full curriculum and animated episodes are returned for that specific Targeted Skill.

All Lesson Plans are available in pdf and printable

Elementary Social Skills

Social Skills Online Assessment – Elementary and Middle School

Collecting data is very important, however it can sometimes be difficult when trying to work in a variety of settings. TeachTown Social Skills curriculum has a data tool that helps with data-based interventions, prioritization of target skills and maintenance and generalization.

The **Social Skills Assessment** provides educators with a uniform and standardized assessment complete with ready-made goals and objectives. The assessment is appropriate for all students and provides educators with detailed data that can be used to help plan instruction and interventions. Used to identify teaching goals, the assessment collects data on an individual student or classroom level, making the administration of the assessment time effective and appropriate in many settings.

Key Features of the online Social Skills Assessment:
- Accesses all your data collection and assessment needs from your easy, online social skills subscription
- Assesses students behaviorally by direct observation
- Identifies strengths and weaknesses at the student and classroom level
- Helps educators prioritize, plan and evaluate instruction and interventions
- Choose Target Skills based on IEP Goals

#1
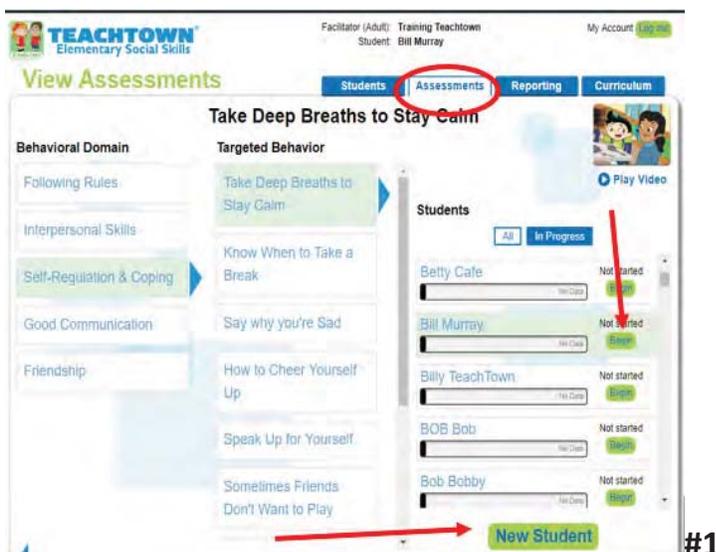
To Start an Assessment

1. Select **Behavioral Domain**
2. Select **Targeted Behavior**
3. Next to Students Name, select **Begin**

#2
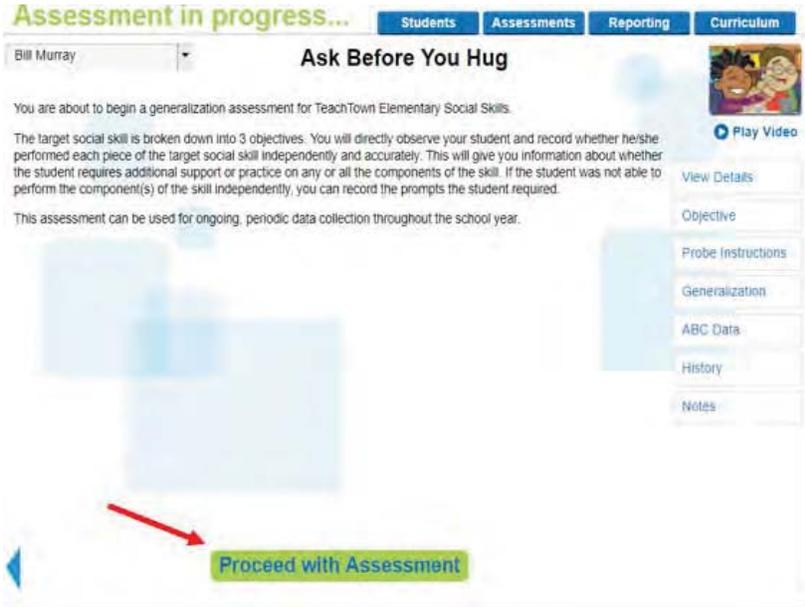
Clear and concise instructions are provided to teacher.

The main terminal objective is broken down into 3 short term objectives

Observational data will be collected when **Proceed with Assessment** is selected

#3
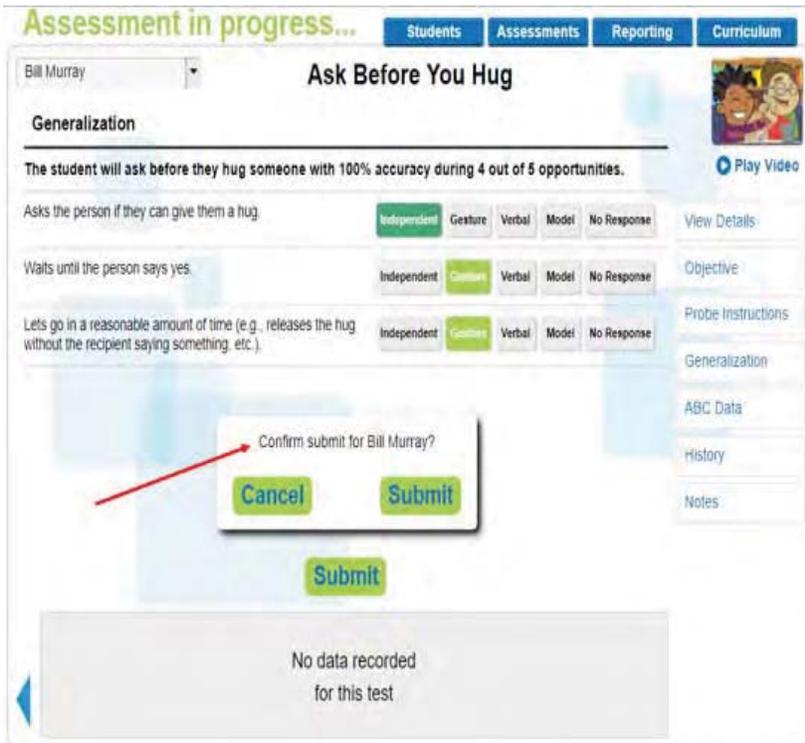
Across each of the objectives, teachers will note whether a student's response was independent or prompting was required and which type of prompt was used. All entries are captured and reported on

#4
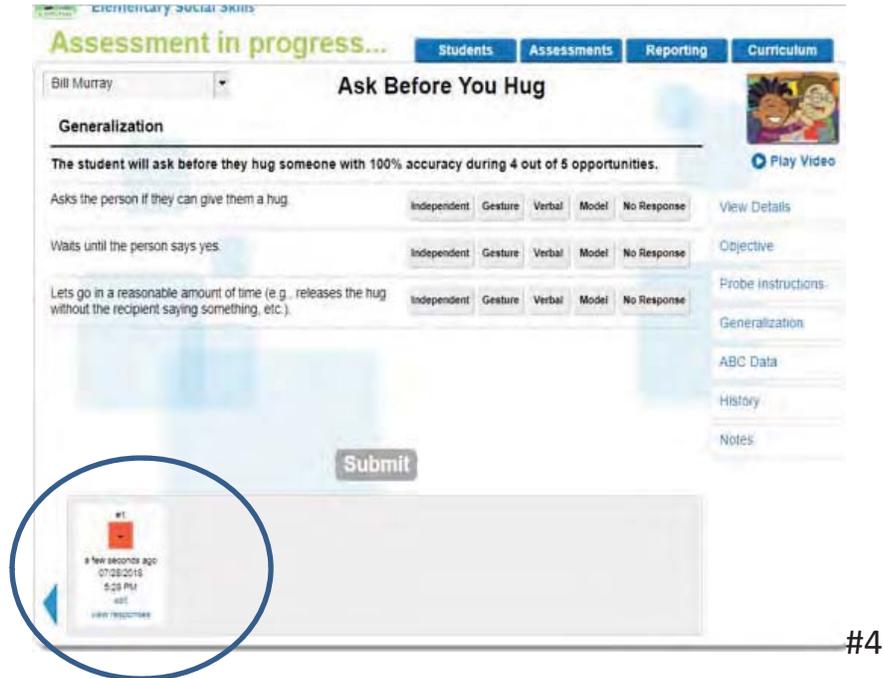
Data taken in screen shot #3 above, is recorded. Data for that specific observation can be viewed and date/time can be edited to account for manually taking the data and entering at a later time.

In screen shot #4 above, teacher's have the ability to review the targeted behaviors objective, obtain an overview of the Probe Instructions and Generalization, take ABC data for future evaluation, view History and take any Notes.

Progress Monitoring and Reporting

District, Classroom and Student Progress Reports are available

Classroom Level Reporting

Assessment Status by Student Report – Classroom Level

Allows Teachers to view, by Behavioral Domain and Targeted Skill what target behaviors are in process, not started, are in maintenance or mastered.

Assessment Progress by Student Report
TeachTown Test District
Facilitator: Kim Johnson

TEACHTOWN® Elementary Social Skills

Student	Date of First Assessment	Date of Most Recent Assessment	Total Number of Assessments In Progress	Number of Assessments with 80%+ Average Over Last 5 Data Points	Data by Domain	Following Rules	Interpersonal Skills	Self-Regulation & Coping	Good Communication	Friendship
TeachTown Test District (4 Students)										
Ben Bannerfield	07/08/2018	03/03/2019	1	3	Number of In Progress Assessments	0	0	1	0	0
Billy TeachTown	07/08/2018	03/03/2019	14	0	Number of In Progress Assessments	7	2	2	2	1
Bobby Hill	07/08/2018	03/03/2019	0	0	Number of In Progress Assessments	0	0	0	0	0
Christina Bordes	07/08/2018	03/03/2019	0	0	Number of In Progress Assessments	0	0	0	0	0

Assessment Progress by Student – Classroom Level.

Allows Teachers to view the entire class and provides per student: date of first and most recent assessment, total number of assessments in progress and the number of assessments with 80% or better average over the last 5 data points. Additionally, breaks down by domains the number of in progress assessments.

Interactive Activities Status By Student Report
Miami-Dade County Public Schools

TEACHTOWN® Middle School Social Skills

Student Name	Joining a Group	Respecting Personal Boundaries	Respecting Differences	Understanding Different Relationships	Friendship Qualities - Who is a Friend?	Feeling Left Out
PALM SPRINGS MIDDLE SCHOOL - 120039000574 (39 Students)						
Student b6589fc	Passed - Latest Score: 80%	Passed - Latest Score: 100%	Passed - Latest Score: 90%	Passed - Latest Score: 90%	Passed - Latest Score: 90%	Not Started
Student b6589fc	In Progress - Latest Score:	In Progress - Latest Score: 60%	In Progress - Latest Score:	Passed - Latest Score: 80%	In Progress - Latest Score: 70%	Not Started
Student b6589fc	70% Not Started	Not Started	70% Not Started	Not Started	Not Started	In Progress – Latest Score:
Student b6589fc	In Progress - Latest Score:	In Progress - Latest Score: 70%	Passed - Latest Score: 100%	In Progress - Latest Score: 70%	In Progress - Latest Score: 70%	50% In Progress - Latest Score:
Student b6589fc	30% Passed - Latest Score: 90%	Passed - Latest Score: 100%	Passed - Latest Score: 100%	Passed - Latest Score: 90%	Passed - Latest Score: 100%	Passed – Latest Score: 90%
Student b6589fc	Passed - Latest Score: 80%	Passed - Latest Score: 80%	In Progress - Latest Score:	Passed - Latest Score: 90%	In Progress - Latest Score: 70%	Passed - Latest Score: 80%
Student b6589fc	Passed - Latest Score: 80%	Passed - Latest Score: 80%	70% Passed - Latest Score: 80%	In Progress - Latest Score: 70%	Passed - Latest Score: 90%	Passed - Latest Score: 80%
Student b6589fc	In Progress - Latest Score:	In Progress - Latest Score: 60%	Passed - Latest Score: 100%	In Progress - Latest Score: 60%	Passed - Latest Score: 100%	Passed - Latest Score: 90%
Student b6589fc	70% In Progress - Latest Score:	In Progress - Latest Score: 60%	In Progress - Latest Score:	Passed - Latest Score: 100%	Passed - Latest Score: 80%	In Progress - Latest Score:
Student b6589fc	60% Passed - Latest Score: 100%	In Progress - Latest Score: 70%	50% Passed - Latest Score: 90%	Passed - Latest Score: 90%	Passed - Latest Score: 80%	70% In Progress - Latest Score:
Student b6589fc	Passed - Latest Score: 90%	Passed - Latest Score: 80%	Passed - Latest Score: 90%	Passed - Latest Score: 80%	Passed - Latest Score: 100%	70% Passed – Latest Score: 90%

Interactive Activities Status by Student Report – Classroom Level

Identifies by Behavioral Domain and Targeted Behavior the students status/progress and the latest scores.

Student Level Reporting
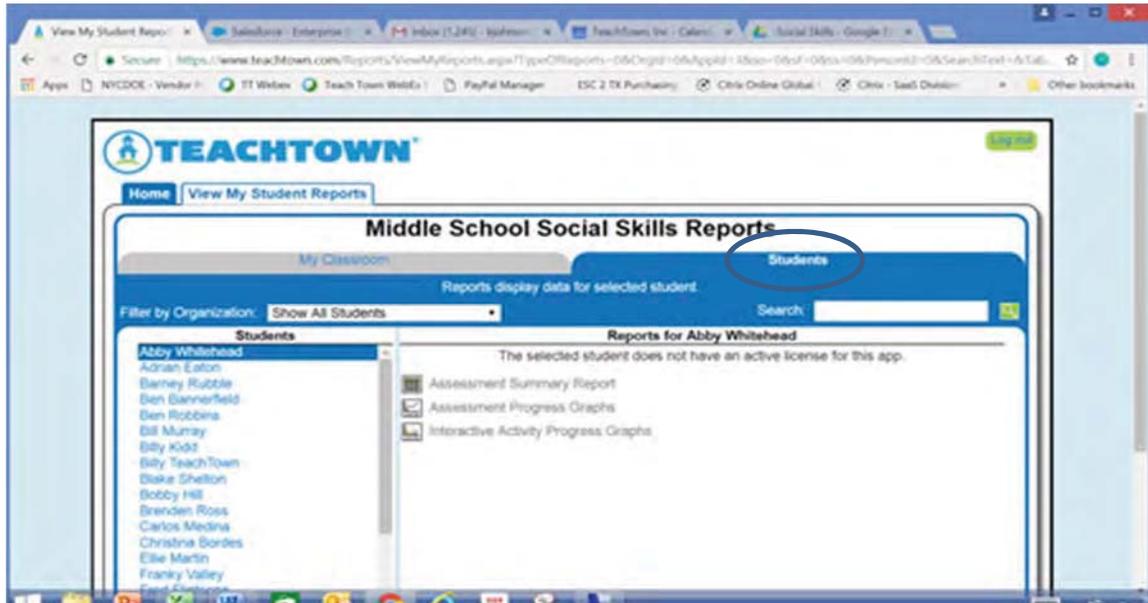
Generated by: Kim Johnson on 03/06/2019 3:03 PM.
Domains included: Following Rules; Interpersonal Skills; Self-Regulation & Coping; Good
Communication; Friendship;
Includes Assessments with student data only.
Edit Report Parameters

Assessment Summary Report
Student: Billy TeachTown

			Following Rules								
Skill Name	Total Number of Sessions	Average Score of All Attempts	Targets	Independent	Gesture	Verbal	Model	No Response	Date of First Data Collection	Date of Most Recent Data Collection
Ask Before Interrupting Play	10	56%	Looks at their friend/peer.	30%	0%	50%	0%	20%	07/10/2018	11/26/2018
			Asks to play.	80%	10%	0%	0%	10%		
			Waits to join until their peer says yes.	60%	20%	10%	0%	10%		
Listen When the Teacher Talks	1	0%	Remains quiet when the teacher is talking.	0%	0%	0%	0%	100%	10/11/2018	10/11/2018
			Attends to the teacher (e.g., is facing the teacher, is looking at the teacher, ignores other students who are talking, etc.).	0%	0%	0%	0%	100%		
			Waits to speak until they are called upon.	0%	0%	0%	0%	100%		
Raise Your Hand Before Speaking Out	2	0%	Raises their hand.	0%	0%	50%	0%	50%	11/08/2018	11/08/2018
			Remains quiet.	0%	0%	50%	0%	50%		
			Waits to speak until called upon.	0%	0%	0%	50%	50%		
Sit When the Teacher Says	1	0%	Follows directions to sit down.	0%	0%	0%	0%	100%	10/16/2018	10/16/2018
			Sits appropriately on the floor or in a chair.	0%	0%	0%	0%	100%		
			Remains seated until the teacher asks them to get up.	0%	0%	0%	0%	100%		
Be Still and Quiet in Line	2	83%	Follows teacher/staff directions to line up.	100%	0%	0%	0%	0%	07/18/2018	11/09/2018
			Remains still in line.	50%	0%	50%	0%	0%		
			Remains quiet in line.	100%	0%	0%	0%	0%		

Student Assessment Summary Report – Student Level

Provides Facilitator's with a student's individual assessment status against each targeted skill within each learning domain. This allows the Facilitator/Teacher to identify which objective within the skill the student may be struggling with.

Assessment Progress Report by Session
Student: Billy TeachTown

TEACHTOWN®
Elementary Social Skills

Ask Before Interrupting Play
Following Rules
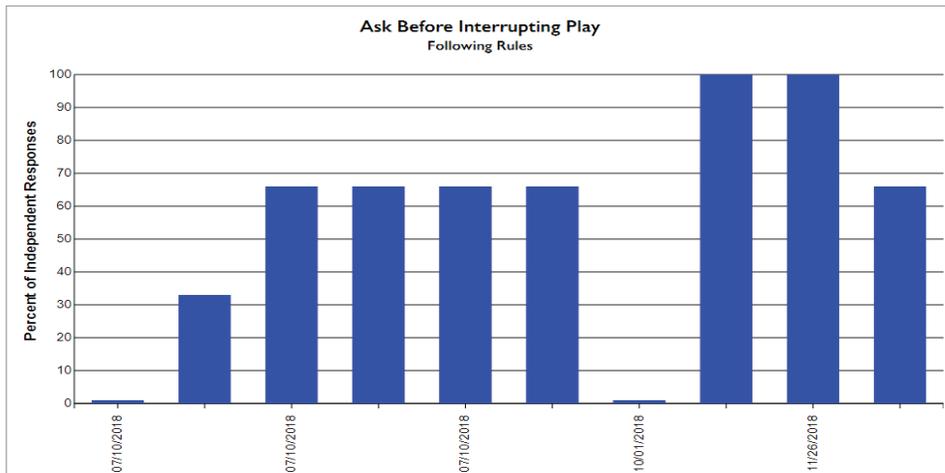
Student Assessment Progress Report by Session – Student Level
Provides visibility by Targeted Behavior the number of Independent Responses per session.

Assessment Progress Report by Target
Student: Billy TeachTown

TEACHTOWN®
Elementary Social Skills

Ask Before Interrupting Play
Following Rules
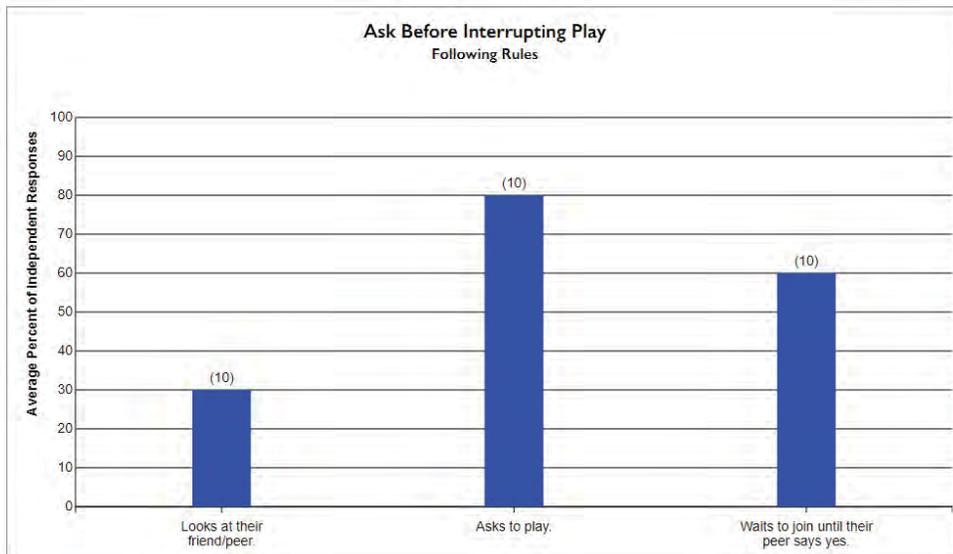
Student Assessment Progress Report by Target – Student Level
Allows for clear visibility into which target/objective the student may be struggling with. The number in ( ) represents the total number of times that target/objective was assessed.

Student Interactive Activity Progress Report

Select a Targeted Behavior to return the Progress Graph on the status/results of the Interactive Activity.

Student Social Skills Screener Scores by Domain – Student Level

Provides immediate visibility in the Behavioral Domain that may require intervention via the Social Skills Curriculum.

Social Skills Screener Scores by Skill
Student: Billy TeachTown
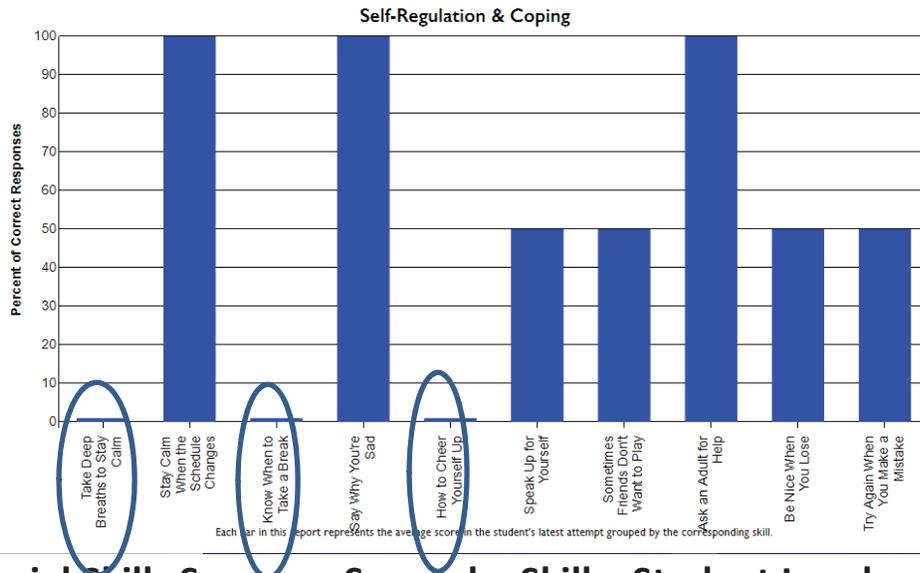
Student Social Skills Screener Scores by Skill – Student Level

Once the Behavioral Domain is identified via the Domain Report above, the Screener Scores by Skill report narrows down those targeted behaviors needing intervention within that Behavioral Domain.

District Level Reporting for Social Skills

Any Administrator on a district's TeachTown account has the ability to view all Teacher and Student Program Use, as well as Student Progress Data. This individual(s) is selected by District personnel at the time of account setup.

When the Administrator Log's in to the TeachTown account and accesses the Administrator Console, they can view District Reports, Teacher/Classroom Reports, or Student level reports

Choose Report Parameters

See status as of this date:

03-18-2019

Select Student Data to include:

◉ Data for currently licensed students only. (Best choice for current reports)
◯ Data for students who have done any work on the program during the selected date range. (Best choice for historical reporting)

Select one or more domains below:
☑ Building and Maintaining Relationships
☑ Interpersonal Skills
☑ Self-Awareness
☑ Problem-Solving
☑ Safety and Community Participation
☑ Personal Care

Each Report contains a 'Report Parameter' screen that allows the administrator to:

1. Select Date/Range
2. Choose Currently Licenses Students or ALL
3. Select Specific Domain or All

RUN REPORT

CANCEL

Generated by: Facilitator 9761ed2 on 03/18/2019 10:34 AM.
Date Selected: 03/18/2019
Data for currently licensed students only.
Domains included: Building and Maintaining Relationships; Interpersonal Skills; Self-Awareness; Problem-Solving; Safety and Community Participation; Personal Care;
Edit Report Parameters

Assessment Status by Student Report

TEACHTOWN
Middle School Social Skills

Student Name	Joining a Group	Respecting Personal Boundaries	Respecting Differences	Understanding Different Relationships	Friendship Qualities: Who is a Friend?	Feeling Left Out
Shipman Elem School	OL					
Student 040bb86	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Student 08e67ca	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Student 1b02976	Passed latest attempt	Failed latest attempt	Not Started	Not Started	Not Started	Not Started
Student 2150f58	Passed latest attempt	Passed latest attempt	Passed latest attempt	Not Started	Not Started	Not Started
Student 26d93f6	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Student 2a460dc	Failed latest attempt	Not Started	Not Started	Not Started	Not Started	Not Started
Student 311f142	Passed latest attempt	Failed latest attempt	Passed latest attempt	Not Started	Not Started	Not Started
Student 3eb0caa	Passed latest attempt	Passed latest attempt	Passed latest attempt	Not Started	Not Started	Not Started
Student 499b25f	Failed latest attempt	Not Started	Not Started	Not Started	Not Started	Not Started
Student 567cedd	Failed latest attempt	Not Started	Not Started	Not Started	Not Started	Not Started
Student 741f73b	Failed latest attempt	Not Started	Not Started	Not Started	Not Started	Not Started
Student 7678e7c	Passed latest attempt	Passed latest attempt	Passed latest attempt	Not Started	Not Started	Not Started
Student 7bf9b4e	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Student b2bbfd2	Passed latest attempt	Passed latest attempt	Passed latest attempt	Not Started	Not Started	Not Started
Student d2b5576	Passed latest attempt	Passed latest attempt	Passed latest attempt	Not Started	Not Started	Not Started

Building and Maintaining Relationships

Assessment Status by Student Report – District Level

Provides Administrator's an overview by Domain and Targeted Skill the Assessment Status for each student within a specific school.

Assessment Progress by Student Report

TEACHTOWN
Middle School Social Skills

Student	Date of First Assessment	Date of Most Recent Assessment	Total Number of Assessments In Progress	Number of Assessments with 80%+ Average Over Last 5 Data Points	Data by Domain	Building and Maintaining Relationships	Interpersonal Skills	Self-Awareness	Problem-Solving	Safety and Community Participation	Personal Care
JORGE MAS CANOSA MIDDLE SCHOOL (21 Students)											
Student 040bb86	08/26/2018	02/24/2019	0	0	Number of In Progress Assessments	0	0	0	0	0	0
Student 08e67ca	08/26/2018	02/24/2019	0	0	Number of In Progress Assessments	0	0	0	0	0	0
Student 1b02976	08/26/2018	02/24/2019	2	2	Number of In Progress Assessments	2	0	0	0	0	0
Student 2150f58	08/26/2018	02/24/2019	3	5	Number of In Progress Assessments	3	0	0	0	0	0
Student 26d93f6	08/26/2018	02/24/2019	0	0	Number of In Progress Assessments	0	0	0	0	0	0
Student 2a460dc	08/26/2018	02/24/2019	1	1	Number of In Progress Assessments	1	0	0	0	0	0
Student 311f142	08/26/2018	02/24/2019	3	4	Number of In Progress Assessments	3	0	0	0	0	0
Student 3eb0caa	08/26/2018	02/24/2019	3	5	Number of In Progress Assessments	3	0	0	0	0	0
Student 499b25f	08/26/2018	02/24/2019	1	2	Number of In Progress Assessments	1	0	0	0	0	0
Student 567cedd	08/26/2018	02/24/2019	1	2	Number of In Progress Assessments	1	0	0	0	0	0
Student 741f73b	08/26/2018	02/24/2019	1	3	Number of In Progress Assessments	1	0	0	0	0	0
Student 7678e7c	08/26/2018	02/24/2019	3	5	Number of In Progress Assessments	3	0	0	0	0	0
Student 7bf9b4e	08/26/2018	02/24/2019	0	0	Number of In Progress Assessments	0	0	0	0	0	0
Student b2bbfd2	08/26/2018	02/24/2019	3	5	Number of In Progress Assessments	3	0	0	0	0	0
Student d2b5576	08/26/2018	02/24/2019	3	5	Number of In Progress Assessments	3	0	0	0	0	0

Assessment Progress Report – District Level

Provides a high-level overview by student, by school as to Assessments In Progress, those with 80% Average over last 5 data points and breaks this data down by Behavioral Domain.

Interactive Activities Status By Student Report

TEACHTOWN
Middle School Social Skills

Student Name	Joining a Group	Respecting Personal Boundaries	Respecting Differences	Understanding Different Relationships	Friendship Qualities - Who is a Friend?	Feeling Left Out
Domain 1: Building and Maintaining Relationships						
PALM SPRINGS MIDDLE SCHOOL -						
Student b6589fc	Passed - Latest Score: 80%	Passed - Latest Score: 100%	Passed - Latest Score: 90%	Passed - Latest Score: 90%	Passed - Latest Score: 90%	Not Started
Student b6589fc	In Progress - Latest Score:	In Progress - Latest Score: 60%	In Progress - Latest Score:	Passed - Latest Score: 80%	In Progress - Latest Score: 70%	Not Started
Student b6589fc	Not Started 70%	Not Started	Not Started 70%	Not Started	Not Started	In Progress - Latest Score:
Student b6589fc	In Progress - Latest Score:	In Progress - Latest Score: 70%	Passed - Latest Score: 100%	In Progress - Latest Score: 70%	In Progress - Latest Score: 70%	In Progress - Latest Score: 50%
Student b6589fc	Passed - Latest Score: 90% 50%	Passed - Latest Score: 100%	Passed - Latest Score: 100%	Passed - Latest Score: 90%	Passed - Latest Score: 100%	Passed - Latest Score: 90% 50%
Student b6589fc	Passed - Latest Score: 80%	Passed - Latest Score: 80%	In Progress - Latest Score:	Passed - Latest Score: 90%	In Progress - Latest Score: 70%	Passed - Latest Score: 80%
Student b6589fc	Passed - Latest Score: 80%	Passed - Latest Score: 80%	Passed - Latest Score: 80% 70%	In Progress - Latest Score: 70%	Passed - Latest Score: 90%	Passed - Latest Score: 80%
Student b6589fc	In Progress - Latest Score:	In Progress - Latest Score: 60%	Passed - Latest Score: 100%	In Progress - Latest Score: 60%	Passed - Latest Score: 100%	Passed - Latest Score: 90%
Student b6589fc	In Progress - Latest Score: 70%	In Progress - Latest Score: 60%	In Progress - Latest Score:	Passed - Latest Score: 100%	Passed - Latest Score: 80%	In Progress - Latest Score:
Student b6589fc	Passed - Latest Score: 100% 60%	In Progress - Latest Score: 70%	Passed - Latest Score: 90% 50%	Passed - Latest Score: 90%	Passed - Latest Score: 80%	In Progress - Latest Score: 70%
Student b6589fc	Passed - Latest Score: 90%	Passed - Latest Score: 80%	Passed - Latest Score: 90%	Passed - Latest Score: 80%	Passed - Latest Score: 100%	Passed - Latest Score: 90% 70%

Interactive Activities Status By Student – District Level

Identifies by Behavioral Domain and Targeted Behavior the students status/progress and the latest scores.

Middle School Social Skills							
Date From: 1/1/1900 12:00:00 AM							
Date To: 3/18/2019 11:59:59 PM							
Date_GMT	FirstName	LastName	Email	Application	BehavioralDomain	TargetedBehavior	Document
3/12/2019 21:33	Kim	Johnson	Kjohnson@teachtown.com	Middle School Social	Self-Awareness	Stay Calm When Things Change	Document: Data Collection Sheet
3/12/2019 21:58	Kim	Johnson	Kjohnson@teachtown.com	Middle School Social	N/A	N/A	User Login to Application
3/14/2019 13:11	Maegen	Pierce	mpierce@teachtown.com	Middle School Social	N/A	N/A	User Login to Application
3/15/2019 15:46	Maegen	Pierce	mpierce@teachtown.com	Middle School Social	Problem-Solving	Asking for Help	Video: Asking for Help
3/15/2019 15:56	Maegen	Pierce	mpierce@teachtown.com	Middle School Social	Problem-Solving	Asking for Help	Document: Social Story
3/15/2019 15:57	Maegen	Pierce	mpierce@teachtown.com	Middle School Social	Problem-Solving	Asking for Help	Document: Social Situations
3/15/2019 15:58	Maegen	Pierce	mpierce@teachtown.com	Middle School Social	Problem-Solving	Asking for Help	Document: Generalization
3/15/2019 15:58	Maegen	Pierce	mpierce@teachtown.com	Middle School Social	Building and Maintainin	Respecting Personal Boundaries	Video: Respecting Personal Bounda

Facilitator Usage Report – District Level

Allows Administrator's the ability to view login dates for each facilitator assigned a license. It provides their email address, which application, Behavioral Domain, Target Behavior and the document or video accessed.

Administrator's have access to the Classroom and Student reports. Classroom Level allows the administrator to select a specific teacher and view all those reports listed under Classroom Level Reports above. By selecting the Students tab, administrator can select a specific student and view all those reports for that student as shown above under Student Level Reports.

Classroom Level: Select Teacher and view Classroom Level Reports for that specific teacher	Student Level: Select Student and view Student Level Reports for that specific student

Home Component of TeachTown Social Skills Elementary

The Home Component of the TeachTown Social Skills program is designed to create a bridge between the lessons taught in the classroom and a student's social behavior at home. Our goal is to ensure that family members are aware of the social skills teachers are focusing on at school, so they can address the same skills, use the same language, and provide reinforcement for these skills at home. Each of the 50 targeted social skills comes with a Homework Assignment (available under the Curriculum tab on the online program) that can be sent home with the Social Comic. Providing families with these materials each time the teacher addresses a new social skill allows families to talk about and practice that social skill at home.

In addition, in each Priming lesson plan, teachers will find a list of vocabulary terms that can be sent home to families, so they can help practice key words from the video-modeling episodes at home. There are also suggested books listed at the end of each Priming Lesson that relate to the social skill and can be sent home for families to check out from the local library. Finally, the remaining five lesson plans for each social skill (i.e., Introduction, Social Comic, Perspective-Taking, Generalization, and Extension Activity) all have "Related Activities" listed at the end that can be shared with families to give them additional ideas about how to practice the social skill through engaging, meaningful activities.

The Student Login feature of the Elementary Social Skills provides access at home to the Animated Episodes and Interactive Activities

Home Component of TeachTown Middle School Social Skills

The Home Component of the TeachTown Social Skills program is designed to create a bridge between the lessons taught in the classroom and a student's social behavior at home. Our goal is to ensure that family members are aware of the social skills teachers are focusing on at school, so they can address the same skills, use the same language, and provide reinforcement for these skills at home.

The Middle School Program has a student login feature which allows students to access the Animated Episode, Comic Strip Builder and Interactive Activities all at home. In addition, Extension Activities as well as targeted behavior Worksheets can

be printed and used at home to reinforce those targeted behaviors being worked on in the classroom setting.

TeachTown Social Skills Research Base

Created by Experts, Backed by Research

The TeachTown Social Skills curriculum was designed by professionals with backgrounds in general and special education, developmental and behavioral psychology and speech-language pathology. The curriculum is based on numerous studies that have shown that using video modeling for students diagnosed with ASD really gets results. Some research highlights:

• Video modeling is one of the most popular and effective approaches for teaching social skills to children with special needs (Bellini & Akullian, 2007)

• Empirical research supports the efficacy of video modeling in teaching social skills to children with autism (Corbett & Abdullah, 2005; Hitchcock, Dowrick, & Prater, 2003)

• When students can form emotional bonds with characters, motivation improves,
resulting in fewer behavioral issues and better skill acquisition, generalization and attention to task (Koegel, Tran, Mossman, & Koegel, 2006)

• Instruction that includes game-like features also enhances student motivation,
leading to greater attention to content and greater retention (Ricci, 1996)

The National Autism Center's National Standards Project and the National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD) almost entirely agree on which educational interventions are effective for children with ASD (National Autism Center, 2009; Wong et al., 2013). They used a stringent review process that incorporated clear criteria for evaluating evidence from over two decades of research. Of the 27 evidence-based practices identified by the NPDC, 26 were identified by the National Standards Project as established or emerging practices. Educational practitioners can access 12 of the 27 evidence-based practices in TeachTown Basics and TeachTown Social Skills. The NPDC has provided step-by-step guides for implementing each practice. TeachTown has used these guidelines to rate the extent to which each practice is visible in our programs.

Materials in the Social Skills Online Program Support Content Standards in the following Domains:

- Self-Concept / Self Control / Self-Regulation
- Social Awareness / Social Competence
- Receptive and Expressive Communication
- Peer Relationships
- Speaking and Listening
- Verbal Directions
- Reading Strategies

Aligns with the 5 core competencies for Social Emotional Learning as described by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

- Self-awareness—having a realistic perception of one's own values, interests, and strengths, and being able to recognize one's own emotions
- Self-management—how well one manages emotions, impulses, and stress, and whether one is able to establish and achieve goals and exercise self-discipline
- Social awareness—the ability to take the perspective of and empathize with someone else and to appreciate and respect diversity
- Relationship skills—the ability to participate in healthy, cooperative, and caring relationships, and effectively resolve conflicts
- Responsible decision-making—the ability to recognize and generate good choices, evaluate the likely consequences of actions, and take responsibility for one's decisions

(*definitions taken directly from the www.casel.org)

CASEL also describes effective SEL approaches as incorporating four elements represented by the acronym SAFE (which TeachTown does):

•Sequenced: Connected and coordinated activities to foster skills development.

•Active: Active forms of learning to help students master new skills and attitudes.

•Focused: A component that emphasizes developing personal and social skills.

•Explicit: Targeting specific social and emotional skills.

TeachTown also includes a home-school component to include families in their child's social- emotional learning (a hallmark of effective social skills instruction).

Blue Ribbon Findings on Evidence-Based Practices

TeachTown Social Skills features six evidence-based practices identified by the National Professional Development Center on Autism Spectrum Disorders and the National Autism Center for individuals with ASD.

Evidence Based Practices Identified and Found In TeachTown Social Skills:

- Video Modeling
- Modeling
- Social Narratives
- Visual Supports
- Naturalistic Interventions
- Social Skills Training Groups

Conclusion:

The NPDC and the National Standards Project have conducted the most recent and systematic review of intervention research. They have identified the key components of interventions that are essential to improving student outcomes. Many of these aspects are integral to TeachTown Basics and TeachTown Social Skills. The NPDC has also made important progress toward defining these evidence-based practices by providing step-by-step directions for implementing the practices. TeachTown is committed to using these guidelines along with input from practitioners to refine our programs over time.

TeachTown Social Skills and PBIS

PBIS Includes:
- Behaviors are stated positively (what the student *should* do, vs. what not to do)
- Post expectations (visibly) around the classroom and building
- Consistent language used by staff members
- Consistent expectations of student behavior across staff members
  - Even pertaining to classroom routine (e.g., transitioning between activities, behavior expected during group work, lining up, etc.)
- Teach and reteach expected behavior throughout the year
- Recognize students for positive behavior, demonstrating behavioral expectations
- Behavior should be: 1) taught, 2) modeled, 3) practiced, and 4) observed

Core Principles of PBIS

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior.

2. Intervene early. It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.

3. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students.

4. Use research-based, scientifically validated interventions to the extent available. The Every Student Succeeds Act (ESSA) requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.

5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended.

6. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.

7. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

TeachTown Social Skills

- Proactive approach to teach positive, appropriate behaviors (reducing opportunities to engage in inappropriate behavior).
- Provides teachers with materials and a systematic way to teach and reteach positive, appropriate behaviors throughout the school year
- Models appropriate behaviors using character-based video modeling
- Visual supports provide teachers with a way to post positive behavioral expectations in the classroom
- Use of Character Catch Phrase/Self-Management Strategy allows for consistent language/expectations of student behavior.
- Data collection and reporting for progress monitoring and to determine the effectiveness of the intervention/program
- It is a research-based intervention
- Differentiated based on student needs
- Gives students opportunities to view a model and then practice skills in the natural setting

How To Access TeachTown Social Skills

TeachTown Basics Platform Options

- **Windows/Mac/Chromebook - Computers**
  1. *Browser-based Application*
     <u>Requirements:</u>
     a. High speed internet connection – DSL or Cable (1 Mbps) recommended
     b. Any modern HTML5 compliant browser such as Chrome, Firefox, Safari, IE 10 or above
     c. Minimum screen resolution of 1024x768
     d. Runs on any computer or device that will run a supported browser as noted above
  2. *Chrome Apps*
     <u>Requirements:</u>
     a. Installed via the Chrome Web Store and requires the Chrome Web Browser
     b. High speed internet connection – DSL or Cable (1 Mbps) recommended.
     c. Minimum screen resolution of 1024x768
     d. Supports touch screen if present
     e. Can run on all Chromebooks, Windows or Mac computers that support the Chrome
        browser.

- **IPad Application**
     <u>Requirements:</u>
     a. IPad 4th Generation or IPad Air and above
     b. iOS v8.1 Minimum
     c. High speed internet connection – DSL or Cable (1 Mbps) recommended
     d. ITunes Account Required

Program Overview

Meta-Play is a research-based intervention for children 18 months – 4 years old diagnosed with autism and/or an intellectual or developmental disability. The program is the subject of two research studies (Woodard & Van Reet, 2011; Woodard, Chung & Korn, 2014):

Meta-Play is a naturalistic developmental behavior intervention (NDBI), which has a compelling research base as an empirically validated treatment for Autism Spectrum Disorders (ASD) (Schreibman et al., 2015). NDBI's merge the science of behavioral and developmental sciences and are implemented in natural settings, involve shared control between child and facilitator utilizing natural contingencies, and use a variety of behavioral strategies to teach developmental appropriate and prerequisite skills (Schriebman et al., 2015). The Meta-Play Method offers a systematic approach to fostering the

development of imagination and play skills in young children diagnosed with ASD, intellectual disabilities, developmental delays, and social and emotional disorders. By creating a meaningful and purposeful play for young learners with disabilities, the Meta-Play Method provides educators, practitioners, and families with a comprehensive play-based curriculum that sequentially teaches skills that foster the development of imaginative thinking, pretend play, and age-appropriate social skills and effectively addressing the core symptoms of autism.

Based on Scientific Principles

The Meta-Play Method offers a systematic approach to fostering the development of imagination and play skills in young children diagnosed with ASD, intellectual disabilities, developmental delays, and social and emotional disorders. By creating a meaningful and purposeful play for young learners with disabilities, the Meta-Play Method provides educators, practitioners, and families with a comprehensive play curriculum that sequentially teaches skills that foster the development of imaginative thinking, pretend play, and age-appropriate social skills. The Meta-Play Method is based on the principles of applied behavior analysis (ABA) and the concepts of the dynamic behavior theory of autism (DBTA).
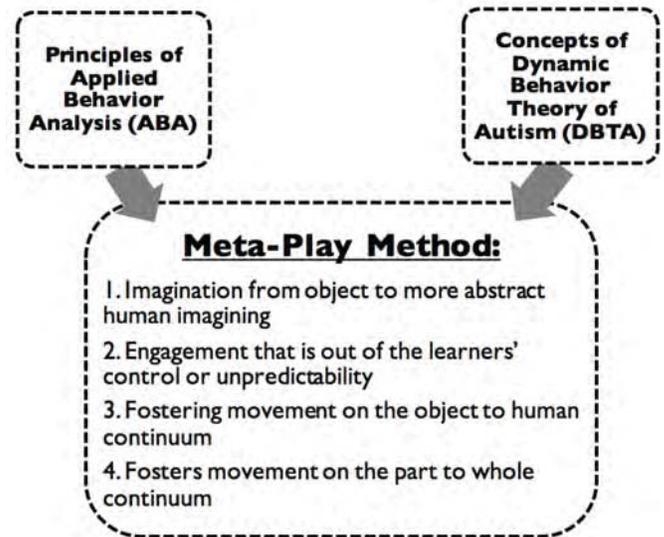
Principles of Applied Behavior Analysis (ABA)

Derived from the principles of ABA, the Meta-Play Method utilizes scaffolding, prompting, and pivotal response training (PRT) throughout the activities, materials, and lesson plans in the curricula. Lesson plans and play materials are sequentially scaffolded, providing a natural progression of advancement in the level of difficulty within activities. Along with this progression, the lesson plans instruct facilitators on how to appropriately prompt the desired behaviors, increasing the likelihood that the learner successfully masters the

desired behaviors. PRT is based on five pivotal areas of development (motivation, responsivity to multiple cues, self-management, empathy, and self-initiations) and results in rapid and broad intervention outcomes. PRT has been proven to enhance symbolic play, sociodramatic play, peer social interaction, self-initiation (Stahmer, Suhreheinrich, Reed, Bolduc, & Schriebman, 2011).

The Dynamic Behavior Theory of Autism (DBTA)

DBTA suggests that the varied symptoms and varied characteristics of autism result in varying effects of impaired meta-representational and imagination-based abilities that are present early in development (Woodard, Chung, & Korn, 2014). DBTA suggests that autism is an atypical cognitive trajectory during a key period in a young learners' development and includes a key shift in intersubjective perceptions, meta-representation, and recursive consciousness (Woodard et al., 2014). The emergence of these skills is known in developmental psychology as the "9-month revolution" in thinking and is an established concept in the field (Cooper, 2014). The many varied symptoms of autism and various other disabilities are the results of the cascading effects of impaired imagination and meta-representational abilities early in life. In conclusion, individuals diagnosed with or who might have characteristics of an autism diagnosis might result in meta-representational failure. Based on this theory, early treatment should focus on interventions that promote object-to-person interest and focus on part-to-whole thinking, combined with meta-representational thinking and imagination.

Symbolic Thinking and the Meta-Representational Model

Young individuals diagnosed with ASD, intellectual disabilities, developmental delays, and emotional and behavioral disorders often experience a wide array of impairments within language, communication, cognitive, academic, and social development. Many of the diagnostic features of autism and various other disabilities result in thinking that is symbolic in nature. Piaget, a pioneer in the field of development and psychology, suggested that pretend play is directly related to the ability to represent the world mentally using symbolic thinking and behaviors (1962).

Symbolic thinking is built on language development and the ability to perceive the cognitive perspective of other individuals. The Meta-Play Method is based

on the theory that imaginative abilities and related types of play are determined by a gradual evolution in the processes of identification and internalization (Woodard & Van Reet, 2011). This approach is built on the work of early developmental scientists who suggest a varying degree of non-completion of the internalization, identification, and psychoanalytic conception of objects on the part-object to the whole-object continuum (Woodard & Van Reet, 2011).

The Meta-Play Method focuses on teaching the part-to-whole relationship that creates the foundations for social and pretend play behavior and language, cognitive, and academic learning. Given the progression of typical development, the progression from part-to-whole is derived from a continuum of object concepts that an individual identifies with or internalizes to build his or her mental structure or mind (Woodard & Van Reet, 2011). The Meta-Play Method supports the richness and intensity of early social instruction and socially supportive environments that encourage the progression toward whole-object and human-object identification.

The Meta-Play Method improves on the meta-representational model by replacing 'representation' with 'imagination' (Woodard & Van Reet, 2011) and addressing known deficits with the science of applied behavior analysis (ABA). This approach fosters interpersonal interactions and encourages the progression from inanimate (non-living) objects to people to human interaction and personal relationships.

Four Pillars of the Meta-Play Method

Four Pillars of the Meta-Play Method

Object-to-Person | Transition from Part-to-Whole | Fosters Imagination | Absence of Control & Predictability
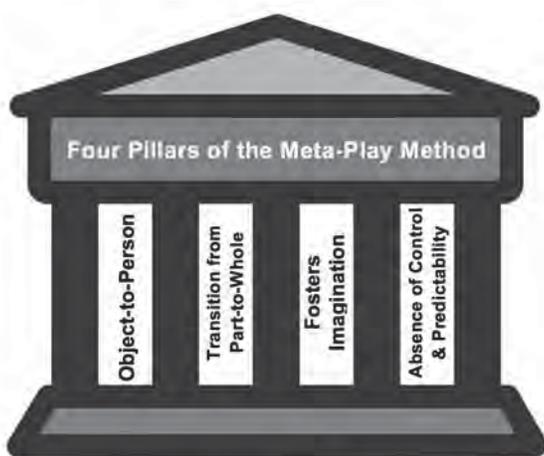
The Meta-Play Method is based on four theoretical pillars; (a) the transition from object-to-person, (b) the transition from part-to-whole, (c) activities that foster imagination, and (d) the absence of control and predictability. The Meta-Play Method is designed to shift attention and identification from objects to people, engage the child in activities that foster imagination and meta-representational thinking, foster tolerance for unpredictability and increase understanding of whole versus parts

The Meta-Play Curriculum

The Meta-Play Curriculum is appropriate for individuals 18 months to 4 years of age. Each activity focuses on developmentally appropriate play behavior that fosters imagination and pretend play. The hands-on lessons are designed to meet the needs of students diagnosed with autism, intellectual disabilities, and developmental delays who need additional support in the areas of developmentally appropriate play and social interactions. The Meta-Play curriculum is based on the Dynamic Behavior Theory of Autism (DBTA) and contains:

- 14 Meta-Play activities broken down into 4 easy-to-follow scripted lesson plans
  - Lesson plans within each activity are scaffolded from Lesson 1 to 4, Lesson 1 is the easiest and 4 the most difficult
  - Meta-Play Teacher's Resource Kit with materials needed to implement each lesson
  - Assessment tool and reproducible data collection sheets

Each Lesson Plan Works as Follows:

1. Introduce: Gain the learner's attention and introduce the target activity
2. Provide a Model: Model the desired response or behavior
3. Cue: Cue your student to engage in the desired behavior
4. Prompting: Systematically assist the learner by using a prompt hierarchy
5. Error Correction: Implement an error correction procedure, if necessary
6. Provide Reinforcement: Explicitly reinforce the learners' behavior and engagement
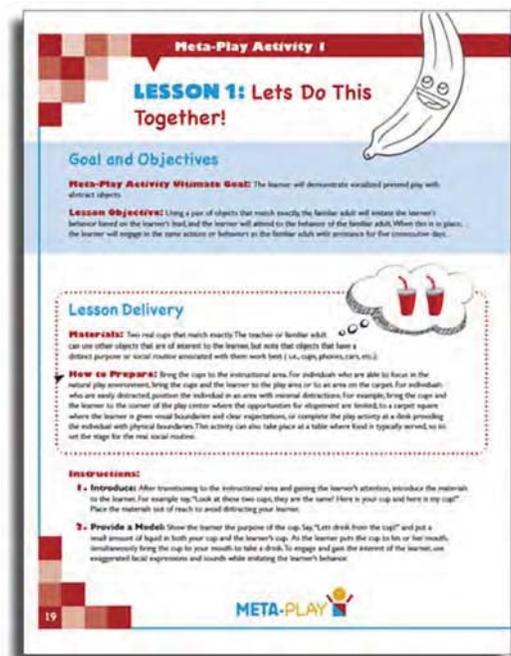
The Fourteen Meta-Play Activities

Activity	Lesson 1	Lesson 2	Lesson 3	Lesson 4
PAIRED REALITY WITH REPRESENTATION	**Let's Do This Together!** Attend to the behavior of others.	**The Same, But Different!** Engage with real objects in the same manner as someone using toys.	**Let's Pretend!** Engage in pretend play in a representative manner.	**Use Your Imagination!** Engage in socialized pretend play.
FOSTERING IMAGINED EXISTENCE	**Where Did It Go?** Begin to understand people and objects out of sight exist.	**Find Me?** Demonstrate understanding that someone out of sight exists	**Use Your Imagination!** Engage in socialized pretend play.	**Hide and Seek!** Seek out and find a person who is hiding.
PRACTICING UNPREDICTABLE AND OTHER CONTROLLED PLAY	**Where's It Going Next?** Begin to tolerate engaging in unpredictable activities.	**Let's Move Here!** Tolerate engaging with unpredictable activities.	**Let's Walk Together!** Engage in unpredictable activities with others.	**Let's Fly!** Engage in pretend play activity that is unpredictable.
RESTRICTING TO ANIMAL/PEOPLE PLAY	**Let's Play with Almost/People Toys!** Ability to shift focus from objects to people.	**Let's Play with People Toys!** Engage with toys that have human-like features.	**People Puppet Play!** Engage with human-like dolls or figurines.	**People only Play!** Engage with human-like toys with purposeful pretend play.
REINFORCED PUTTING PEOPLE TOGETHER	**Let's Play with Puzzles!** Put non-human objects or puzzles back together.	**Putting It Together!** Put human-like objects or puzzles together.	**Hey, That Is Me!** Put a picture puzzle together and understand that picture represents him/herself.	**You and Me Puzzles!** Put a picture puzzle together of the learner from a field of other picture puzzle distractors.
INCIDENTAL ENTERTAINMENT TRAINING	**Movies!** Watch movies to gain an interest in characters.	**Movies That Are A Little More Human!** Watch movies that have characters with human-like features.	**Movies With Human and Almost Human Characters!** Watches movies with both human and human-like characteristics.	**Act This Out!** Act out movie events with a familiar adult.
PARALLEL PUPPET PLAY	**Introducing the Non-Puppet!** Engage with toys while object puppet is present	**Part-Person Puppet Play!** Engage with toys while the eyes puppet is present.	**Puppets Are People Too!** Engage with toys with a face puppet and demonstrate joint attention.	**Let's Follow the Eyes!** Actively respond to simple requests made by the face puppet and demonstrate joint attention.
WHAT'S IN THE BOX	**Let's Look in the Box!** Reach in the box to find a preferred object.	**Find What You Want!** Reach in a box and find a preferred object with distractors.	**Pick the Doll!** Reach in a box and find the human-like toy or doll from a field of 3.	**Find the Parts to a Person!** Reach in a box and grab a toy representing a body part to build a human-like toy or puzzle.
ACTING ON OTHER'S INTENT	**What Do I Need?** Retrieve an object for a familiar adult with prompting.	**What Do You Need?** Retrieve an object for a familiar adult.	**Puppets Can Help Too!** Retrieve an object for a puppet.	**I Can Help The Puppet!** Retrieve an object for a familiar adult using a puppet.
OBJECT TO PERSON VIDEO MODELING	**Let's Watch a Video!** Watch a video that is filmed from the learner's perspective.	**What Are We Looking At?** Watch a video in which an adult calls learners name filmed from the learner's perspective.	**Let's Look at Faces!** Watch a video focused on others facial features from the learner's perspective.	**What Else Can We Watch?** Watch a video that includes adults and puppets filmed from the learner's perspective.

SEARCHING WITHOUT SEEING	**Where Did You Go?** Tolerate not being able to see and access a preferred object.	**Find the Toy!** Tolerate not being able to see while seeking out and finding a preferred object.	**Find the Person!** Tolerate not being able to see, seeking out and finding a preferred object out of a field of two.	**The Puppet Searches!** Engage with a familiar adult using a puppet while playing a searching game.
IMITATION OF CHILD'S ACTIONS & EMOTIONS	**I Can Copy You!** Draw attention to a familiar adult who is imitating their behavior.	**Lets Clap!** Draw attention to familiar adults and imitate simple actions.	**Let's Build a Tower!** Draw attention to familiar adults during a reciprocal play activity.	**Untie the Knot!** Engage in a challenging task and imitate an adult's facial expression.
MOST HUMAN CARD GAME	**Pick the Object!** Demonstrate the ability to identify a picture that is most like a real object.	**Here Comes Something Different!** Choose the most human-like picture with a distractor.	**Most Like a Person!** Choose the most human-like picture from the same card series.	**Find the Person!** Identify the most human-like picture from the same card series in a field of 4.
PAIRING REALITY WITH REPRESENTATION CARD GAME	**Match the Object!** Select the most symbolic version of a real object.	**Which is Like the Object?** Select the most symbolic version of a real object in a field of three	**What Picture Could Be The Object?** Select the most symbolic version of a real object.	**Find the Symbol!** Match the symbolic representation to the real object and engage in pretend play.

Evidence of Effectiveness

Woodard, Chung, and Korn (2014) conducted a study to investigate the effectiveness of interventions based on DBTA for one toddler diagnosed with autism. Using the Autism Diagnostic Observation Scale (ADOS) as a pre- and post-treatment measure, a decrease in autism-related symptoms (social affect, restrictive and

Figure 2. ADOS-2 scores at months 1 and 6.

repetitive behavior) was revealed. Prior to intervention, the results of the ADOS indicated a comparison/severity score of 8, suggesting a high level of autism-related symptoms. Following the intervention, the participant scored a 3 on the comparison/severity score of the ADOS, suggesting a low level of autism-related symptoms.

Woodard et al. (2017) conducted a study to investigate the effects of the Meta-Play Method on the severity of autism symptoms for three young children diagnosed with ASD. Using a group comparison design and the ADOS as a pre- and post-test measure, results indicated that participants who participated in the intervention saw a decrease in autism symptoms following completion of the study. On two of the three measures, participants in the control group saw an increase in severity across autism symptoms.
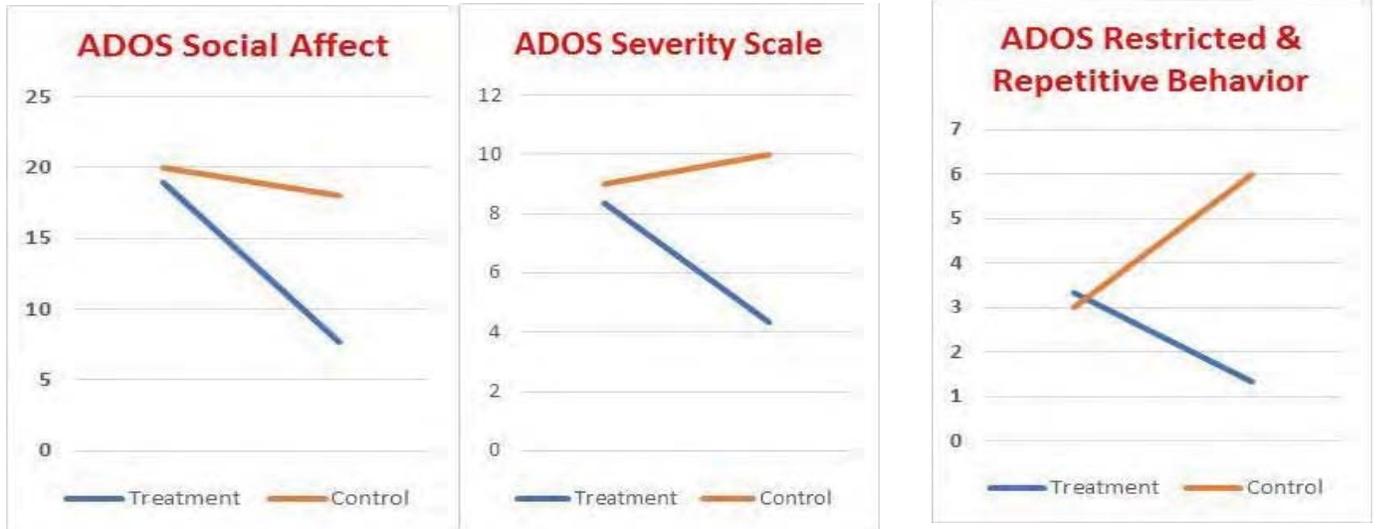
Access TeachTown Anywhere

TeachTown MetaPlay Platform Options

- **Windows/Mac/Chromebook - Computers**
  1. ***Browser-based Application***
     Requirements:
     a. High-speed internet connection – DSL or Cable (1 Mbps) recommended
     b. Any modern HTML5 compliant browser such as Chrome, Firefox, Safari, IE 10 or above
     c. Minimum screen resolution of 1024x768
     d. Runs on any computer or device that will run a supported browser as noted above
  2. ***Chromebook***
     Requirements:
     a. The program must be run in the Chrome browser at teachtown.com.
     b. High-speed internet connection – DSL or Cable (1 Mbps) recommended.
     c. Minimum screen resolution of 1024x768.
     d. Supports touch screen if present.
     e. All Chromebook models should work.

- **iPad Application
  <u>Requirements:</u>**
  a. Installed via Apple App Store
  b. iOS v13 or greater
  c. Apps should work on all iPad models that support iOS 13. Older versions of iOS may work depending on memory and CPU of the device.
  d. High-speed internet connection – DSL or Cable (1 Mbps) recommended

Meta-Play Online Curriculum

Facilitator View - Student Tab
- Add students
- View student assessment status across lessons
  - View All assessments for that student
  - View assessments for that student by toggling between In Progress, Mastered, Saved for Later
  - Resume an assessment for a specific student

Taking Observation Data via the Assessment Tool

TEACHTOWN
Meta-Play

Facilitator (Adult): **Training Account**
Student: **Bella Training**

My Account Log out

Assessment in progress...

Students | Assessments | Reporting | Curriculum

META-PLAY

Bella Training ▼

You are about to begin an assessment based on the Meta-Play curriculum in which you will directly observe your student and record whether or not he/she performed a given behavior accurately and independently.

There are 4 phases in each activity's individual assessment:

- **Baseline** - an initial measure of how your student performs the Ultimate Goal without any instruction, prompts, or intervention
- **Intervention** - broken down into Intervention 1-4 and used to measure how your student performs the lesson objectives for each of the activity's four lessons as you teach them
- **Post-Intervention** - a measure of how your student performs the Ultimate Goal after instruction using the 4 lesson plans

a measure of a.) how the student generalizes the target skill across people,
s and/or b.) how the student maintains (or continues to accurately perform) the skill

t at independent performance of the skill on 80% of observed opportunities for
sions. If the student does not meet mastery criteria during Baseline, they will
n 1. From there, the program will automatically move the student to the next phase
To ensure that you as the facilitator are able to use the assessment as needed,
backward from any phase. The final phase, Maintenance/Generalization, does not
sed for ongoing, periodic data collection.

View Details
Objective
Mastery Criteria
Probe Instructions
Generalization
History

Proceed with Assessment

Progress: Just getting started...

-TeachTown provides step by step instructions for the teacher on the different components of the assessment

-Teacher's have the ability to view the Objective
-Review the Mastery Criteria
-Review the Probe Instructions
-Review importance of Generalization and taking Generalization data
- Add Notes

TEACHTOWN
Meta-Play

Facilitator (Adult): **Training Account**
Student: **Bella Training**

My Account Log out

Assessment in progress...

Students | Assessments | Reporting | Curriculum

META-PLAY

Bella Training ▼

◄ Skip **Intervention 1** Skip ► Save for later

Does the learner engage with toys while an object puppet is present in the play area?

| Trial 1 | Independent | Verbal | Gesture | Physical | Trial Discontinued |

| Trial 2 | Independent | Verbal | Gesture | Physical | Trial Discontinued |

| Independent | Verbal | Gesture | Physical | Trial Discontinued |

| Independent | Verbal | Gesture | Physical | Trial Discontinued |

| Independent | Verbal | Gesture | Physical | Trial Discontinued |

View Details
Objective
Mastery Criteria
Probe Instructions
Generalization
History

Submit

No data recorded
for this test

Progress: Working on Intervention 1

-Once the Baseline (or Pre-Test) is administered, the assessment automatically moves to the next stage of the assessment (see assessment sequence below)

-Every response by the teacher is tracked and reported on including prompting level

-View Details (as shown below) provides teacher's the visibility of each assessment whether it is Baseline, Intervention 1-3, Posttest or Maintenance

Assessment Preview

Students | Assessments | Reporting | Curriculum

Bella Training

Tests

- Baseline
- Intervention 1
- Intervention 2
- Intervention 3
- Intervention 4
- Posttest
- Maintenance / Generalization

Incidental Entertainment Training

Question: Does the learner pretend to be a character and act out movie events in play with a familiar adult who is also pretending to be a character?

META-PLAY

- Trial 1
- Trial 2
- Trial 3
- Trial 4
- Trial 5

View Details
Objective
Mastery Criteria
Probe Instructions
Generalization
History

Accessing the Online Curriculum

From the Curriculum Tab the teacher can:
- Select the Activity
- Access the Full Curriculum under **Resources**
- Access Teacher's Resources that tie to that specific Activity including real-life Video of implementing Meta-Play into the classroom

Video

Lesson

Meta-Play Progress Monitoring and Reporting
Facilitators can run reports at any time by Classroom or Individual Students.
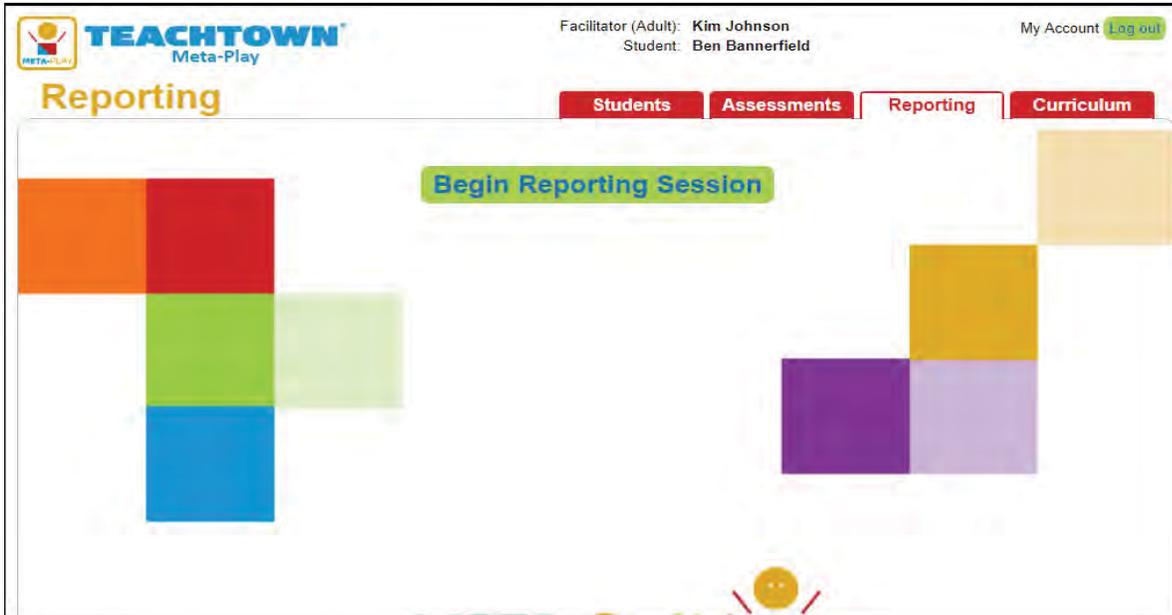
Facilitator Classroom Level Reports
Provides Facilitator/Teacher with reports at the classroom level.
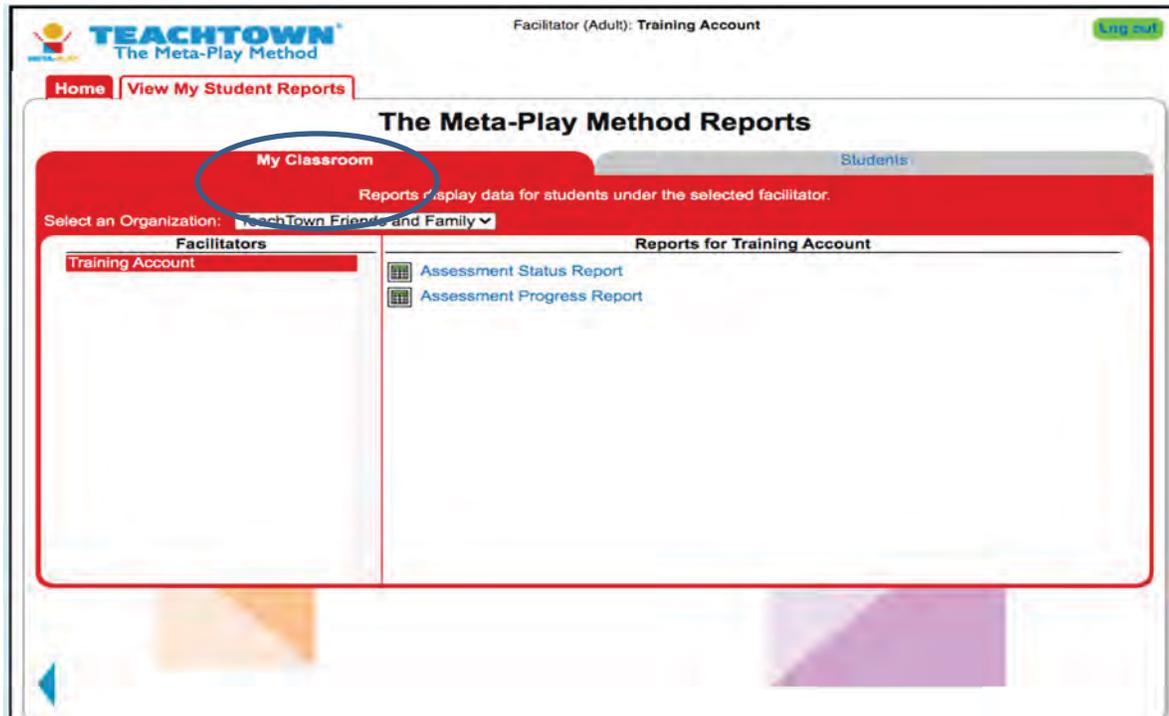
Assessment Status by Students Report

Provides Facilitator/Teacher with the ability to see each individual student:
- Each Activity is easily color-coded to show if it is Passed, Failed, Saved for Later
    - Baseline
    - Intervention Phase

Generated by: Training Account on 06/10/2020 7:08 AM.
Date Selected: 06/08/2020
Data for currently licensed students only.
Domains included: Meta-Play;
Edit Report Parameters

Assessment Status by Student Report
TeachTown Training
Facilitator: Training Account

TEACHTOWN The Meta-Play Method

Student Name	Pairing Reality With Representation	Fostering Imagined Existence	Practicing Unpredictable and Other-Controlled Play	Restricting to Animal/People Play	Reinforced Putting People Together	Incidental Entertainment Training	Parallel Puppet Play	What's In The Box?	Acting On Other's Intent	Object-to-Person Video Modeling	Searching Without Seeing	Imitation of Child's Actions and Emotions	Most Human Card Game	Pairing Reality With Representation Card Game
TeachTown Training														
Adam Johns	Passed latest Intervention 1 attempt	Passed latest Intervention 1 attempt	Not Started	Not Started	Failed latest Baseline attempt	Not Started	Passed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Saved For Later	Not Started	Not Started	Not Started	Not Started	Not Started
Alexander Smith	Passed latest Intervention 3 attempt	Failed latest Intervention 2 attempt	Failed latest Intervention 1 attempt	Passed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Not Started	Failed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Not Started	Not Started	Passed latest Intervention 1 attempt	Not Started	Passed latest Intervention 1 attempt	Not Started
Ben Frantz	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Bill Murray	Failed latest Maintenance / Generalization attempt	Failed latest Intervention 3 attempt	Failed latest Intervention 1 attempt	Passed latest Intervention 1 attempt	Failed latest Maintenance / Generalization attempt	Failed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Not Started	Failed latest Baseline attempt	Passed latest Intervention 1 attempt	Not Started	Not Started
Dave Matthews	Passed latest Intervention 1 attempt	Passed latest Intervention 2 attempt	Failed latest Intervention 1 attempt	Passed latest Intervention 1 attempt	Not Started	Not Started	Not Started	Passed latest Intervention 1 attempt	Not Started	Not Started	Not Started	Failed latest Intervention 1 attempt	Not Started	Not Started
Dr. Strange	Failed latest Intervention 2 attempt	Failed latest Intervention 4 attempt	Passed latest Intervention 2 attempt	Passed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Not Started	Not Started	Failed latest Intervention 1 attempt	Not Started	Not Started	Failed latest Intervention 1 attempt	Failed latest Intervention 1 attempt	Not Started	Not Started
King Caldwell	Passed latest Intervention 2 attempt	Failed latest Baseline attempt	Passed latest Posttest attempt	Not Started	Failed latest Intervention 1 attempt	Not Started	Not Started	Passed latest Maintenance / Generalization attempt	Not Started	Not Started	Passed latest Intervention 1 attempt	Not Started	Not Started	Not Started

BACK

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Assessment Progress by Students Report

Provides Facilitator/Teacher, at a high level:
- Date of First and Most Recent Assessment for each student
- Number of Assessments Mastered for each student
- Number of Assessments In Progress for each student
- Status of Assessments
    - Mastered at Baseline
    - In Progress at Intervention
    - In Progress Post-Intervention
    - Mastered at Post-Intervention

Generated by: Training Account on 06/10/2020 7:12 AM.
Date From: 11/05/2017 (Date of earliest data available)
Date To: 06/10/2020
Data for currently licensed students only.
Edit Report Parameters

Assessment Progress by Student Report
TeachTown Training
Facilitator: Training Account

TEACHTOWN
The Meta-Play Method

Student Name	Date of First Assessment	Date of Most Recent Assessment	Total Number of Assessments Mastered	Total Number of Assessments In Progress	Mastered at Baseline	In Progress at Intervention	In Progress at Post-Intervention	Mastered at Post-Intervention
TeachTown Training (7 Students)								
Adam Johns	12/01/2019	01/26/2020	0	6	0	3	3	0
Alexander Smith	02/17/2019	01/19/2020	0	9	0	9	0	0
Ben Frantz	N/A	N/A	0	0	0	0	0	0
Bill Murray	11/05/2017	01/19/2020	2	11	0	9	0	2
Dave Matthews	02/17/2019	12/01/2019	0	6	0	6	0	0
Dr. Strange	05/27/2018	11/03/2019	0	8	0	6	2	0
King Caldwell	10/14/2018	10/27/2019	2	6	0	3	1	2

BACK

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Facilitator Student Level Reports

Provides Facilitator/Teacher with reports for each individual student.

TEACHTOWN
The Meta-Play Method

Facilitator (Adult): **Training Account**

Log out

Home | View My Student Reports

The Meta-Play Method Reports

My Classroom	Students

Reports display data for selected student.

Filter by Organization: TeachTown Friends and Family ▾

Search: _____

Students

Amanda Phillips
Blake Stenhouse

Reports for Amanda Phillips

▦ Assessment Summary Report
▨ Assessment Progress Report by Session

Assessment Summary Report

This report provides an overview of those Skills (Activities) that are being documented for that student and:
- Skill, Phases of that Skill, Objectives, and Sessions per Phase
- It provides visibility into the prompting level for each Phase of an Assessment
- Date of First Data Collection and Date of Most Recent

Skill Name	Phases	Objectives	Sessions per Phase	Independent	Gesture	Verbal	Physical	No Response	Trial Discontinued	Date of First Data Collection	Date of Most Recent Data Collection
							Meta-Play				
Pairing Reality With Representation	Baseline	Does the learner demonstrate socialized pretend play with abstract objects (i.e., pretends a banana is a phone and talks on it, pretends a dowel is a cup and drinks from it, etc.) without a model?	1	20%	0%	0%	0%	80%	0%	03/24/2020	03/24/2020
	Intervention 1	When an adult and the learner are engaging with a pair of objects that match exactly, does the learner engage in the same or similar play behaviors as the adult?	6	76%	3%	16%	3%	0%	0%		
	Intervention 2	When an adult and the learner are engaging with a pair of non-identical similar objects (i.e., real object and toy object) and the learner has the real object, does the learner engage in the same or similar play behaviors as the adult?	5	72%	12%	16%	0%	0%	0%		
	Intervention 3	When an adult is engaging with a real or pretend object (i.e., real or toy cup) and the learner is engaging with a more abstract object (i.e., wooden dowel), does the learner engage in the same or similar play as the adult?	10	58%	12%	18%	2%	0%	10%		
	Intervention 4	When an adult models pretend play behaviors with a set of toys and abstract objects and then presents the toys and objects to the learner, does the learner engage in socialized pretend play (i.e., when presented with a tea set, the student pretends to pour tea and sip it from a cup or dowel)?	14	75%	5%	12%	0%	0%	5%		
	Posttest	Does the learner demonstrate socialized pretend play with abstract objects (i.e., pretends a banana is a phone and talks on it, pretends a dowel is a cup and drinks from it, etc.) without a model?	4	75%	0%	15%	0%	0%	10%		
	Maintenance / Generalization	Does the learner demonstrate socialized pretend play with abstract objects (i.e., pretends a banana is a phone and drinks from it, etc.) without a model?	4	75%	0%	5%	0%	0%	20%		
Fostering Imagined Existence	Baseline	Does the learner demonstrate the understanding that an object or person continues to exist even though it cannot be seen in the immediate environment by seeking out and finding a fully-hidden object or a fully-hidden adult?	1	60%	0%	0%	0%	40%	0%	03/24/2020	03/24/2020
	Intervention 1	After the learner watches the adult hiding an object, does the learner seek out and find the hidden object in a transparent box, then a partially-shaded box, and finally a fully-shaded box?	6	90%	0%	10%	0%	0%	0%		
	Intervention 2	After the learner watches the adult hiding an object under a blanket (or similar) within the learner's reach, does the learner seek out and find the hidden object?	5	76%	0%	0%	24%	0%	0%		
	Intervention 3	Does the learner seek out and find a partially-hidden familiar adult and the preferred toy that adult is hiding with him/her when the learner has not watched the adult hide?	10	56%	4%	2%	38%	0%	0%		
	Intervention 4	Does the learner seek out and find a fully-hidden familiar adult when the learner has not watched the adult hide?	5	76%	0%	0%	24%	0%	0%		
	Posttest	Does the learner demonstrate the understanding that an object or person continues to exist even though it cannot be seen in the immediate environment by seeking out and finding a fully-hidden object or a fully-hidden adult?	3	86%	0%	13%	0%	0%	0%		
	Maintenance / Generalization	Does the learner demonstrate the understanding that an object or person continues to exist even though it cannot be seen in the immediate environment by seeking out and finding a fully-hidden object or a fully-hidden adult?	7	88%	0%	11%	0%	0%	0%		

Assessment Progress Report by Session

Provides Facilitators/Teachers visibility into student progress through each phase of the Activity. The graph is color-coded with an accompanying legend within the report that clearly identifies each phase, along with a definition of Mastery.

Imitation of Child's Actions and Emotions
Meta-Play

Legend

Baseline | Intervention 1 | Intervention 2 | Intervention 3 | Intervention 4 | Posttest | Maintei Genera

To achieve mastery of any given phase (except Maintenance/Generalization), the student must perform the skill independendy with 80% accuracy over three consecutive data collection sessions.
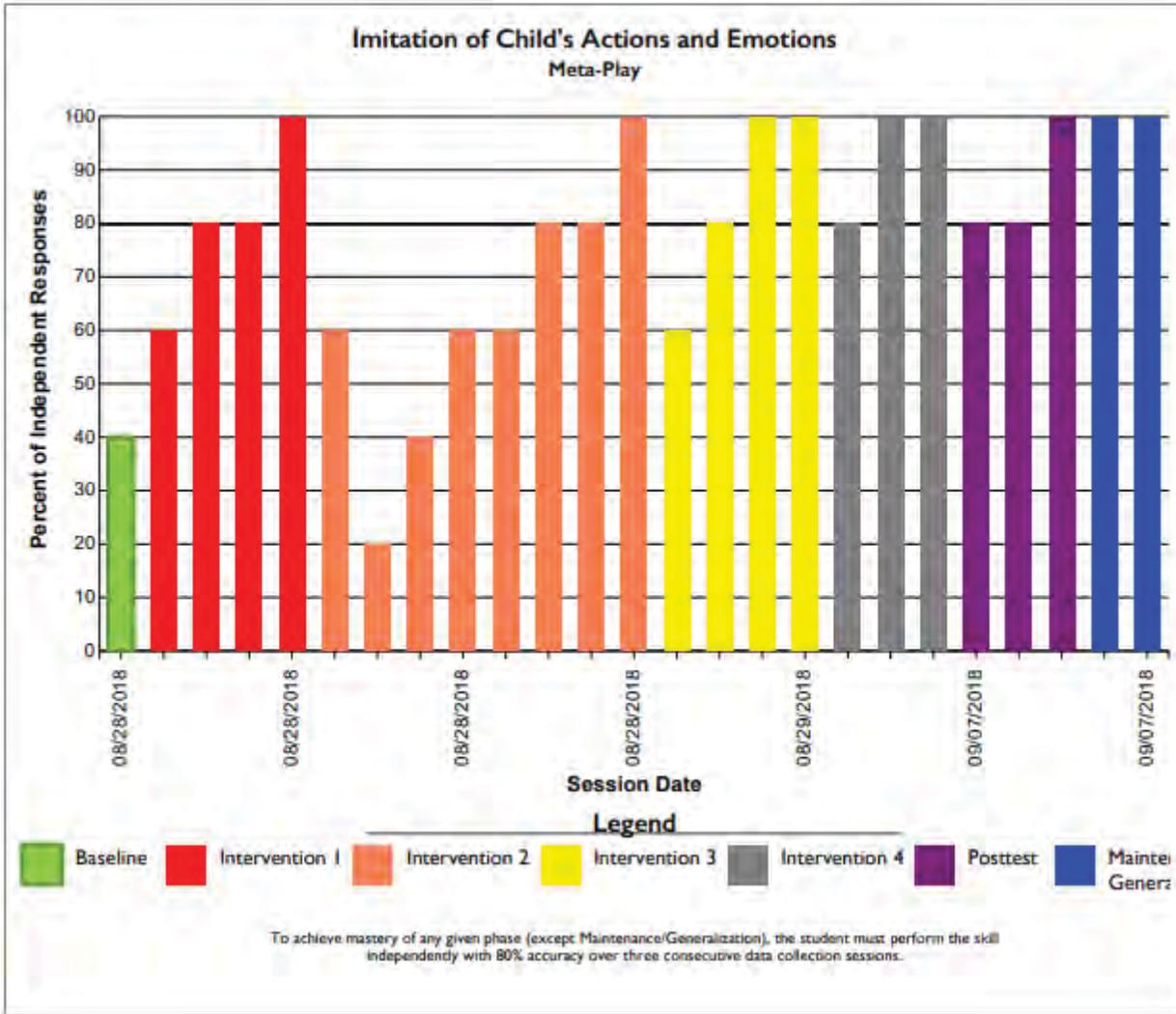
References

Piaget, J. (1962). *Play, dreams, and imitation in childhood.* New York: Norton.

Schreibman, L., Dawson, G., Stahmer, A., Landa, R., Rogers, S., McGee, G., Kasari, C…Halladay, A. (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorders. *Journal of Autism and Developmental Disorders, 45* (8), 2411-2428.

Stahmer, A. C., Suhreheinrich, J., Reed, J., Bolduc, C., & Schriebman, L. (2010). Pivotal response teaching in the classroom setting. *Preventing School Failure, 54*, 265-274.

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Woodard, C. R., & Van Reet, J. (2011). Object identification and imagination: An alternative to the meta-representational explanation of autism. *Journal of Autism and Developmental Disorders, 41* (2), 213-226.

What is ABA Pro?

ABA Pro is a self-guided, technology delivered, professional development library that provides educators concise, practiced-focused professional development course modules and downloadable materials on topics related to Applied Behavior Analysis (ABA) relevant to classroom and other educational settings.

Who is ABA Pro Appropriate For?

ABA Pro provides practical and easily-accessible professional development for the following groups of educators:

- Special education teachers
- General education teachers
- Paraprofessionals, teacher assistants and aides
- Behavior technicians
- Behavior specialists and support staff

How is ABA Pro Accessed?

Educators can access **ABA Pro** from device with a web browser via an any innovative learning management system.

Primary Benefits of ABA Pro:

- Course module content is **research-based** supported ABA methods and strategies
- **Flexible** in that educators can select whichever course modules are most meaningful and useful
- Easy **access** by way of any device with web access
- **Applied** – ABA Pro is focused on providing strategies and materials related to using ABA in real-world school settings.
- **Educator Tools** including Datasheets, Behavior Support Materials and Forms, Graphic Organizers.

ABA Pro includes 11 Core Topics of ABA with over 90+ Course Modules.

Introduction to ABA	Skill Acquisition
- Definitions and Principals of ABA - The Basic Unit of Behavior - Why Use ABA in the School Setting	- Purpose and Use of IEP - Skill Acquisition Teaching Strategies - Generalization and Maintenance
Behavior Basics	**Prompting**
- Identifying and Defining Behavior - The Three Term Contingency – Antecedent, Behavior, Consequence (ABC) - Collecting ABC Data - Functions of Behavior	- Types of Prompting - Prompting Strategies and Hierarchies - Prompt Fading
Measuring Behavior	**Behavior Modification**
- Purpose of Measuring Behavior - Continuous Measurement - Collecting, Graphing and Analyzing Data - Permanent Product Recording - Measuring Validity	- The How, Why and Who of Reducing Inappropriate Behaviors - Behavior Modification Strategies - Conducting Functional Behavior Assessments and impelementing Behavior Interventions Plans
Assessments	**Documentation & Reporting**
- Overview of Functional Assessments - Functional Behavior Assessment Procedures - Overview and Types of Preference Assessments - Conducting Preference Assessments	- Identifying variables that influence behavior - Objective Documentation - Communicating with Supervisors and other stakeholders
Reinforcement	**ABA in the Classroom**
- Definitions of Reinforcement - Examples of Reinforcement - Identifying Potential Reinforcers	- Supporting Positive Behavior in Inclusion - School Based Reinforcement Systems - Visual Supports - Supporting Social Skills and Peer Interaction - Functional Communication Training
Punishment	
- Definitions of Punishment - Examples of Punishment	

Each of the 90+ Course Modules Includes:

- Video lectures taught by Board Certified Behavior Analysts (BCBA's)
- Easy-to-interpret course objectives
- Definition sheets for key terms
- Video examples of the course topic
- Educator tools such as data sheets and sample materials
- Links to related online resources and articles
- Self-Check Reviews

The Below Represents the 90 Course Modules, Topics and Approximate Time

Available Programs and Courses with Estimated Durations

Welcome (Program Training)	Approximate Time
Welcome 1: Navigating Bridge	14 minutes
Welcome 2: Learning in Bridge	6 minutes
Welcome 3: Introduction to ABA Pro	9 minutes
Welcome 4: Using ABA Pro	6 minutes
Welcome 5: Communicating with TeachTown	4 minutes

Program: Introduction	Approximate Time
1. What is Applied Behavior Analysis?	20 minutes
2. The History of Applied Behavior Analysis	24 minutes
3. What is Autism?	22 minutes
4. Autism and the DSM-V	22 minutes

Program: Behavior Basics	Approximate Time
1. Identifying and Describing Behavior	17 minutes
2. Behavior and the Environment	16 minutes
3. Antecedents, Behavior and Consequence	17 minutes
4. Collecting ABC Data	19 minutes
5. Functions of Behavior	16 minutes
6. Attention Functions	25 minutes
7. Tangible and Activity Functions	20 minutes
8. Sensory Functions	21 minutes

Program: Measuring Behavior	Approximate Time
1. Introduction to Measuring Behavior	15 minutes
2. Frequency	15 minutes
3. Duration	15 minutes
4. Partial Interval Recording	16 minutes
5. Whole Interval Recording	20 minutes
6. Momentary Time Sampling	17 minutes
7. Permanent Product Recording	14 minutes
8. Preparing for Data Collection	22 minutes
9. Graphing and Interpreting Data	18 minutes
10. Measurement Validity	24 minutes

11. Review of Measuring Behavior	20 minutes
Program: Assessments	**Approximate Time**
1. What is a Functional Behavior Assessments?	20 minutes
2. The Details of Functional Behavior Assessment Procedures	25 minutes
2a. FBA Interviews	24 minutes
2b. ABC Data for FBAs	19 minutes
2c. Completing a Function Matrix	18 minutes
3. How to Assist in Assessment Procedures	25 minutes
4. What are Preference Assessments?	24 minutes
5. Multiple Stimulus Preference Assessments	14 minutes
6. Paired Stimulus Preference Assessments	18 minutes
7. Free Operant Preference Assessment	18 minutes
8. Additional Information about Assessments	22 minutes
Program: Reinforcement	**Approximate Time**
1. What is Reinforcement?	23 minutes
2. Positive Reinforcement	23 minutes
3. Negative Reinforcement	19 minutes
4. Automatic Reinforcement	18 minutes
5. What are Schedules of Reinforcement?	19 minutes
6. Fixed and Variable Schedules of Reinforcement	18 minutes
Program: Punishment	**Approximate Time**
1. What is Punishment?	23 minutes
2. Positive Punishment	23 minutes
3. Negative Punishment	22 minutes
Program: Skill Acquisition	**Approximate Time**
1. Written Skill Acquisition Plans	19 minutes
2. Prioritizing Target Behaviors	19 minutes
3. What is Discrete Trial Training?	29 minutes
4. Implementing Discrete Trial Training	21 minutes
5. Naturalistic Teaching	24 minutes
6. Pivotal Response Training	19 minutes
7. Task Analyzed Chaining Procedures	20 minutes
8. Forward Chaining Procedures	14 minutes
9. Backward Chaining Procedures	14 minutes
10. Discrimination Training Procedures	19 minutes
11. What is Generalization?	25 minutes
12. Stimulus and Response Generalization	20 minutes
13. Introduction to Maintenance	21 minutes

Program: Prompting	Approximate Time
1. Introduction to Prompting	
2. Response Prompts	25 minutes
3. Stimulus Prompts	17 minutes
4. Most to Least Prompting	16 minutes
5. Least to Most Prompting	17 minutes
6. Graduated Guidance	17 minutes
7. Time Delay	24 minutes
8. Stimulus shaping and Fading	18 minutes
Program: Behavior Reduction	Approximate Time
1. What is a Behavior Reduction Plan?	18 minutes
2. Essential Components of a Behavior Reduction Plan	23 minutes
3. Who to Involve in a Behavior Reduction Plan	18 minutes
4. What is an Antecedent?	20 minutes
5. Antecedent Modifications	25 minutes
6. Motivating Operations- Establishing and Abolishing Operations	16 minutes
7. Discriminative Stimulus	17 minutes
8. Differential Reinforcement- DRA/DRO	30 minutes
9. Differential Reinforcement-DRL/DRH/DRI	20 minutes
10. Things to Consider When Using Differential Reinforcement	15 minutes
11. What is Extinction?	21 minutes
12. Extinction Burst, Spontaneous Recovery, and Resistance to Extinction	16 minutes
Program: Documentation and Reporting	Approximate Time
1. Identifying Variables That Influence Behavior	20 minutes
2. Objective Documentation	19 minutes
3. Communicating with Supervisor and Other Stakeholders	20 minutes
Program: ABA in the Classroom	Approximate Time
1. Supporting Positive Behavior	22 minutes
2. Creating a Positive Learning Environment	25 minutes
3. Supporting Students in Inclusive Settings	23 minutes
4. What are Visual Supports?	23 minutes
5. How to use Visual Supports	19 minutes
6. What is a Token Economy?	19 minutes
7. How to Create and Use a Token Economy	20 minutes
8. Introduction to Group Behavior Contingencies	18 minutes
9. How to Design and Implement a Group Contingency	16 minutes
10. Defining and Communicating Expectations	19 minutes
11. Following Through with Consequences	19 minutes

12. Teaching Social Skills	16 minutes
13. Setting up and Encouraging Social Interactions	17 minutes
14. Modeling Appropriate Behaviors	15 minutes
15. Using Video Modeling	17 minutes
16. Utilizing Peer Models	17 minutes
17. What is Self-Management	17 minutes
18. Self-Management Strategies	20 minutes
19. Imitation Skills	21 minutes
20. Introduction to Functional Communication Training	21 minutes
21. Increasing Communication via Functional Communication Training	20 minutes
22. Implementing Functional Communication Training	22 minutes
Program: Data Collection	**Approximate Time**
1. Introduction to Data Collection Part 1	26 minutes
2. Introduction to Data Collection Part 2	18 minutes
3. Incidental Teaching Data Collection (NEW)	20 minutes
4. Maintenance Data Collection (NEW)	21 minutes
Program: Guest Lecture Series	**Approximate Time**
1. Providing ABA Homework for Families and Caregivers	19 minutes
2. Staying Calm in a Chaotic Classroom and its Benefits	17 minutes
3. Enhancing Communication for Minimally-Verbal Students with Autism	21 minutes
4. Appropriate, Engaging Sensory Activities for the Classroom	25 minutes
5. Using Data Collection in Special Education	22 minutes
6. Using Antecedent Strategies to Promote Positive Behaviors in the Classroom	27 minutes
Material Libraries	
Educator Tools Library (includes all downloadable resources)	
ABA Pro Syllabus (updated monthly to reflect current course offerings)	
Manager Courses (Designed to support district's ABA Pro managers.)	
Manager Support	
Program: All Courses	

ABA On Site Behavior Basics Training

In addition to the ABA online course, TeachTown offers both on-site and remote training of ABA Behavior Training to district staff. Each training is completely customizable by the customer based on need.

ABA Behavior Basics On-Site Training
ABA Behavior Basics Training is an on-site training of district staff and is led by TeachTown's team of Board Certified Behavior Analysts (BCBA's) or Board Certified Associate Behavior Analysts (BCaBA's). Trainers break down the 11 core Topics of ABA with real life examples and interactive activities that allow your district staff to walk away with a deeper understanding and knowledge of the methods and principals of ABA, the most effective and researched base method of teaching students with autism.
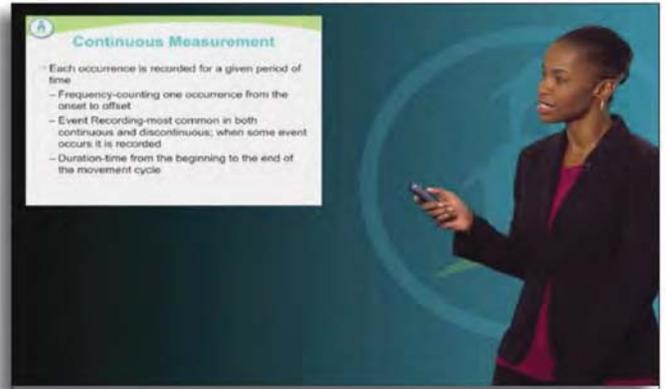
TeachTown's trainers have all taught students with ASD (as well as a range of other disabilities), possess Master's level degrees or above, and have a wide breadth of experience in implementing the principles and strategies of Applied Behavior Analysis. With experience based in both formal training and education as well as classroom practice, they understand the training, professional development, and implementation support needs of your teachers and para-educators.

This training focuses on the basics of behavior in the school setting, applied behavior analysis, and strategies to support positive behavior and address inappropriate behaviors. It is designed for classroom teachers and paraprofessionals who have minimal previous behavior management training and/or little or no experience with applied behavior analysis. Trainees will participate in group activities, role-plays, and solution-focused problem-solving tasks.

We recognize that every district has its own unique strengths, needs, and challenges and TeachTown excels at partnering with our clients to create and customize a training that meets and exceeds the needs of the district. Participants will leave the training with an understanding of the basics of ABA and knowledge of how to identify appropriate ABA strategies for their classrooms based on their individual student's needs and the needs of their classroom as a whole.

ABA Behavior Basics Coaching Webinar

This 1.5 hour webinar allows for remote coaching of district staff on the principals and methodologies of ABA as it applies to the real life classroom setting. Led by TeachTown's team of Board Certified Behavior Analysts (BCBA's) and Board Certified Associate Behavior Analysts (BCaBA's), this allows district staff the opportunity to discuss ABA best practices with a BCBA regarding real-life classroom situations and specific student behaviors observed. The content of any Coaching Webinar can be customized based on the needs of the District or Participants.

TeachTown Basics
Appropriate for students developmentally age 2 to 10

TeachTown Basics is a comprehensive intervention program that provides a scientifically proven blend of computer-delivered and teacher-led Applied Behavior Analysis (ABA) instruction that combines online ABA-based discrete trial training lessons with staff-led generalization lessons for children with special needs and autism who are developmentally functioning between 2 to 10 years old. The blend of computer-delivered and teacher-led ABA instruction is proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills.

TeachTown Basics Program Details

➢ Supported by the research that students achieve greater functioning when instruction is simultaneously integrated across multiple domains, TeachTown: Basics addresses six critical domains: Social and Emotional Skills, Cognitive Skills, Adaptive Skills, Language Arts, Language Development and Mathematics.

➢ Over 1850 on computer discrete trial lessons spanning 8 developmental levels.

➢ 800+ teacher-led Generalization Lessons to ensure students are able generalize what they are learning in a natural setting.

➢ Over 12,000 + concepts utilizing over 50,000+ different resources/exemplars

ABA Based Methodologies

➢ Reinforcement is automatically built into the program by providing students with interactive games and short 20-30 second peer-to-peer social stories.

➢ Teachers can align the TeachTown curriculum to individual educational goals (IEP's) or weekly classroom curriculum.

➢ The system automatically adapts based on each individual's progress providing meaningful instruction to all students.

➢ Every click of the mouse is tracked, meaning student data is recorded, analyzed and organized into reports automatically providing educators with an effective and automated progress monitoring system.

➢ Student choice is built in throughout the program

➢ Prompting and Fading while in student session all the way to errorless learning with option to start student session in errorless

Independent Student Login

> ➢ Independent Student Login will allow for greater independence for those students who are ready to log in to any TeachTown program independently.
> ➢ Teachers create a unique login and password for each student which allows for access to any program, whether in the classroom setting or any remote/distance learning setting.
> ➢ This student username and password can be provided to any parent/guardian if student is not yet ready to access on their own.

Student Access

> ➢ Student access could not be any easier.
> ➢ From any computer device or laptop, students will go to www.teachtown.com
> ➢ Select Sign In at the top of the homepage
> ➢ Enter their Username and Password created by the teacher
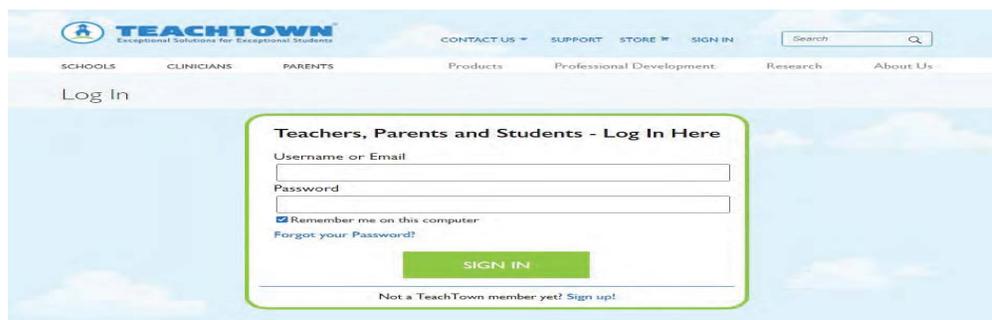
How It Works

On the town map, students choose where to begin their session

Lessons are presented in the discrete trial format

Following a student session, facilitators are presented with a student session report
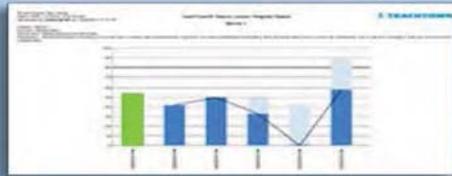
Student data are automatically graphed and organized

Generalization lessons are identified to help teachers promote generalization in the classroom

Easy for Teachers to Learn & Use

TeachTown Basics is a powerful yet easy to use application.
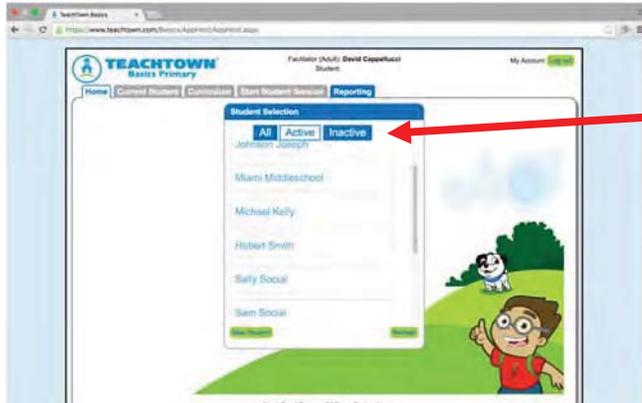
The teacher interface is simple and intuitive. Teachers interact with their students through their home page. They can quickly toggle back and forth between all students or just active students.

Clicking on a student activates that student for the teacher. From here the teacher can start a student session by clicking QuickStart or can differentiate and personalize the student's learning by refining the student's settings under View Student Profile.
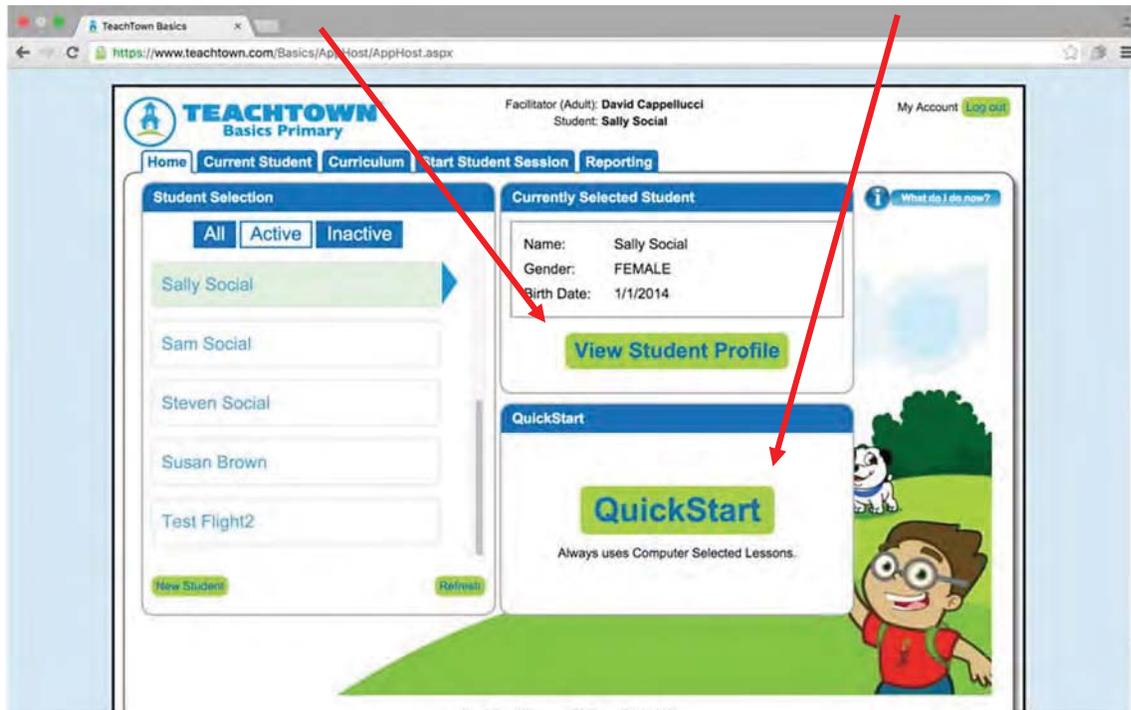
Providing a Differentiated Learning Environment for the Student

If the teacher elects to view the student's profile – a number of key differentiation options are presented. A few of these are discussed in more detail.
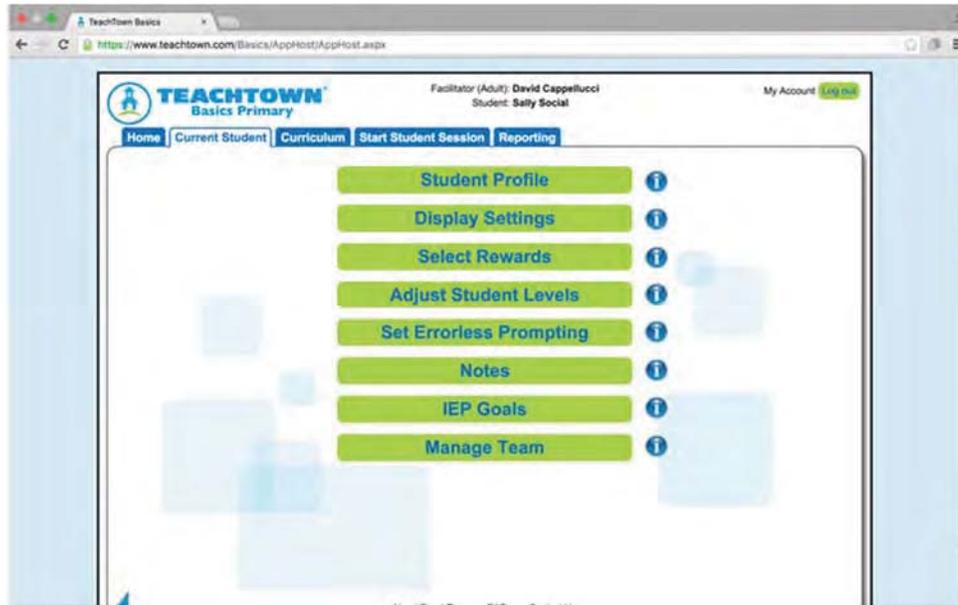
The **Display Settings** allows the teacher to present/not present information on what type of lesson the student is currently working through – making it easy, if necessary, to see whether a student is pre-test, post-test mode, working through a maintenance trial of a previously mastered skill, or working in regular exercise mode. Backgrounds can be removed as well as correct answer visual starbursts which are motivating for most students but might be distracting for some.

Adjust Student Levels - While TeachTown Basics is completely automatic and adaptive – managing the student's learning through the various developmental levels (1-8), we never take control completely away from our front-line educators. The program allows the teacher to differentiate instruction by allowing the custom adjustment of difficulty levels independently across the six learning domains in an easy to use interactive slider construct. Each time the slider is moved to adjust the difficulty level up or down, the program dynamically re-populates the accompanying lesson list. The teacher can immediately click on any lesson in this list to preview it prior to making any changes.
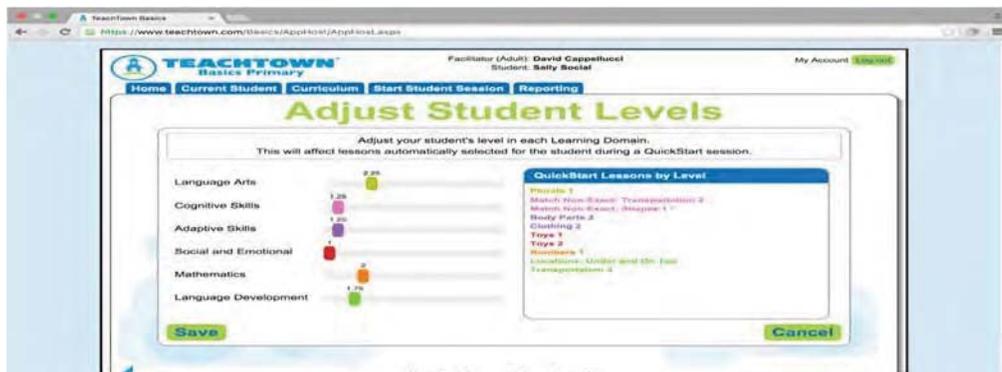
Prompting - When providing instruction for students with autism, developmental, and intellectual disabilities, the level of prompting is critical. By default, TeachTown Basics provides a "least to most" prompting environment for all six learning domains. Many students will have splintered skill levels across the domains – perhaps performing at a higher difficulty level in math versus language arts, for instance. Teachers can opt to differentiate instruction by providing an errorless learning environment – or most to least prompting – by domain depending on the specific needs of the child.
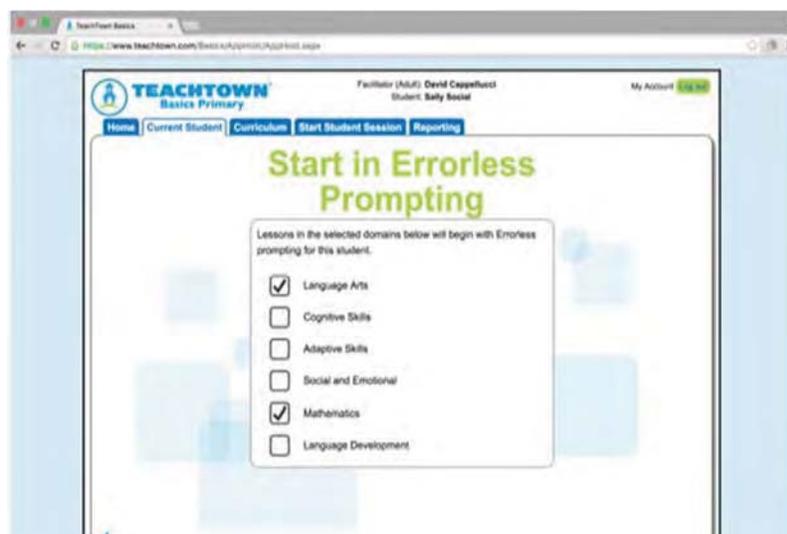
Instruction in Support of IEP Goals

A powerful feature within TeachTown Basics is the ability to align the curriculum's lessons to student IEP goals. Clicking on a student's IEP Goals brings an educator to the View IEP Goals page.
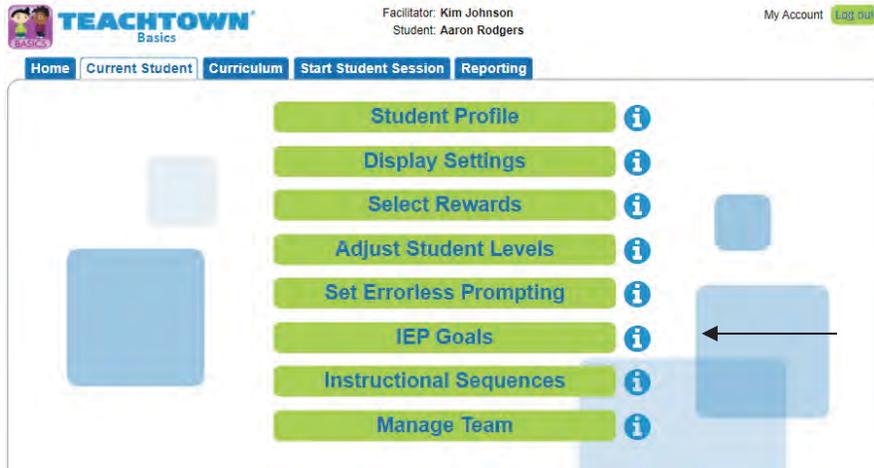
Teachers can add a student's IEP Goal with Description, search for lessons tied to that Goal and begin a session of IEP specific lessons.

From the above screen a teacher can create a new IEP goal, view and edit existing goals, and quickly access key IEP reports and data for the student. Notice that TeachTown Basics boasts a context-sensitive user interface – tabs that are not needed for the immediate task at hand are hidden – providing a more streamlined and simplified user interface.

When a teacher elects to view an IEP goal, a variety of key pieces of information are presented such as the goal name, description, and all TeachTown Basics' lessons that have been assigned in support of that IEP goal. Teachers can quickly add new lessons to align to that goal or remove lessons
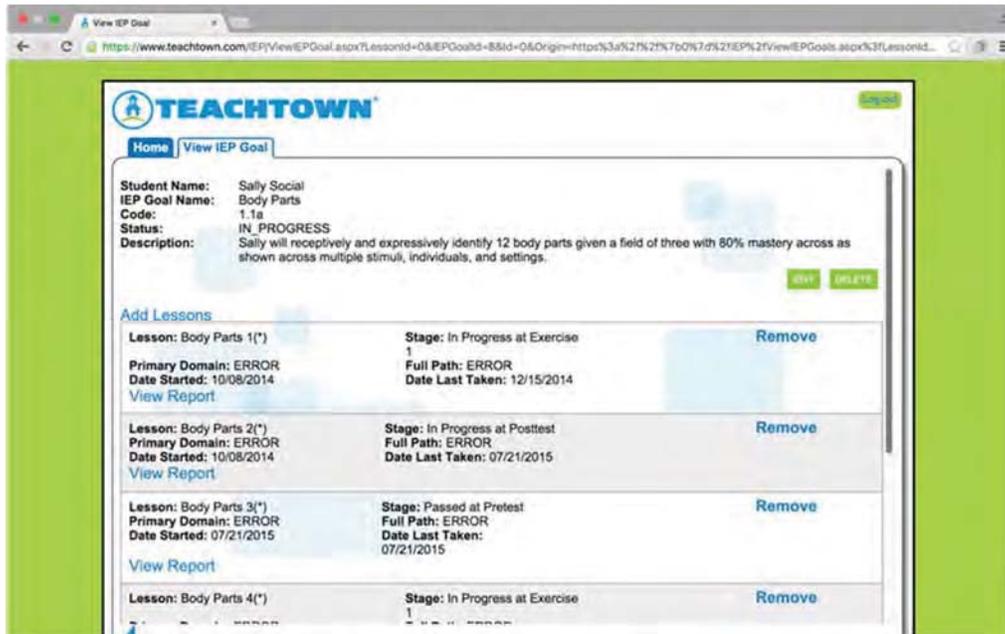
As always, viewing reports and data for student instructional time and progress is right there at point of use – obviating the need to go elsewhere to get that information, making preparing for IEP meetings an easy and efficient process.
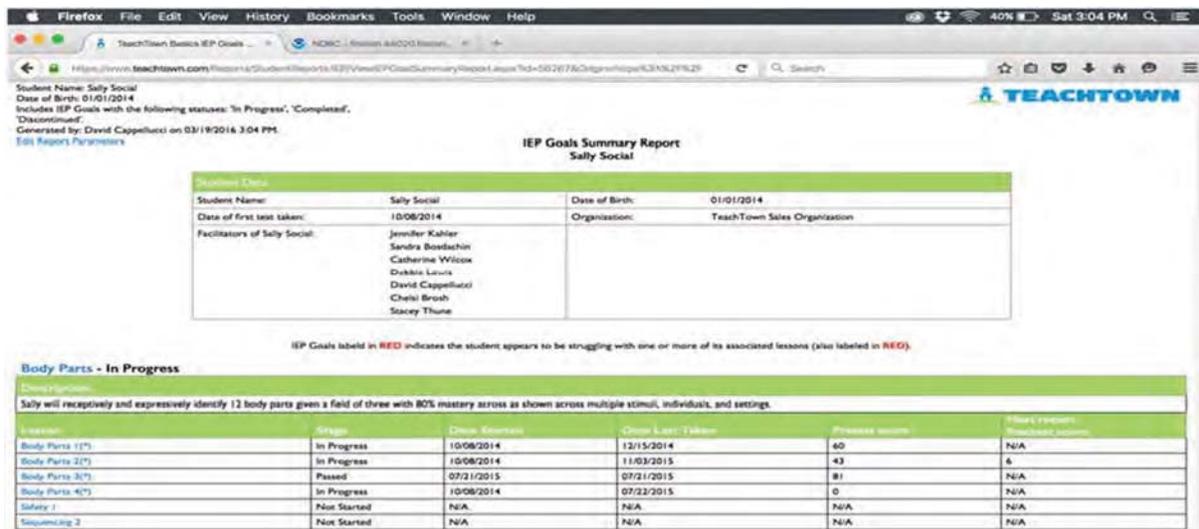
TeachTown's IEP reports provide accurate and up-to-date data on the amount of instructional time in support of a particular goal and the progress against that goal. As always, clicking on the lesson produces the detailed lesson data.

Customizing the Curriculum

When a teacher clicks on the Curriculum tab he/she is presented a number of easy-to-use options: Under the Computer Lessons option, one has the ability to view and preview all 1,000 + on-computer lessons, the Computer Selected Lessons, Facilitator Selected lessons, all providing visibility into what the student is currently working on depending on the method utilized by the teacher. View Generalization Lesson provides all 800+ lessons and provides a list of Recommended Lessons based on what that specific student is currently working on with the on-computer lessons.

TeachTown's rich curriculum is organized under a skill taxonomy within each learning domain. Clicking the **Computer Lessons** button opens a dialog screen which easily facilitates a teacher's search, selection, and assignment of lessons.
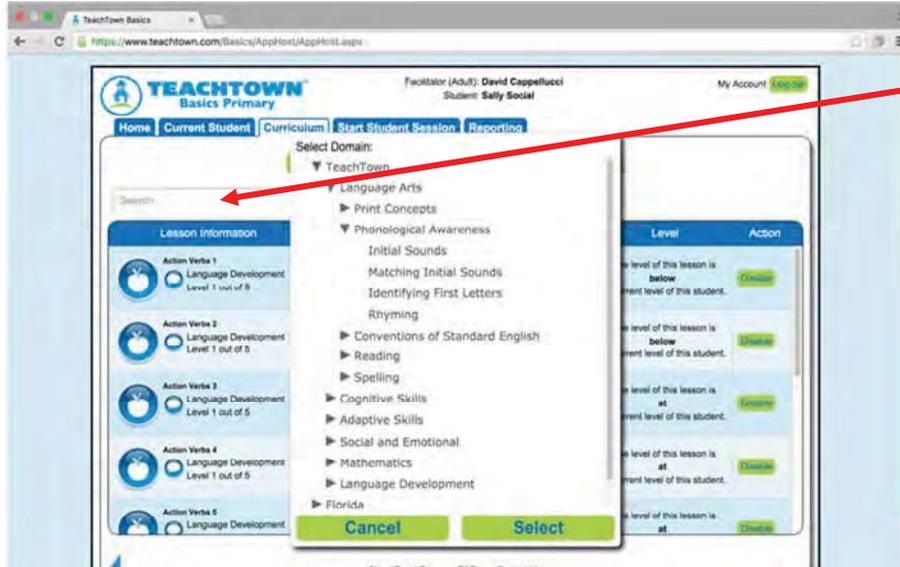
Teachers can search for lessons by keyword or an intuitive drop-down expansion of the skills tree making finding lessons and previewing/assigning them quick and easy. Teachers can elect to customize the lesson sequence or have the program completely manage a student's learning path or a combination of both

Teachers can see which lessons their students will next be working on whether they have been selected by the teacher (facilitator) or the program:
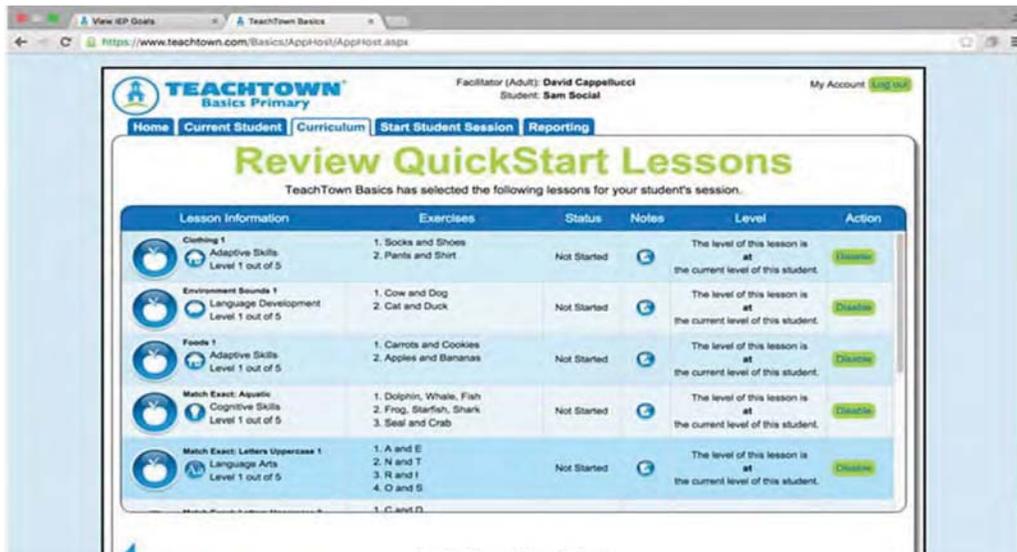
Starting a Student Session

Teachers start a student session in one of four modes – Computer-Selected, Facilitator Selected, IEP Goals or Instructional Sequences. QuickStart automatically defaults to IEP Goal lessons providing an IEP has been created and lessons associated to that Goal.

Teachers are then able to set the student session either by length of time or number of lessons – and the system will manage the other variable. So if by time, the program selects from either the Computer Selected lesson pool or the IEP or Facilitator Selected lesson pool – matching the lessons to the length of the student session set by the teacher. Student sessions are customizable from 5 minutes to 59 minutes depending on a student's ability to task attend.

Students work independently in the program – freeing teachers up to attend to other instructional and classroom activities.

The Student Experience

The student experience is fun and engaging. Student choice is built in, and starts with the town map where students choose which of five buildings they want to work on. If a student perseverates on only one or a few buildings, the program will automatically gray those out – guiding the student to choose from the remaining options. In this way TeachTown Basics ensures that the student will receive instruction from all learning domains:

2-9 Years Old

10 Years and Older

TeachTown Basics accurately and consistently delivers ABA-based discrete trials utilizing a variety of lesson types across all six learning domains. Every click of the mouse is tracked resulting in a rich set of data for each student session. TeachTown basics "takes over" the entire student screen helping to keep students on task and preventing them from straying outside the program. Stimuli are provided within a prompting hierarchy and students are adaptively moved up or down within a set of trials in order to provide opportunities for success – including an errorless learning experience if that is needed. All of the prompting and support is tracked and reported so educators and parents know what level of prompting, if any, their student/child required during a session.

Since the student experience is so rich and dynamically applies the principles of ABA, the reviewer is invited to visit our web site at www.teachtown.com to see this.

Integrated Reward System

Since rewards are a critical component of ABA instruction, TeachTown Basics incorporates a large bank of fun, engaging reward games/activities and social stories that keep the student on task and working. Students choose from a randomly selected set of rewards that can be customized by the teacher to reflect a particular child's interests and avoid any particular aversions they may have.

Example: Ages 2-9

Rewards can be customized for students

Example: Ages 10 and Up

Rewards can be customized for students

Generalization Lessons-Teacher Led

The program offers 800+ generalization lessons that are tied directly to the computer lessons and are clearly and explicitly written making the lessons easy to implement for educators, para-educators and caregivers. The curriculum for the generalization lessons includes the same 6 learning domains and 8 levels as the computer curriculum. Each computer lesson is tied to one or more teacher lead Generalization Lessons. These Generalization Lessons focus on helping students to generalize skills taught on the computer using naturalistic play activities.

Purpose of Generalization lessons
- **Address same concepts via expressive language**
- **Generalize skills learned in DTT format in 'real world' circumstances**
- **Generalize skills in individualized environment to group environment (ie. Peers, teacher's, staff)**
- **Perform skills with distractors, feedback from others and more sensory stimuli.**

Generalization Assessments

Allows for the teacher to take observational data on the generalization lessons and activities across environments.
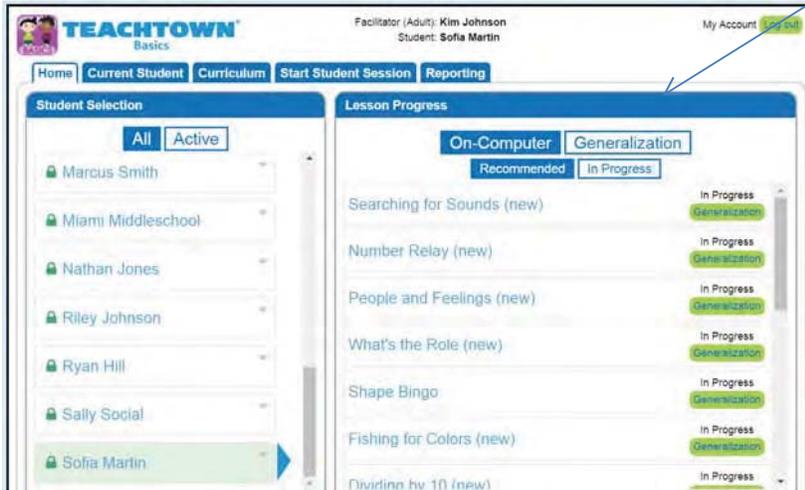
Program Use and Progress Monitoring

The automated data tracking and reporting that is an integral part of TeachTown Basics will make your life easier and simpler. With TeachTown Basics, you have a powerful tool for quantifying and measuring student progress, making it easy to demonstrate compliance with students' IEPs, state standards and Common Core Standards.

Student progress is recorded, analyzed and organized into reports automatically and is available in real-time to everyone on the student's education team. Teachers and administrators are provided the automated data analysis in the form of graphs and reports for IEP meetings and report cards. They receive daily, weekly and monthly feedback to determine where a student may need attention, enabling them to tailor the program to each student's needs. Administrators may view results at the district level as well as drill down to disaggregate results to the individual student.

District Level Report Sampling

District Level Dashboard provides a quick glance at students needing help, and how teachers and students are performing with Program Use.
All reports can be viewed at the District level with data roll up of all teachers and students across every school, or drill into specific teachers and students.
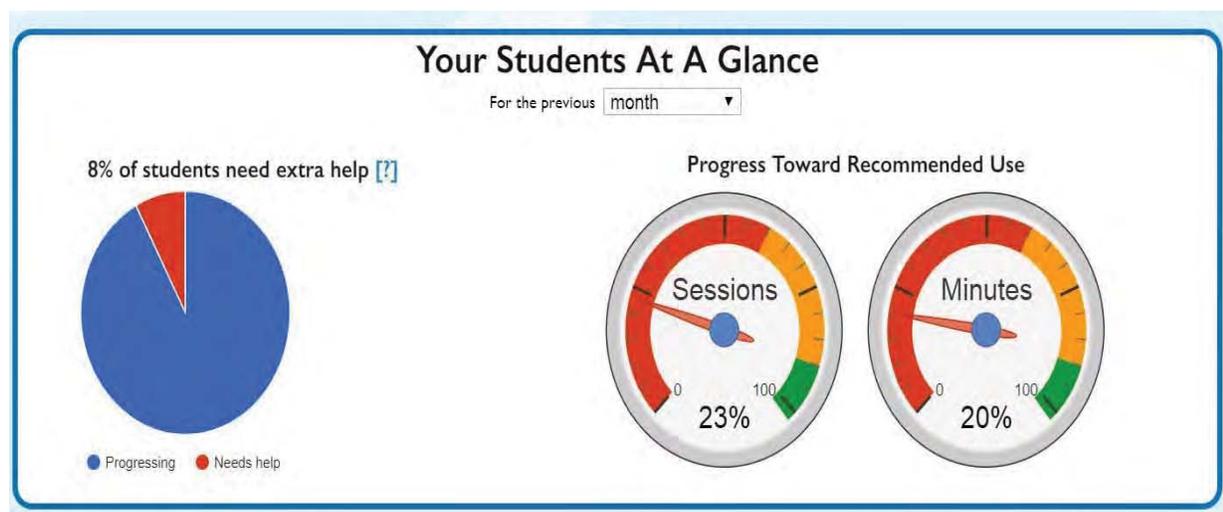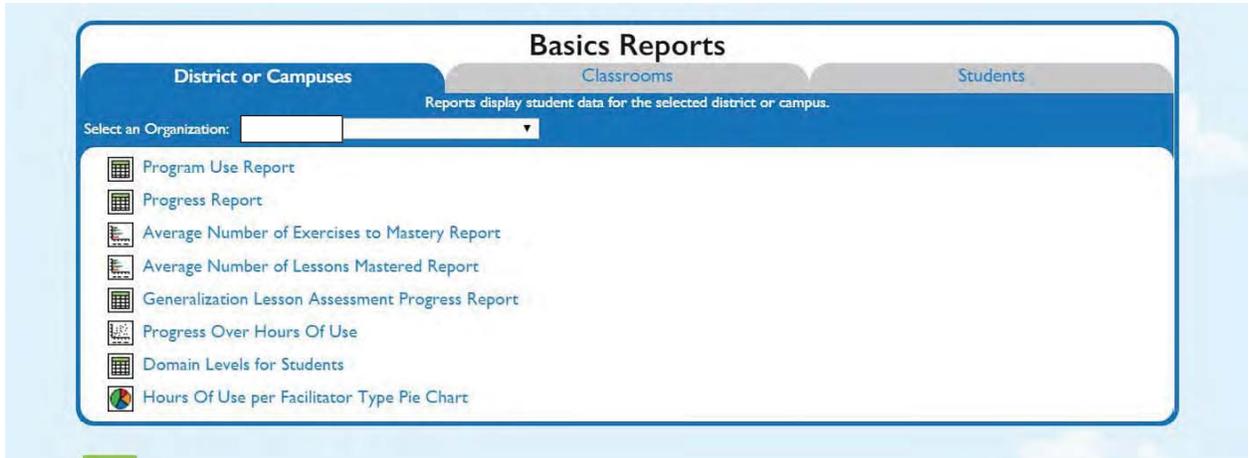
Teacher and Student Level Report Sampling

Provides each teacher visibility to all their students on a single classroom report. 7 Classroom reports are available to monitor student program use, student progress and generalization assessment progress. In addition, each student has 8 individual reports that speak to a student's progress plus an additional 2 if the IEP Goal feature is being utilized.

Teacher Reporting Center – Classroom View
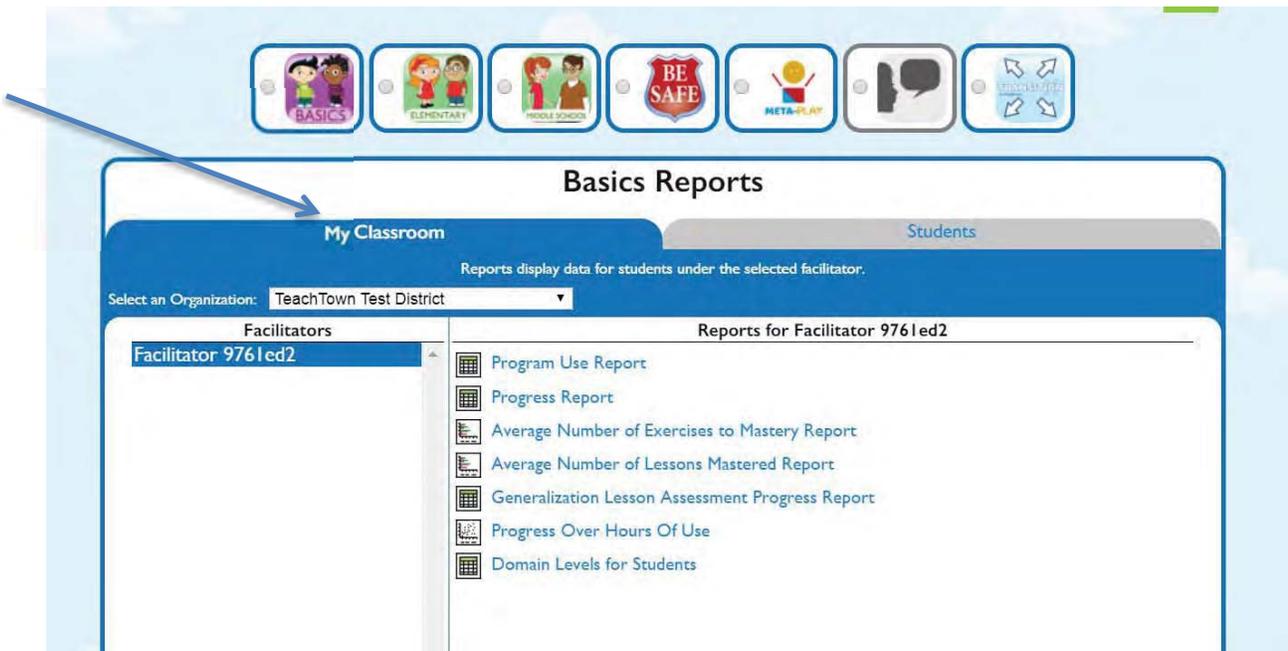
Teacher Reporting Center – Student Reports
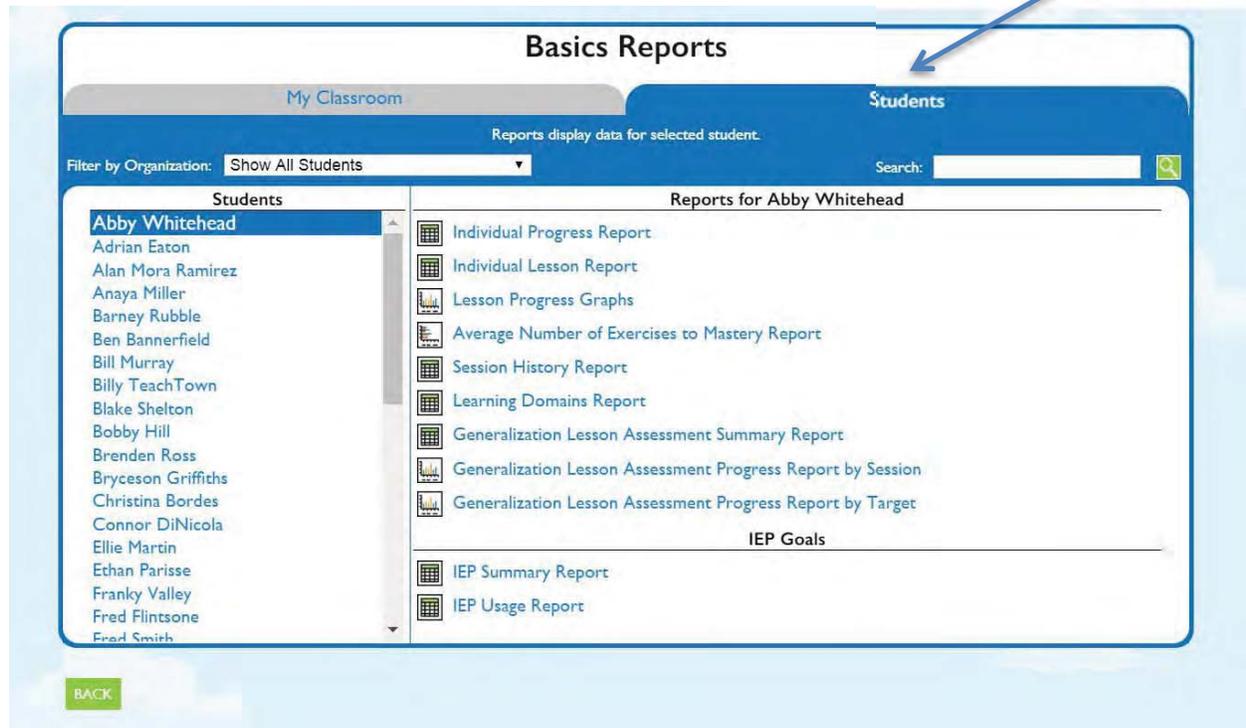
Sample Reporting

Program Use by Facilitator or Student Report – Classroom Level

Key metrics at the district level include program usage (dosage) to monitor treatment fidelity. This report shows total active students and hours of instruction. Date ranges are completely customizable and one can preview a subset of that data as a comparison. At a glance – this report quickly shows a "metered" view of, on average, how many sessions and minutes per week of instruction each student is receiving as a percent of TeachTown's minimum recommendation.

Date From: 02/19/2006 (Date of earliest data available)
Date To: 03/16/2016
Data for currently licensed students only. 303 students excluded. [?]
Generated by: Training TeachTown on 03/16/2016 11:49 AM.
Program Use by Student Report Facilitator: Facilitator: Training TeachTown TeachTown Internal Organization

Preview most recent X weeks as comparison against full date range

Implementation Details			Status Over the Full Date Range (02/19/2006 - 03/16/2016)					Status Over the Last 4 Weeks of the Full Date Range				
				At All Locations		At Home			At All Locations		At Home	
Student	Week of First Use	Week of Last Use	Total Hours	% of Minimum Recommended (Average Weekly)		Avg Minutes per Session	Avg Weekly Minutes	Total Hours	% of Minimum Recommended (Average Weekly)		Avg Minutes per Session	Avg Weekly Minutes
				Sessions Done	Minutes on Program				Sessions Done	Minutes on Program		
Average for All Active Students			29:48	35% (1.7)	12% (10:58)	04:09	01:05 (n=1)	01:06	43% (2.2)	23% (17:04)	07:47	00:00 (n=0)
TeachTown Internal Organization (3 Active Students; 399 Total Licenses)												
Adam Student	01/10/2010	03/13/2016	150:29	157% (7.9)	37% (27:57)	03:33	00:00	05:08	105% (5.3)	103% (77:01)	14:40	00:00
BamBam Rubble	03/22/2009	03/06/2016	34:09	21% (1.1)	11% (05:36)	05:16	00:00	00:38	80% (4.0)	19% (09:34)	02:23	00:00
Billy TeachTown	02/19/2006	02/21/2016	49:04	17% (0.9)	7% (05:35)	06:37	01:05	01:15	80% (4.0)	25% (18:46)	04:41	00:00

Monitor the average minutes and sessions against TeachTown's minimum recommendation

View Average Minutes per Session

Breaks usage down between in-school use and home use if Districts opt to involve parents/guardians

Progress Relative to Hours of Use Scatterplot – Classroom Level

This report shows each student's total treatment/instructional hours compared with their total lessons mastered. Each data point is a student. This report can be run for any date range, and quickly identifies 'outliers' – students with low usage but high lessons mastered as well as students with higher usage relative to lessons mastered – all compared with peer student experiences.

District Level Report: Shows all students across the district
Teacher Level Report: Shows all students assigned to that specific teacher.

- Each dot represents a student
- Hover over a dot to obtain student name
- Click on that dot and obtain the students lesson progress graphs (see below)

Lesson Progress Graphs – Student Level

- Allows Facilitators/Teachers at a high level to view a students Mastered Lessons, Passed Pretests and In Progress Work and quickly identifies for the teacher which lessons and concepts that student is struggling with.
- Click on any lesson and obtain that lessons Individual Lesson Progress Graph (shown below)

Individual Student Lesson Progress Graph – Student Level

The Individual Lesson Progress Graph shows progress to mastery on specific skills/concepts over time. The legend clearly explains to the reader what they are looking at. As with any true ABA-based therapy, correct responses with prompting are of course delineated from correct without prompting – and the amount of prompting is clearly evident. When the student masters exercise 1 they are moved to exercise 2. Once exercise 2 is mastered a post-test is automatically sequenced in. If the student does not pass the post-test – the lesson will cycle back through exercise 1 again – nothing is left to chance.

Once a student fails the Pretest, the individual concepts are broken down into manageable discrete trial exercises. Once each concept is mastered individually at 80% or higher, the Posttest will test on all concepts within the lesson.

Student Name: BamBam Rubble
Date of Birth: 1/1/1991 12:00:00 AM
Generated by: Training TeachTown on 03/16/2016 11:47 AM.
TEACHTOWN BASICS LESSON PROGRESS REPORT

Animals - Zoo 2
(Mastered 01-04-2016)

Lesson: Animals - Zoo 2
Domain: Language Development
Subdomain: Receptive Labeling
Exercises: Tigers and Monkeys; Bears and Kangaroos;
Description: Animals are an important part of student's early vocabulary and play skills. Students learn a lot about animals in the early years of development and talking about animals helps expand vocabulary and imagination.

Each bar represents a session on TeachTown Basics

Legend

Mfttpot!nbslfe!xjui!b! ▲ !xfsfqttfmfdufe!czlbjgbdjmjmjubups/

| Pretest | Exercise 1 | Exercise 2 | Posttest |
| No Prompts | No Prompts / With Prompts | No Prompts / With Prompts | No Prompts |
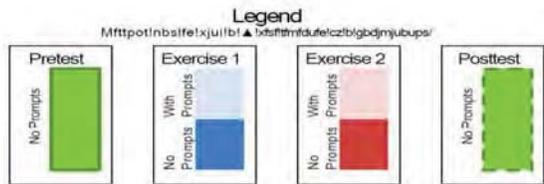
Students must score 80% or higher with NO prompts to pass. There is no prompting in PreTests and Posttests. When the student increases their correct independent responses, prompting decreases and the student receives more opportunities to answer independently (without prompting).

Exercise Name	Times Completed	Total Time (min)	Avg Score	Avg Score (Prompted)
Pretest	1	2	50%	n/a
Tigers and Monkeys	13	36	52%	4%
Bears and Kangaroos	5	12	40%	14%
Posttest	2	4	60%	n/a

Recommended Generalization Lessons
Where Are The Animals?
Zookeeper

Immediate access to corresponding Generalization Lessons

Average Exercises and Gains In Percent Correct by Learning Domain Report

This report quickly visualizes student lesson mastery for all six domains and like all reports is customizable by date range. The number of students included in the report is shown to the left along with their average pre-test score on each lesson (skill/concept) and their average post-test mastery score (mastery is a minimum of 80%) on those same skills/concepts. All TeachTown progress reports are matched student data reports – so only those students who failed the pre-test and then passed the post-test (for that same skill/concept) after instructional treatment are included. Importantly, the "efficiency" with which students were able to achieve skill/concept mastery is shown – the metric here is the average numbers of discrete trial lessons needed to move any given student from their pre-test score to their mastery score. Shown in ( ) on the graph.

District Level Report shows number of students mastering across each domain with average pretest and post-test scores across those students.
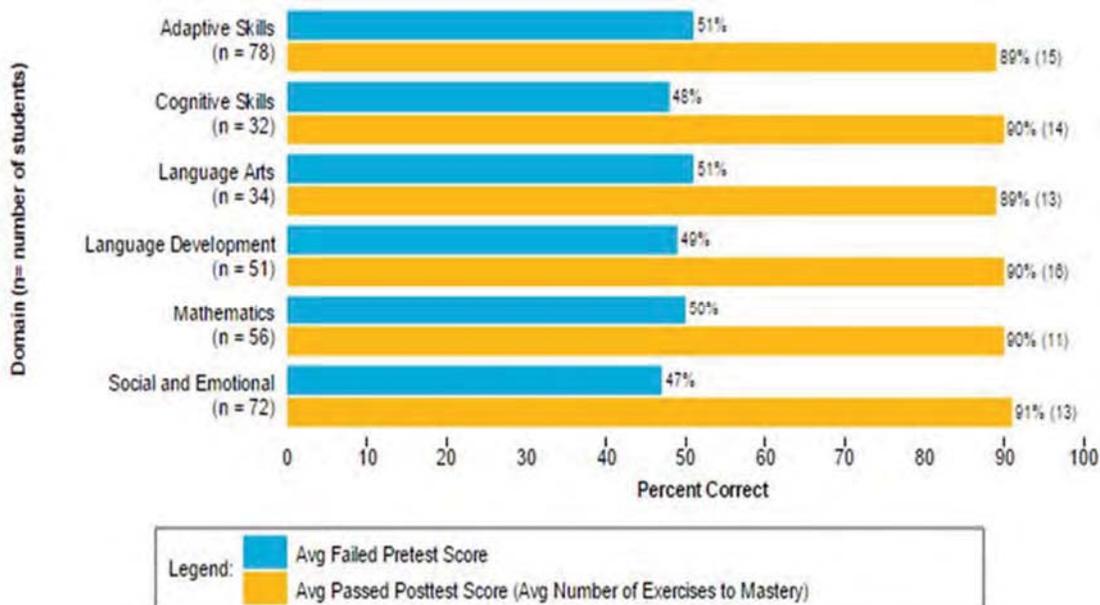
Student Level Report shows number of mastered lessons across each domain with average pretest and post-test scores across those mastered lessons.

Date From: 02/19/2006 (Date of earliest data available)
Date To: 03/16/2016
Generated by: Kim Johnson on 03/16/2016 2:55 PM.
Average Number of Exercises and Gain in Percent Correct for Lessons Mastered by Domain Billy TeachTown
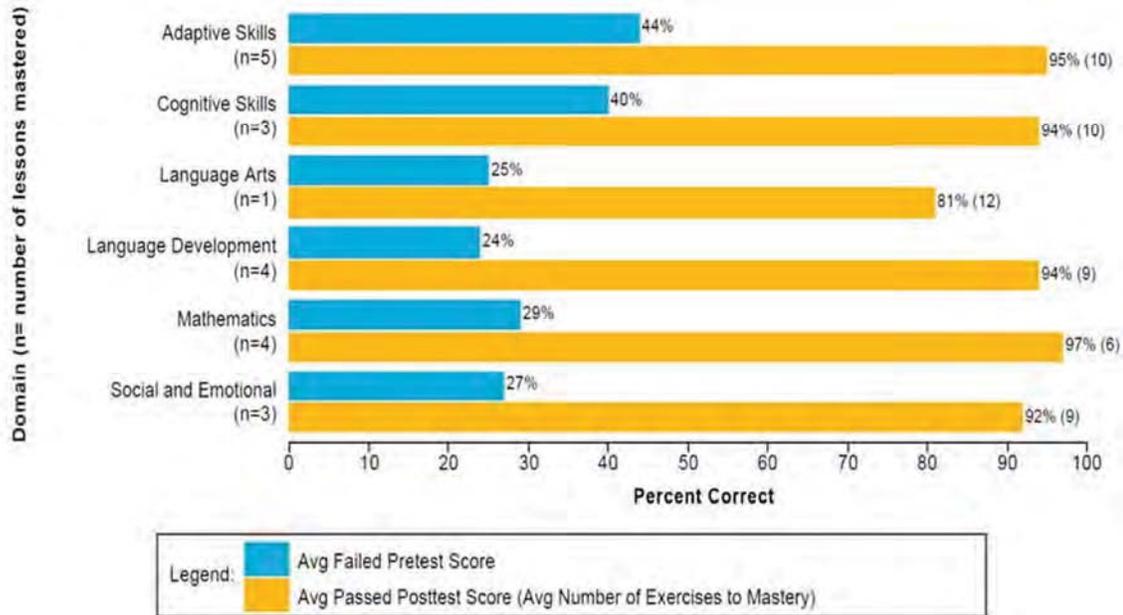
Student - Individual Lesson Report

This report provides visibility into those lessons that have been mastered, pretests passed and what is currently in progress by domain. It provides detailed information as to when the pretest, exercises and post-test was taken and percentile scores for each. Click on the blue lesson name to access the individual lesson progress graph (shown above).

MASTERED LESSONS[?]
(from 8/26/2018 12:00:00 AM to 11/26/2018 11:59:59 PM)
Please click on highlighted lessons to view Lesson Progress Reports.

Adaptive Skills - Current Level: 6

Lesson / Exercise Name	Correct Prompted	Correct Unprompted	Date Taken
Food Words 1			
Pretest	0%	15%	09/02/2018
Bread	0%	100%	09/02/2018
Pasta	0%	100%	09/02/2018
Corn	0%	100%	09/02/2018
Rice	0%	100%	09/02/2018
Posttest	0%	95%	09/06/2018
Food Words 3			
Pretest	0%	0%	09/06/2018
eggs	0%	100%	09/06/2018
nuts	0%	100%	09/06/2018
milk	0%	100%	09/06/2018
yogurt	0%	100%	09/06/2018
Posttest	0%	93%	09/06/2018

PASSED PRETEST LESSONS [?]
(from 8/26/2018 12:00:00 AM to 11/26/2018 11:59:59 PM)
Please click on highlighted lessons to view Lesson Progress Reports.

Adaptive Skills - Current Level: 6

Lesson / Exercise Name	Correct Prompted	Correct Unprompted	Date Taken
Food Words 2			
Pretest	0%	87%	09/06/2018
flour	--	--	N/A
salt	--	--	N/A
sugar	--	--	N/A
butter	--	--	N/A
Posttest	--	--	N/A
Food Words 4			
Pretest	0%	81%	09/06/2018
apple	--	--	N/A
banana	--	--	N/A
lemon	--	--	N/A
lime	--	--	N/A
Posttest	--	--	N/A

PARTIALLY COMPLETED LESSONS[?]
(Everything in progress. Those in PURPLE have been disabled by a facilitator.
Those in RED indicates the student appears to be struggling with the lesson.)
Please click on highlighted lessons to view Lesson Progress Reports.

Adaptive Skills - Current Level: 6

Lesson / Exercise Name	Correct Prompted	Correct Unprompted	Date Taken
Food Words 5			
Pretest	0%	18%	09/06/2018
onion	0%	80%	09/06/2018
garlic	0%	100%	09/08/2018
grapes	0%	80%	09/08/2018
oranges	0%	100%	09/08/2018
Posttest	--	--	N/A
Sorting Bedroom and Bathroom Objects			
Pretest	0%	50%	08/29/2018
Sorting Bedroom and Bathroom Object 1	0%	100%	08/29/2018
Sorting Bedroom and Bathroom Object 2	0%	100%	08/29/2018
Posttest	--	--	N/A
Weather Words 1			
Pretest	0%	10%	09/06/2018
Sunny	0%	100%	09/08/2018
Snowy	0%	100%	09/08/2018

Student - Individual Progress Report

At a high level, this report provides information by domain as to a student's Mastered Lessons, Passed Pretests and Partially Completed Lessons (lessons in progress).

MASTERED LESSONS[?]
(from 8/26/2018 12:00:00 AM to 11/26/2018 11:59:59 PM)
Please click on highlighted lessons to view Lesson Progress Reports.

Adaptive Skills - Current Level: 6

Subdomain	Lessons and Exercises	Recommended Generalization Lessons
Functional Reading Comprehension - Grocery	Food Words 1 - Bread - Pasta - Corn - Rice	n/a
	Food Words 3 - egg - nuts - milk - yogurt	n/a
Functional Reading Comprehension - Store	Store Words 2 - Cart - Basket - Name Tag - Hours	Shopping Sight Words (new)
	Store Words 3 - customer - aisle - cashier - timesheet	Shopping Sight Words (new)

Click on any Lesson in Blue to get the individual Lesson Graph (shown below)

Click on any Generalization Lesson in blue to get the complete Generalization activity (shown below)

Food Words 3
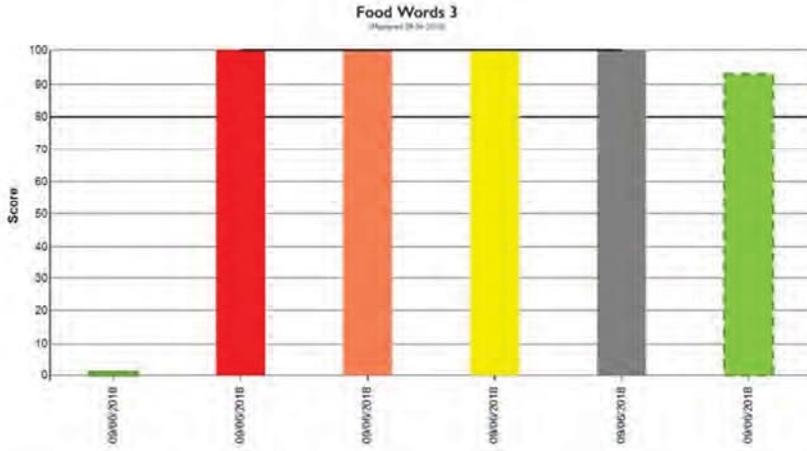
Individual Lesson Progress Graph

Corresponding Generalization Lesson

Reporting Summary:

TeachTown Basics tracks each click of the mouse by the student enabling the richest possible data reporting infrastructure. The system updates student results in a near real-time state (maximum possible latency of less than two minutes as the system continuously captures and processes student responses throughout the world) and is available to everyone on the student's education team.

The above-mentioned reports are just a sampling of the reports available in TeachTown Basics to monitor Program Use and Student Progress.

Please visit our web site at www.teachtown.com if you would like more information.

Evidence and Research Based

Blue Ribbon Findings on Evidence-Based Practices

The National Autism Center's National Standards Project and the National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD) almost entirely agree on which educational interventions are effective for children with ASD (National Autism Center, 2009; Wong et al., 2013). They used a stringent review process that incorporated clear criteria for evaluating evidence from over two decades of research. Of the 27 evidence-based practices identified by the NPDC, 26 were identified by the National Standards Project as established or emerging practices. TeachTown Basics features **nine** evidence-based practices identified by the National Professional Development Center on Autism Spectrum Disorders and the National Autism Center for individuals with ASD. TeachTown Basics, a program that has been used successfully in HISD for over three years, was the only program of its kind cited in this research as having a scientifically-validated study underlying its effectiveness.

Evidence-Based Practices Include:
- ✓ Computer-Aided Instruction
- ✓ Modeling
- ✓ Pivotal Response Training
- ✓ Prompting
- ✓ Reinforcement
- ✓ Discrete Trial Training
- ✓ Task Analysis
- ✓ Naturalistic Interventions
- ✓ Joint Attention
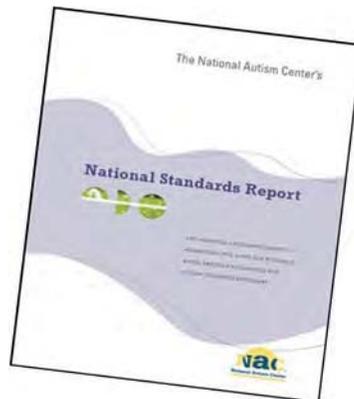
Conclusion:

The NPDC and the National Standards Project have conducted the most recent and systematic review of intervention research. They have identified the key components of interventions that are essential to improving student outcomes. Many of these aspects are integral to TeachTown Basics and TeachTown Social Skills. The NPDC has also made important progress toward defining these evidence-based practices by providing step-by-step directions for implementing the practices. TeachTown is committed to using these guidelines along with input from practitioners to refine our programs over time.

Independent Efficacy Studies of TeachTown Basics

TeachTown emphasizes the use of independent efficacy studies whenever possible – featuring the use of widely-used and validated independent measures. The following two studies are such examples and are pulled from our Evidence of Effectiveness Research Guide included in the Addenda section of this RFP.

<u>**Study 1**</u>:

47 students with autism using *TeachTown: Basics* (TTB), Los Angeles Unified School District, 3 months in 2010

Amount of Use:	20-minutes/school day TTB on the computer and 20-minutes/ school day off-computer TTB Generalization Lessons
Field Test Location:	Los Angeles Unified School District preschool and K-1 self-contained classrooms
Independent Measure:	Brigance Inventory of Early Development

Results:
- The students who used *TeachTown: Basics* gained between two and five months more growth on average in each area of the Brigance than the students in the control group.
- These results were peer-reviewed and published in *Autism: The International Journal of Research and Practice,* May 2010 vol. 14 no. 3 179-19.Whalen, C.,

- Moss, D., Ilan, A., Vaupel, M., Fielding, P., MacDonald, K., Cernich, S., Symon, J., (2010), *Efficacy of TeachTown: Basics computer-assisted intervention for the Intensive Comprehensive Autism Program in Los Angeles Unified School District.*
- See the following graph for gains by specific Brigance domains

Months gain in Brigance® Scores during three month study

Legend: TeachTown Students, Control Students, 3-Month Study
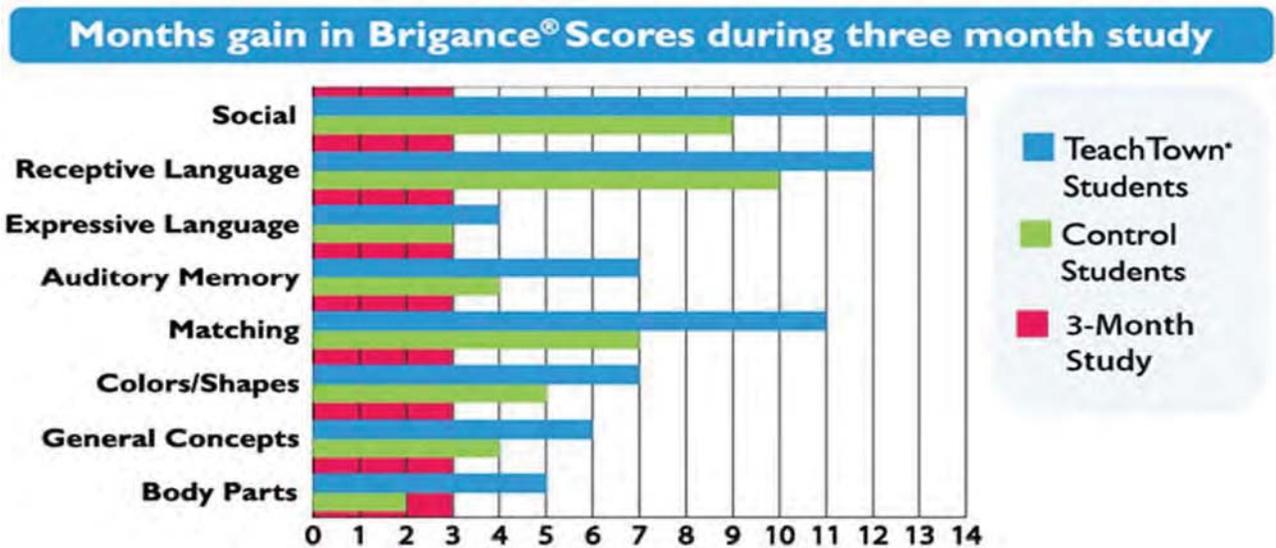
Study 2:

90 special needs students (38 with autism as primary diagnosis) in Killeen, TX, 2009-2010 school year

    Amount of Use: Treatment group students used TTB an average of 23 hours over 92 sessions. Typically, two 20-minute sessions/day 30-40 minutes/day off-computer TTB Generalization Lessons

    Field test location: Killeen Independent School District

    Standardized Tests: The Brigance Inventory of Early Development

Results:

- Greater learning gains than control group in the Brigance (refer to chart below)
- Students using *TeachTown: Basics* achieved greater gains than the control group in 9 of 10 learning domains on the Brigance IED – even though the

- control group had higher baseline scores (the study was intentionally biased to place the lowest performing children in the TeachTown treatment group.

- More time on *TeachTown: Basics* produced higher Brigance IED scores Overall Brigance IED scores positively correlated to *TeachTown: Basics* usage with r(64)=.21, p=.09.

- *TeachTown: Basics* helped children with non-ASD learning disabilities equally effectively. Students with diagnoses ranging from speech impairment to Down Syndrome and mental retardation performed at similar levels to those with ASD. Similar performance was identified in 9 of the 10 tested Brigance IED domains.

Statistically Significant Learning Progress in 9 of 10 Brigance Domains
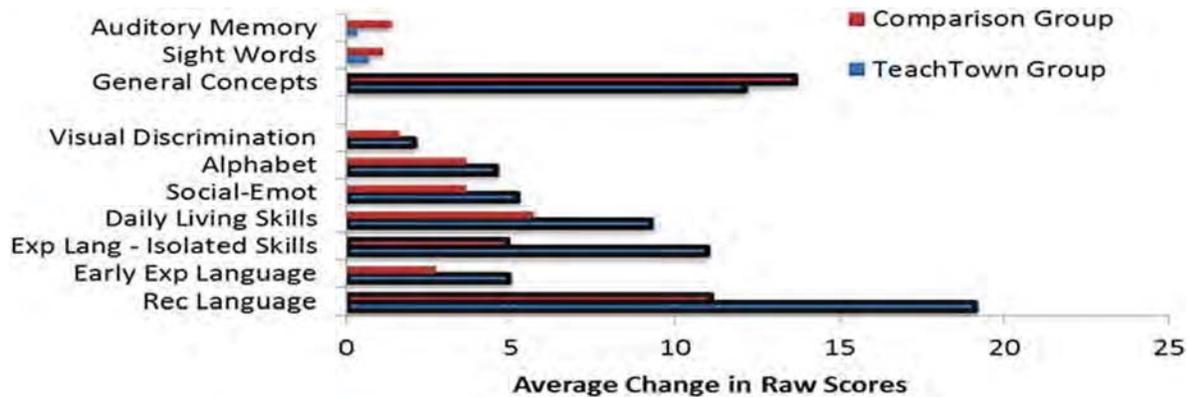
Study 3:

Anson County School District, North Carolina

The current evaluation examines the impact of *TeachTown: Basics* at six elementary schools in Anson County School District, a racially diverse district located in North Carolina during the 2009-2010 school year. The students were 158 kindergarten students from low-income families identified as at-risk for school failure. Teachers were asked to implement daily *TeachTown: Basics* computer-based lessons and naturalistic, off-computer generalization lessons. The evaluation assesses the progress of the students in communication and cognitive abilities after nine months of instruction. Growth in communication and cognitive abilities were measured by the Battelle Developmental Inventory (BDI-2; Newberg, 2005), a standardized assessment of key developmental skills in young children that involves observations of the child, parent and/or caregiver interviews, and interactions with the child using toys, games and tasks.

Results

After nine months of *TeachTown: Basics* use, students showed statistically significant and educationally meaningful gains in all communication (expressive and receptive) and cognitive (attention and memory, reasoning and academics, and perception and concepts) skill areas assessed. Age equivalent gains were 23 months in receptive communication, 18 months in expressive communication, 15 months in attention and memory, 17 months in reasoning and academics, and nearly 21 months in perception and cognition (see Figure 1). Gains averaged 1-6, or 19 months after 9 months of instruction, demonstrating accelerated growth for the at-risk kindergarten students.

Figure 1. Battelle Developmental Inventory-2 (BDI-2) age equivalents before and after nine months of *TeachTown: Basics* use for 158 at-risk kindergarten students.
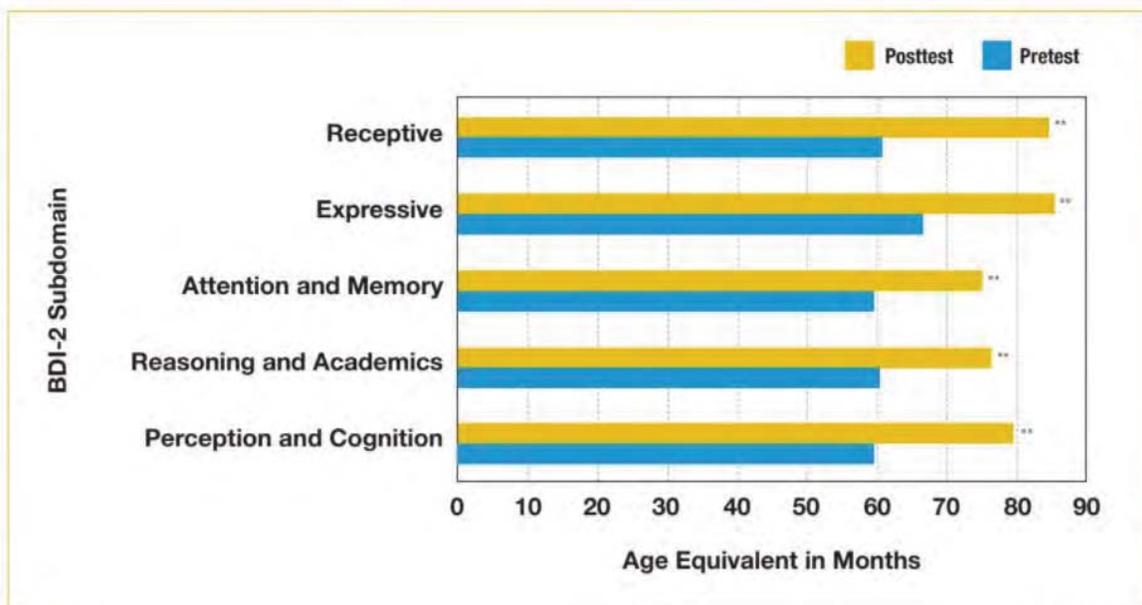
Note. **p < .001

Increased time spent using *TeachTown: Basics* computer-based lessons was associated with higher scores on the BDI-2. Students who, on average, used *TeachTown: Basics* computer-based lessons for at least 10 minutes a day (or 30 hours per academic year) showed greater age equivalent gains than students who used the program for less than 10 minutes a day on four out of five subdomains on the BDI-2 (see Figure 2). Results were statistically significant in the Expressive Communication subdomain only. Further, there was a moderate positive relationship between the amount of time spent using *TeachTown: Basics* and scores on the Receptive subdomain of the BDI-2 ($r(41) = 0.35$, $p < .05$).
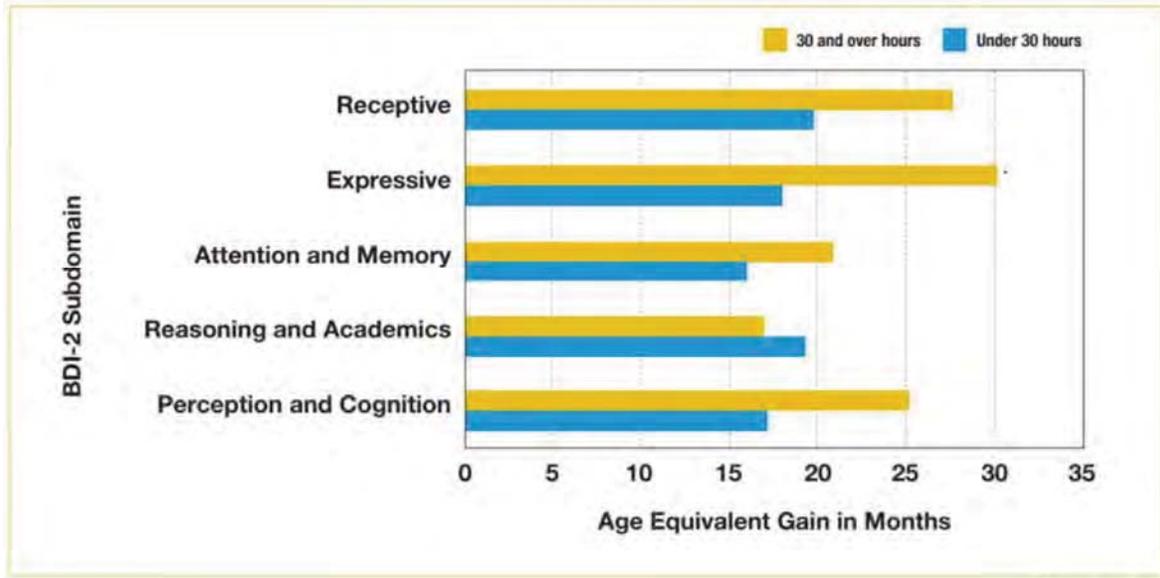
Note. *$p < .05$

Conclusion

Students who used *TeachTown: Basics* over nine months showed statistically significant and educationally meaningful gains in all subdomains of the BDI-2. However, students who spent more time using the software had higher scores than students who spent less time using the software.

Access TeachTown Anywhere

TeachTown Basics Platform Options

- **Windows/Mac/Chromebook - Computers**
  1. *Browser-based Application*
     Requirements:
     a. High speed internet connection – DSL or Cable (1 Mbps) recommended
     b. Any modern HTML5 compliant browser such as Chrome, Firefox, Safari, IE 10 or above
     c. Minimum screen resolution of 1024x768
     d. Runs on any computer or device that will run a supported browser as noted above
  2. *Chrome Apps*
     Requirements:
     a. Installed via the Chrome Web Store and requires the Chrome Web Browser
     b. High speed internet connection – DSL or Cable (1 Mbps) recommended.
     c. Minimum screen resolution of 1024x768
     d. Supports touch screen if present
     e. Can run on all Chromebooks, Windows or Mac computers that support the Chrome browser.

- **IPad Application**
  Requirements:
  a. IPad 4th Generation or IPad Air and above
  b. iOS v8.1 Minimum
  c. High speed internet connection – DSL or Cable (1 Mbps) recommended
  d. ITunes Account Required

Appropriate for student's Kindergarten through 5th grade

enCORE is a comprehensive core-aligned, standards based adaptive curriculum designed to meet the needs of students with moderate and severe disabilities. The program provides students with access to an adapted library of books based on high-quality, classic children's literature; educators with scripted lessons, based on the science of ABA and systematic instruction, that are easy-to-implement and differentiated across three student support levels; and a blend of hands-on, interactive whiteboard, and independent technology-delivered student lessons to provide a comprehensive classroom solution. Data tracking across all instructional platforms provides districts with student progress across state-specific standards and student-specific IEP goals.

enCORE Program Details

- ➢ Core-aligned, standards-based adaptive curriculum for students with moderate to severe disabilities

- ➢ Teaches to mastery and not exposure

- ➢ Independent Student Login which allows for greater independence for those students who are ready to log in to any TeachTown program independently.
    - o Teachers create a unique login and password for each student which allows for access to any program, whether in the classroom setting or any remote/distance learning setting.
    - o This student username and password can be provided to any parent/guardian if student is not yet ready to access on their own.

- ➢ Current Events – a weekly release of lessons and materials based on current events from around the world. Teachers and educators are provided with a comprehensive collection of technology-based lessons and worksheets/reproducibles that are thematically based on an adapted newsletter and covers topics such as: world, sports, music, arts, holidays, historic events, famous individuals and more!! (see page 20 for further details)

- ➢ Literature-based units provide access to high quality and well-known literature that is leveled based on the reading level of each individual student

- ➢ Utilizes evidence-based practices

- ➢ Two Grade Bands:
    - o Kindergarten through Grade 2
    - o Grade 3 through Grade 5
    - o 6-8 (coming soon)

➢ <u>36 Instructional Units</u> (18 units per band) that are based on beautifully illustrated classic literature stories

➢ Instructional Units cover Math, English Language Arts, Social Studies and Science

➢ Each Unit contains:

- o 1 classic literature story
- o 1 fact-based story related to the classic literature story
- o 2 ELA lessons
- o 2 Math lessons
- o 2 Social Studies lessons
- o 2 Science lessons
- o Student worksheets
- o Unit assessments (Pre and Post)

➢ enCORE includes Teacher-lead Technology Lessons with Student-lead Independent Technology Lessons

➢ All lessons, workbooks and assessments are available online and in print

➢ Instructional Design Includes:

- o Explicit and systematic instruction
- o Gradual Release of Responsibility – "I do, we do, you do"
- o Time delay
- o Task analytic instruction
- o Prompting and supports
- o Multi-sensory instruction

➢ Automated data tracking across all domains and lesson types

Instructional Design

Units	Grade Bands	Literature	Subject Areas	Assessments
36	K - 2	Fiction and Nonfiction	ELA	Pre and Post
18 in each	3 - 5	Leveled for Students	Math	Book
	6-8 coming soon	Beautiful and dynamic	Science and Social Studies	Online
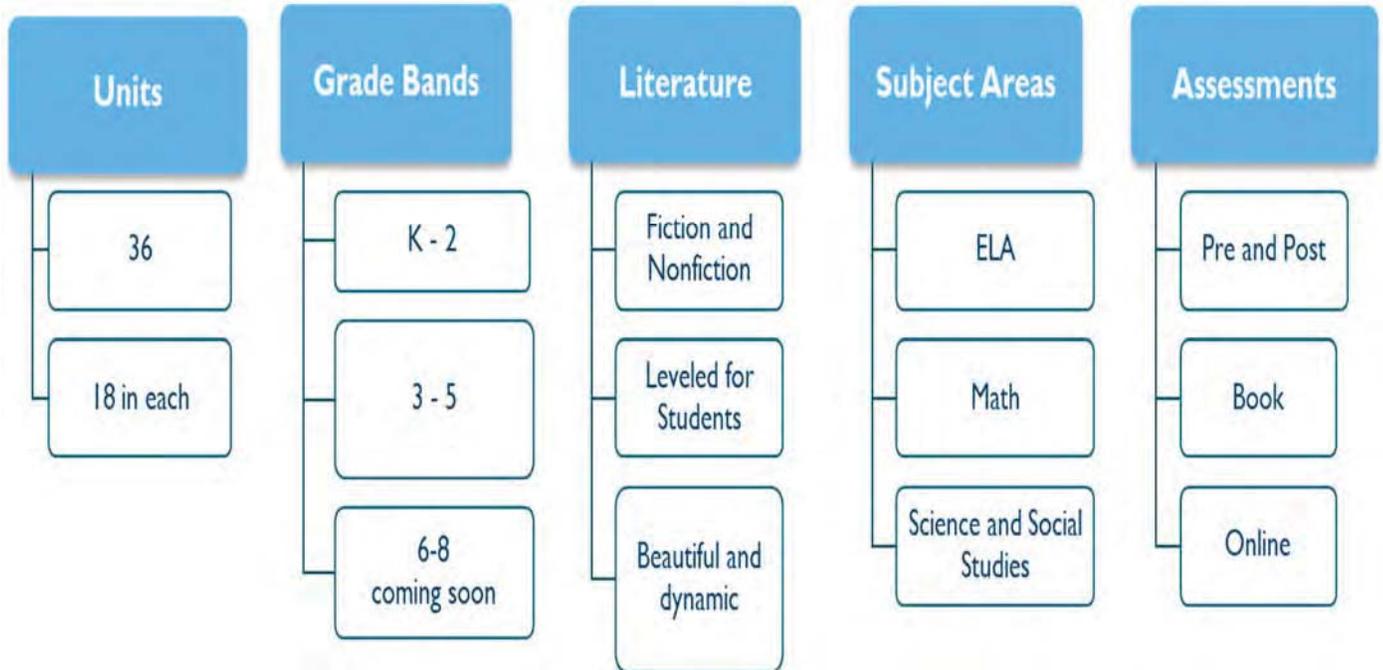
Every Unit Has

Lesson Plans	Books	Resources	Interactive Technology
Teaching to mastery NOT for exposure	Have a plot	Across every subject	Teacher Dashboard
Every lesson plan is available from day one	Leveled for students	For every book	1:1
2 lesson plans for each subject area	Beautiful and dynamic	Can be leveled	Group
Leveled for your students	Connect to the lesson plans and resources	Printable	Can add IEPs
Differentiated	Available online for printing	Adaptable	Concurrent Data
Research based	Available in videos	Data Sheets	Reports

Program Components

Lesson Plans – available in print and online within the program

Lesson Plan Segments

ELA
- Interactive Read-Aloud
- Reading
- Foundational Skills
- Language
- Writing

Math
- Counting & Cardinality
- Operations and Algebraic Thinking
- Measurement and Data
- Math All Around Us

Science
- Understanding Big Ideas
- Applying What We Know
- Making Connections

Social Studies
- Understanding Big Ideas
- Applying What We Know
- Making Connections

enCORE
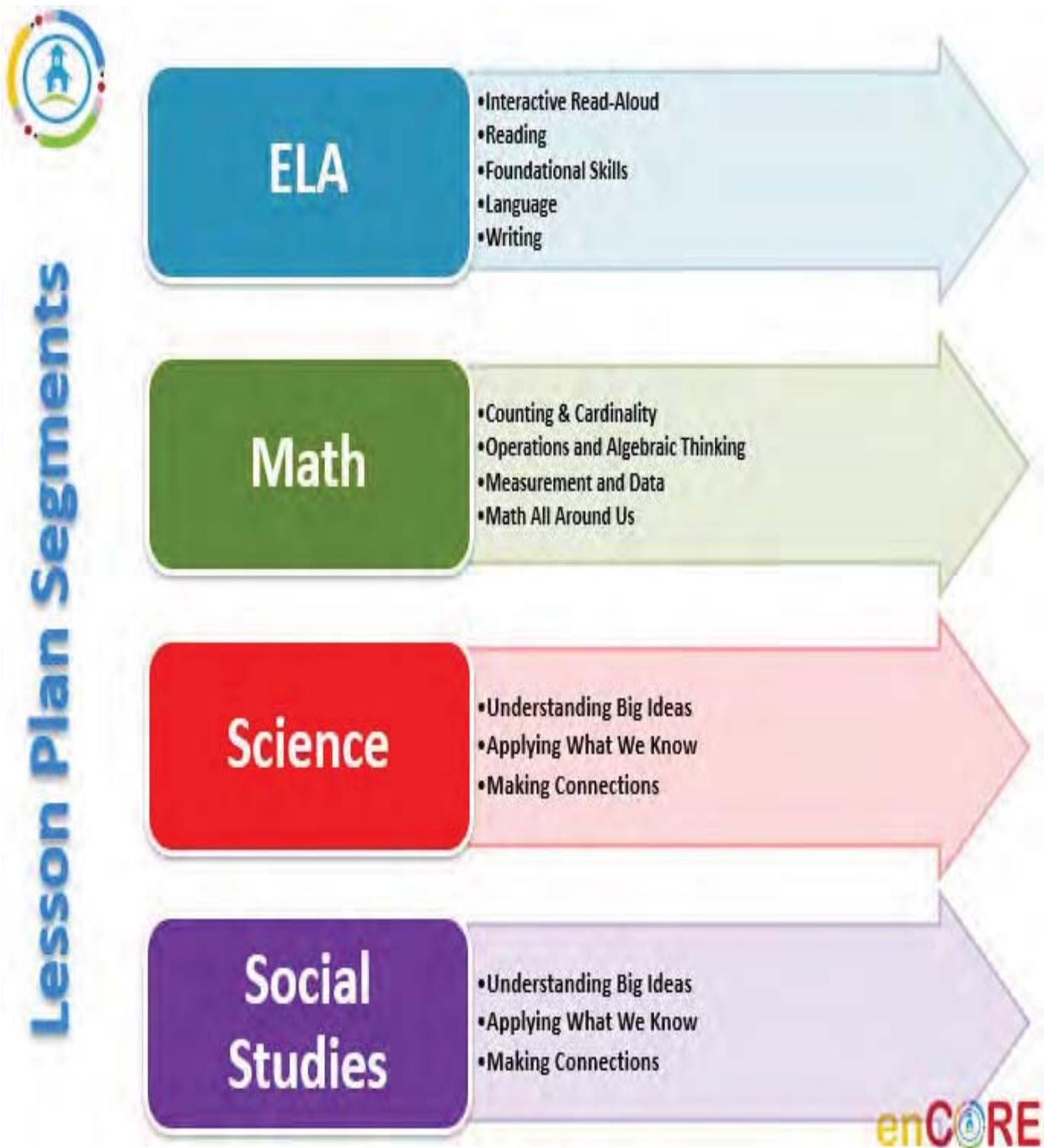
Instructional Framework for
English Language Arts

Interactive Read-aloud → Reading Comprehension → Foundational Skills → Language → Writing

Instructional Framework for
Mathematics

Counting and Cardinality → Operations and Algebraic Thinking → Measurement and Data → Math All Around Us

Instructional Framework for

Science

Understanding Big Ideas > Applying What We Know > Making Connections

Applying What We Know

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
   - Level 1: eyes, nose, mouth, ears
   - Level 2: eyes, nose, mouth, ears, arms, legs, head
   - Level 3: eyes, nose, mouth, ears, arms, legs, head, feet, hands
2. Print and cut out (if applicable):
   - Individual cards from the Body Parts Cards Worksheet
3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.
   - Place the Body Parts Cards (based on the target concepts for each level of student) in the pockets on all sides of the Pocket Dice.
4. Print out these data sheets (enough for each student/group of students):
   - Unit 1, Constant Time Delay, Individual Data Sheet – fill in the data sheet with the parts listed for each student under the Core Vocabulary and Concepts section below
   - System of Least Prompts, Small Group Data Sheet – fill in the data sheet with the parts listed for each student under the Core Vocabulary and Concepts section below

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
2. Have your students spend 15–30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

We have been learning about body parts. Now we are going to play a game where we see if we can find all the parts we have been talking about on our own bodies!

Book 1 - SAM AND PENNY

Learning Objectives
- Identify major external body parts

Materials
- Parts of the Body, Body Cards Worksheet
- Pocket Dice
- Ribbon Wand
- *Optional: Magnetic Picture Pockets

Understanding Big Ideas

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following words:
   - Level 1: eyes, nose, mouth, ears
   - Level 2: eyes, nose, mouth, ears, arms, legs, head
   - Level 3: eyes, nose, mouth, ears, arms, legs, head, feet, hands
2. Print and cut out (if applicable):
   - Individual cards from the Body Parts Cards Worksheet (including non-example cards)
3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.
   - Draw the outline of a body (like a large gingerbread man) on the board.
   - Place the empty Magnet Picture Pockets on the board inside the outline (ideally in the locations of the target body parts). You will need up to nine pockets, depending on the levels of your students and the number of target concepts, listed under Core Vocabulary and Concepts below.
4. Print out these data sheets (enough for each student/group of students):
   - Unit 2, Constant Time Delay, Individual Data Sheet – fill in the data sheet with the body parts listed for each student under the Core Vocabulary and Concepts section below.

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
2. Have your students spend 15–30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

In our book, Sam and Penny, Sam and her dog showed us different body parts. We all have body parts, too! Our body parts help us do different things. Let's learn about our body parts!

Book 1 - SAM AND PENNY

Learning Objectives
- Identify major external body parts

Materials
- Sam and Penny, Body Parts Cards Worksheet
- Magnetic Picture Pockets

Instructional Framework for
Social Studies

Understanding Big Ideas → Applying What We Know → Making Connections

Lesson Plans Include:

The Lesson Plans

Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

Materials: Sam and Penny Vocabulary Flashcards, Magnetic Whiteboard, and Magnetic Display Trays

Data Sheet: Unit 2: Constant Time Delay Individual Data Sheet (one per student)

TEACHER SAYS

Receptive identification. In the first round, display one card at a time and touch the vocabulary flashcard as you name it. For example, say, **Touch the eyes.** Prompt your students as needed to touch the targeted flashcard. Wait students to touch the flashcard. Repeat for each vocabulary words. Complete 5-10 total trials each student.

Level 1: eyes, nose, ears

Level 2: eyes, nose, ears, play, dog, legs

Level 3: eyes, nose, ears, play, dog, legs, tongue, think, love

During the four-second delay round, you will student to respond. If the student does not You may ask the student to either receptive expressively name the vocabulary word ("Whatever communication abilities.

Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

Materials: Sam and Penny Vocabulary Flashcards, Magnetic Whiteboard, and Magnetic Display Trays

Data Sheet: Unit 2: Constant Time Delay Individual Data Sheet (use Data Sheets from the zero-second delay round)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Say, **Let's practice our words some more! Let's see if you can find our words. But don't guess. If you need help, wait, and I will help you.**	Student touches or says the targeted word within four seconds.	**Yes! You found/said nose all by yourself. A** nose is the body part that we use to smell.
Receptive identification. In this round, display one flashcard at a time paired with one distractor (use one of the other vocabulary flashcards). Say, **Touch the nose.** Wait for four seconds for students to touch the flashcard. Expressive naming. In this round, display one flashcard and say, **What's this?** Wait for four seconds for students to say the word. Repeat for all vocabulary words. Complete 5-10 total trials for each student. Level 1: eyes, nose, ear Level 2: eyes, nose, ear, play, dog, legs Level 3: eyes, nose, ear, play, dog, legs, tongue, think, love	Student responds incorrectly before additional prompting. Student does not respond within four seconds.	Point to and say the correct response. **This is a nose. Touch/Say** nose. After student points to or says the word, say, **Good work, you found/said nose.**

Time Delay

| | | 0 Delay for Participatory and Supported Learner |
| 0 Delay for Supported Learner |
| 4 Second Delay for Independent Learner |

MATERIALS	TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
ZERO DELAY ROUND Complete 5-10 Trials/Student. Recommended for Participatory and Supported Learners			
Magnetic letter or written letter on the whiteboard display P	Point to the letter 'P' and say, **Where is the letter 'P'? This is the letter 'P'!**	Student touches target response.	**Great job touching the letter 'P'!**
Zero Delay Round Complete 5-10 Trials/Student. Recommended for Supported Learners			
Magnetic letter or written letter on the whiteboard display P Z C	Point to the letter 'P' and say, **Where is the letter 'P'? This is the letter 'P'!**	Student touches target response.	**Great job touching the letter 'P'!**
FOUR SECOND DELAY ROUND Complete 5-10 Trials/Student. Recommended for Independent Learners			
Magnetic letter or written letter on the whiteboard display H P A	Ask, **Where is the letter 'P'?** Wait 4 seconds.	Student touches the correct letter before additional prompting.	**You got it! This is the letter P!**
		Student responds incorrectly before additional prompting.	Point to the letter 'P' and say, **This is the letter 'P'.** If the student consistently continues to make errors, return to the zero delay round.
		Student does not respond within 4 seconds.	Point to the letter 'P' and say, **This is the letter 'P'!** After the student points to the correct letter, say, **Great job pointing to the letter 'P'!**

Zero-Second Time Delay

Zero-Second Delay Round — Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

Materials: *Sam and Penny* Vocabulary Flashcards, Magnetic Whiteboard, and Magnetic Display Trays

Data Sheet: Unit 2: Constant Time Delay Individual Data Sheet (one per student)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Receptive identification. In the first round, display one card at a time and touch the vocabulary flashcard as you name it. For example, say, **Touch the eyes.** Prompt your students as needed to touch the targeted flashcard. Wait for students to touch the flashcard. Repeat for all vocabulary words. Complete 5-10 total trials for each student. Level 1: eyes, nose, ears Level 2: eyes, nose, ears, play, dog, legs Level 3: eyes, nose, ears, play, dog, legs, tongue, think, love	Student touches the targeted flashcard.	**Great work! You found the eyes.** Eyes are the body parts that we use to see.
	Student does not respond.	**These are eyes. Touch the eyes.** Wait for the student to respond. Provide prompting if needed.
	Student responds incorrectly.	

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer. You may ask the student to either receptively identify the vocabulary word ("Touch the eyes.") or to expressively name the vocabulary word ("What's this?"), based on your knowledge of each student's communication abilities.

Four-Second Time Delay

Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

Materials: *Sam and Penny* Vocabulary Flashcards, Magnetic Whiteboard, and Magnetic Display Trays

Data Sheet: Unit 2: Constant Time Delay Individual Data Sheet (use Data Sheets from the zero-second delay round)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Say, **Let's practice our words some more! Let's see if you can find our words. But don't guess. If you need help, wait, and I will help you.**	Student touches or says the targeted word within four seconds.	**Yes! You found/said nose all by yourself. A nose is the body part that we use to smell.**
Receptive identification. In this round, display one flashcard at a time paired with one distractor (use one of the other vocabulary flashcards). Say, **Touch the nose.** Wait for four seconds for students to touch the flashcard. Expressive naming. In this round, display one flashcard and say, **What's this?** Wait for four seconds for students to say the word. Repeat for all vocabulary words. Complete 5-10 total trials for each student. Level 1: eyes, nose, ear Level 2: eyes, nose, ear, play, dog, legs Level 3: eyes, nose, ear, play, dog, legs, tongue, think, love	Student responds incorrectly before additional prompting. Student does not respond within four seconds.	Point to and say the correct response. **This is a nose. Touch/Say nose.** After student points to or says the word, say, **Good work, you found/said nose.**

Introduce the Story

Materials: *Sam and Penny Adapted Book and/or Sam and Penny Adapted e-Reader*

LEVEL 1	LEVEL 2	LEVEL 3
We are going to read this story. Show students the book. **This is the title. Touch the title.** Give students a chance to take turns touching the title. **The title of our story is Sam and Penny. What is the title of our story?** Either have students respond chorally or give individual students a chance to answer. Students who are minimally verbal can touch the title while you read it aloud or use an AAC device.	We are going to read the story, *Sam and Penny.* As you read the title, finger trace under each word. **What is the title of our story?** Either have students respond chorally or give individual students a chance to answer. Students who are minimally verbal can select the title from two to three response options.	We are going to read the story, *Sam and Penny.* As you read the title, finger trace under each word. **What is the title?** Ask students to identify and/or read the title of the book, responding chorally or individually. **What do we call the person who writes a story?** Students can respond chorally or individually.
The book was originally written by **Madhav Chavan.** Touch the author's name as you read. **Madhav Chavan is the author of Sam and Penny. Touch the author's name.** Have students take turns touching the author's name.	This book is written by **Madhav Chavan. Madhav Chavan is the author of Sam and Penny. He wrote the story. What does an author do?** Have students respond chorally or call on individual students. Students who are minimally verbal can select the author's name on their AAC devices.	The author, or writer, of this story is Madhav Chavan. You are all writers too! Let's talk about different things that you write! Give individual students an opportunity to respond. **What do we call the person who draws the pictures for a story?** Students can respond chorally or individually. **The Illustrator of this story is Santosh Pujari. Why do you think he drew these pictures on the cover?** Students can take turns commenting on the cover illustrations.
Santosh Pujari is the illustrator of our book. He drew the pictures. Touch the illustrator's name. Have students take turns touching the illustrator's name.	**Santosh Pujari is the illustrator of our book. He drew the pictures. What does an illustrator do?** Have students respond chorally or call on individual students.	On the cover, I see a dog licking a girl's face. **What do you think our story is about?** Students can take turns guessing what the story is about. They can guess which character is Sam/Penny, what the characters may do in the story, etc.
On the cover, I see a dog licking a girl's face. **What do you think our story is about?** Students can take turns guessing what the story is about. They can guess which character is Sam/Penny, what the characters may do in the story, etc.	On the cover, I see a dog licking a girl's face. **What do you think our story is about?** Students can take turns guessing what the story is about. They can guess which character is Sam/Penny, what the characters may do in the story, etc.	

Differentiated

enCORE

Available online and in print

Teacher-Led

Interactive Group Instruction

Teacher-led instruction can be done 1:1, small group or whole group.

Teachers can modify how the lessons are presented ie. One question per student or multiple questions per student.

All data is captured and reported on

Student-Led

All lessons within the enCORE program provide Independent on computer lessons where data is automatically captured and reported

Units are based on high quality literature

Access to High Quality Literature

- Instructional units are based on high-quality and classic children's literature
  - Promotes generalization and provides access to academic inclusive opportunities
  - Beautifully illustrated stories increase engagement; fact-based literature connections
    - Chicken Little
    - Goldilocks (hot/cold)
    - Little Red Riding Hood
    - Jack and the Beanstalk (plants)
    - Robin Hood
    - Alice and Wonderland
    - The Princess and the Pea (weather)
    - The Jungle Book
    - The House that Jack Built (Where I Live)
    - Tale of Peter Rabbit
    - Peter Pan
    - Wizard of Oz (different places)
- Each unit includes a fact-based adapted text to support cross curricular generalization and higher level thinking

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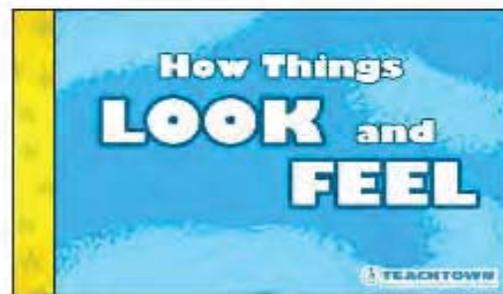UNIT 9 — The Three Little Pigs

Book 1 - Fiction

Book 2 - Nonfiction
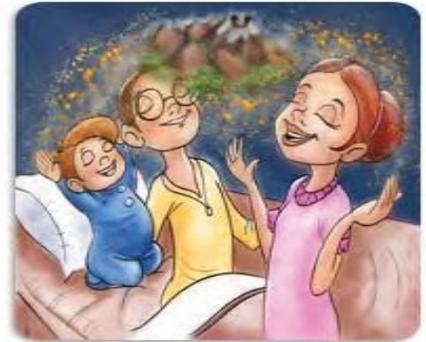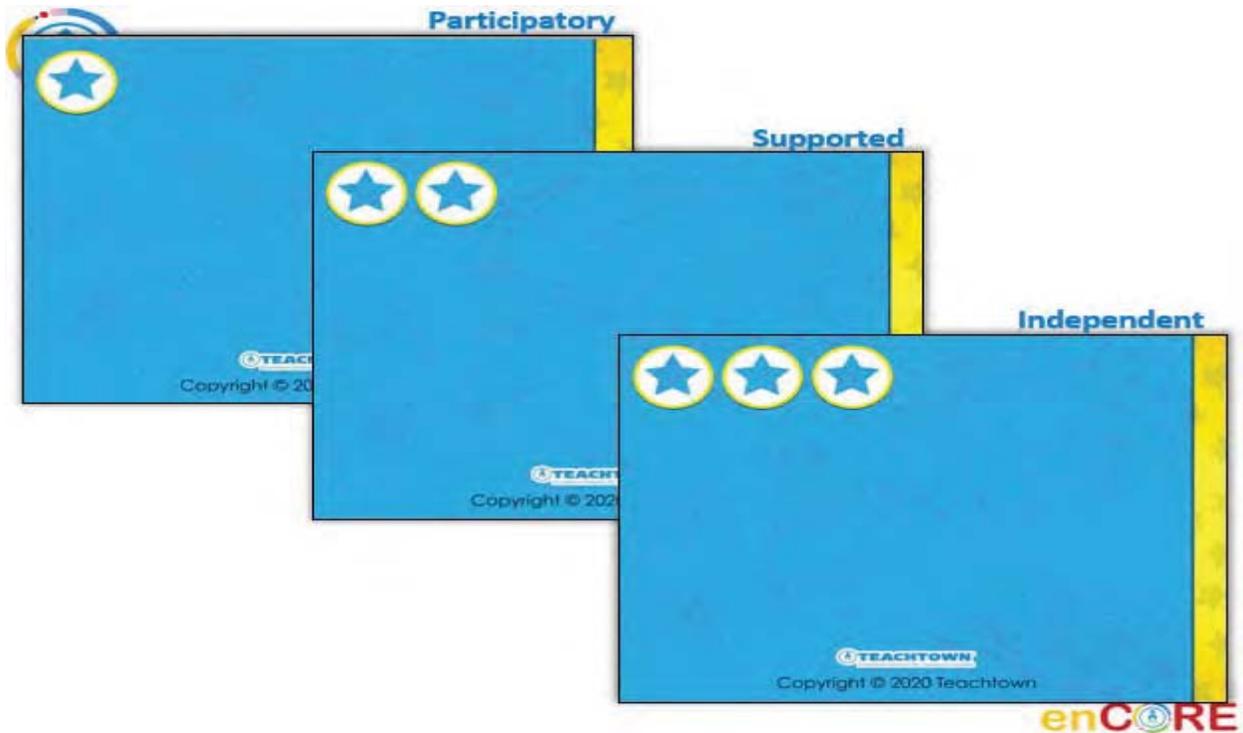
All instructional units provide learners with 3 levels of support to ensure that instruction is accessible for all learners. Levels for the fiction and non-fiction readers are indicated by a star or stars located on the back of the text.

Characteristics of a student profile is provided to help determine which level is appropriate for students

enCORE Student Profile by Level (All Bands)

	Level 1	Level 2	Level 3
Characteristics	• Minimal to emerging communication (i.e., little to no verbal language, uses sounds/approximations/gestures/eye gaze, etc.) • Concrete-presymbolic learner: Often needs concrete objects/familiar images to understand concepts and make connections (e.g., needs a digital image of pet dog to understand dog in a story; needs a quantity of 3 items paired with abstract numeral 3 and may select number from non-number) • Requires explicit instruction, systematic prompting, and visual supports to complete most tasks, including many previously-learned tasks • IEP goals often focus on decreasing the level of prompting needed to complete basic tasks • Works toward completing one-step tasks with increasing independence and faded prompts • Requires maintenance tasks multiple times per week to maintain skills • Needs additional training, repeated practice, and significant support to generalize skills • May require additional/alternative materials (as opposed to adaptations to grade-level materials) and staff support to access grade-level content	• Communicates basic wants and needs using verbal language or AAC supports • Concrete-symbolic learner: Progressing from the use of concrete objects to pictorial representations to abstract models to understand new concepts (e.g., needs picture symbol for dog to read dog; can match 3 dots with numeral 3) • Requires explicit instruction, systematic prompting, and visual supports to learn new skills; prompts must be faded to avoid prompt dependence • Completes routine multi-step tasks independently after initial systematic instruction and repeated practice • Completes routine written tasks with continued assistance • Completes novel tasks with examples, directions, corrective feedback, and step-by-step support • Requires weekly maintenance tasks to maintain skills • May generalize skills with additional training and repeated practice • May use grade-level materials with significant adaptations and staff support to access grade-level content	• Communicates basic wants and needs, answers everyday and curriculum-based questions • Symbolic learner: Uses concrete, representational, and abstract models to understand new concepts (e.g., reads dog and "3" with no supports) • Benefits from explicit instruction, systematic prompting, and visual supports to learn new skills, but prompts can typically be faded quickly • Typically uses verbal language; may use AAC supports • Completes routine multi-step tasks independently after initial systematic instruction and practice • Completes routine written tasks independently after initial systematic instructions and practice • Completes novel tasks with examples, directions, and corrective feedback • Requires biweekly maintenance tasks to maintain skills • Generalizes skills with, or in some cases without, additional training and repeated practice • May use grade-level materials with slight modifications and staff support to access grade-level content

These characteristics and implications may not comprehensively describe your students' abilities, challenges, and instructional needs. They are designed to be a guideline for identifying the most appropriate instructional level(s) for your students within the enCORE curriculum.

Full listing of Classic Literature Provided by Band

TeachTown enCORE Gd K-2 Reading Library

Unit No.	Book No.	Book Name	Type	Unit No.	Book No.	Book Name	Type
	K-2 Box 1 of 2 Units 1-9				**K-2 Box 2 of 2 Units 10-18**		
1	1	PETER RABBIT	F	10	1	HIPPO WANTS TO DANCE	F
1	2	FOOD GROUPS	N	10	2	ACTIONS	N
2	1	SAM AND PENNY	F	11	1	LITTLE RED RIDING HOOD	F
2	2	PARTS OF THE BODY	N	11	2	SAFETY IN THE COMMUNITY	N
3	1	CHICKEN LITTLE	F	12	1	FRIENDS	F
3	2	ON THE FARM	N	12	2	SPORTS	N
4	1	WHO WOULD I BE	F	13	1	JACK AND THE BEANSTALK	F
4	2	ANIMAL AT THE ZOO	N	13	2	PLANTS	N
5	1	THE HOUSE THAT JACK BUILT	F	14	1	HIDE AND SEEK	F
5	2	IN MY HOUSE	N	14	2	PREPOSITIONS	N
6	1	TODAY I AM	F	15	1	GOLDILOCKS AND THE THREE BEARS	F
6	2	JOBS IN THE COMMUNITY	N	15	2	OPPOSITES	N
7	1	THE PRINCESS AND THE PEA	F	16	1	BUSY MOTHER HEN	F
7	2	WEATHER	N	16	2	LIFE CYCLE OF A CHICKEN	N
8	1	JIMMY'S PAINTING	F	17	1	THE TORTOISE AND THE HARE	F
8	2	COLORS OF A RAINBOW	N	17	2	ENERGY AND MOTION	N
9	1	THE THREE LITTLE PIGS	F	18	1	THE MOON AND THE HAT	F
9	2	HOW THINGS LOOK AND FEEL	N	18	2	UP IN SPACE	N

TeachTown enCORE Gd 3-5 Reading Library								
3-5 Box 1 of 2 Units 19-27					3-5 Box 2 of 2 Units 28-36			
Unit No.	Book No.	Book Name	Type		Unit No.	Book No.	Book Name	Type
19	1	PETER PAN	F		28	1	THE RED RAINCOAT	F
19	2	VEHICLES	N		28	2	CALENDAR	N
20	1	BOUNCE	F		29	1	ALICE IN WONDERLAND	F
20	2	COUNTING	N		29	2	TELLING TIME	N
21	1	THE ADVENTURES OF ROBIN HOOD	F		30	1	WILD CAT, WILD CAT	F
21	2	USING MONEY	N		30	2	PATTERNS AND GROUPS	N
22	1	CUBE CAT CONE CAT	F		31	1	THE JUNGLE BOOK	F
22	2	SHAPES	N		31	2	ANIMAL HABITATS	N
23	1	THE SWISS FAMILY ROBINSON	F		32	1	THE MAGICAL GLASSES	F
23	2	CLASSROOM TOOLS	N		32	2	MAP OF THE WORLD	N
24	1	LET'S MAKE LIME JUICE	F		33	1	THE WIZARD OF OZ	F
24	2	KITCHEN TOOLS FOR MEASUREMENT	N		33	2	PLACES IN THE COMMUNITY	N
25	1	THE VELVETEEN RABBIT	F		34	1	CATERPILLAR LOOKS FOR A SHOE	F
25	2	STAYING HEALTHY	N		34	2	LIFE CYCLE OF A BUTTERFLY	N
26	1	MY INSIDE WEATHER	F		35	1	THE UGLY DUCKLING	F
26	2	EMOTIONS	N		35	2	ALL ABOUT WATER	N
27	1	BEAUTY AND THE BEAST	F		36	1	FROG'S BRIGHT IDEA	F
27	2	HELPING EACH OTHER	N		36	2	SCIENCE EXPERIMENTS	N

Type: F = Fiction

N=Non-Fiction

enCORE Events

Released weekly and based on current events, teachers and educators are provided with a comprehensive collection of technology-based lessons and worksheets/reproducibles that are thematically based on an adapted newsletter and covers topics such as: world, sports, music, arts, holidays, historic events, famous individuals and more!!

First Day of Winter Adjectives.pdf - Student Work Sheet

First Day of WinterNewsletter.pdf - Lesson Plan

Sample Newletter with corresponding worksheets.

All enCORE Events include both

Teacher-led and student-led on

computer lessons

First Day of Winter Comprehension.pdf - Student Work Sheet

Pre and Post Test Assessments

Each of the 36 enCORE units begins (and ends) with a unit assessment designed to address alternate standards, with a look and feel that is similar to state-specific assessments, and indicate the student level of support or understanding of the content prior to instruction, helping to guide instructional decisions and pacing.
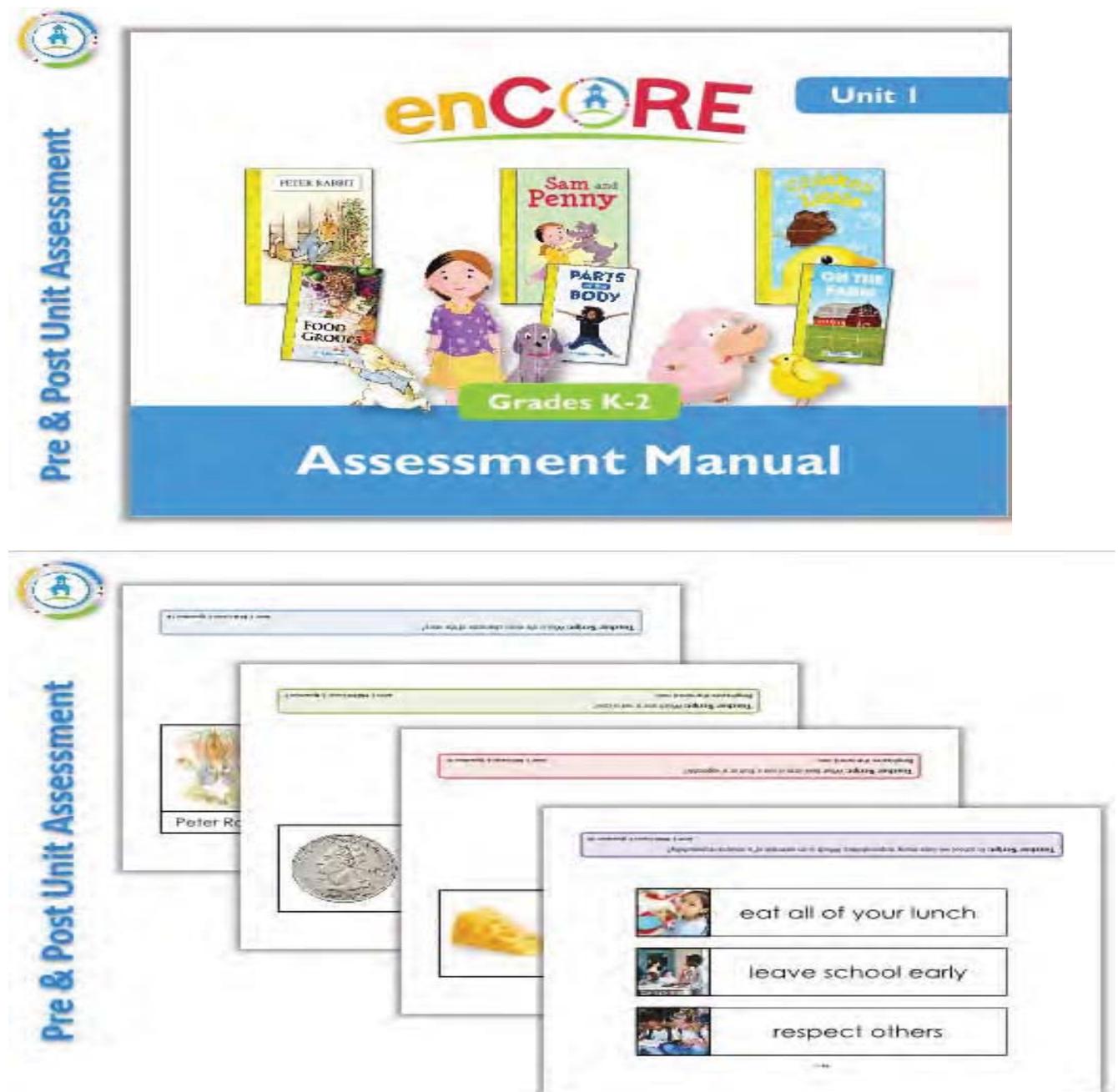
Designed as a curriculum-based measure, each assessment is aligned to key instructional targets for each unit across the four academic domains of English language arts (ELA), mathematics, science, and social studies. Unit Assessments

are specifically written and aligned with each unit and can be administered in two ways. Using the assessment materials provided, teachers have the flexibility to (1) assess a student at a predetermined level (ie., using the level 1 assessment) or (2) across levels (starting at question 1 of level 1 and stopping after a ceiling of incorrect responses) .

All assessment materials are available electronically, as well, via the enCORE teacher dashboard. Teacher's and assessment administrators can access all materials and administer all assessments via tablets, computers, and interactive white boards. Electronic assessments can be administered one-on-one or in a group format
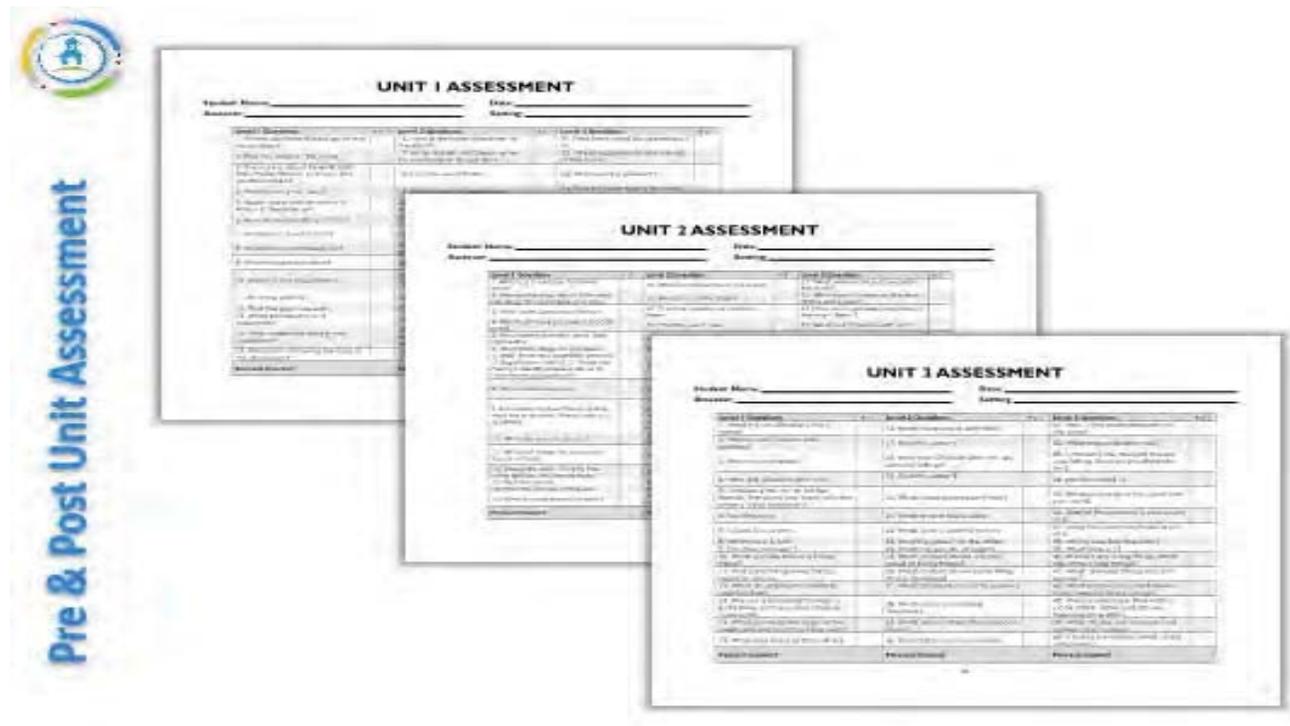
Each assessment includes 45 testable questions. The 45 questions are divided across three levels of support to include 15 questions per level. Unit-specific data sheets are provided to score each assessment.
- level 1 questions assessing students who require the most substantial support,
- level 2 questions assessing students who require a moderate level of support, and
- level 3 questions assessing students who require some support.

Sample Online Assessment

Online Program – Ease of Use

Homepage

From the Homepage:

-View Current Students, Add/Deactivate Students

-View Upcoming Events

-Configure Academic Levels for all students or

-Configure Academic at Student Level

-Enter students IEP Goals and align lessons

Curriculum Tab

From the Curriculum Tab Teachers Can View or Print All Lesson Plans by:

-Selecting a unit and view all lessons within that unit (Book 1, Fiction and Book 2, Non Fiction)

-Selecting a book and view all lessons within that book

By using the drop down against a specific lesson, teachers can access the full lessons plans and under Related Resources, all Worksheets
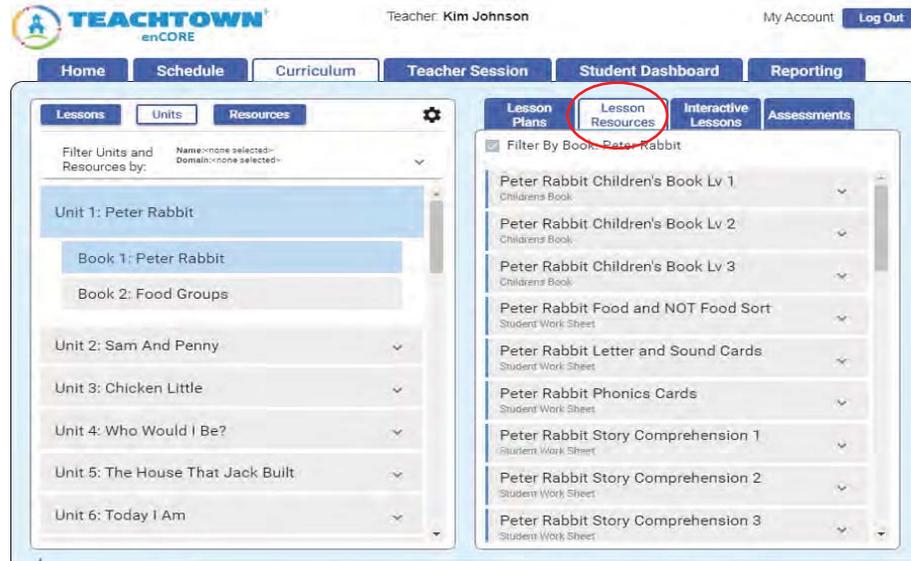
Lesson Resources Provides Access to:

-Classic Literature Books

-Related Student Work Sheets
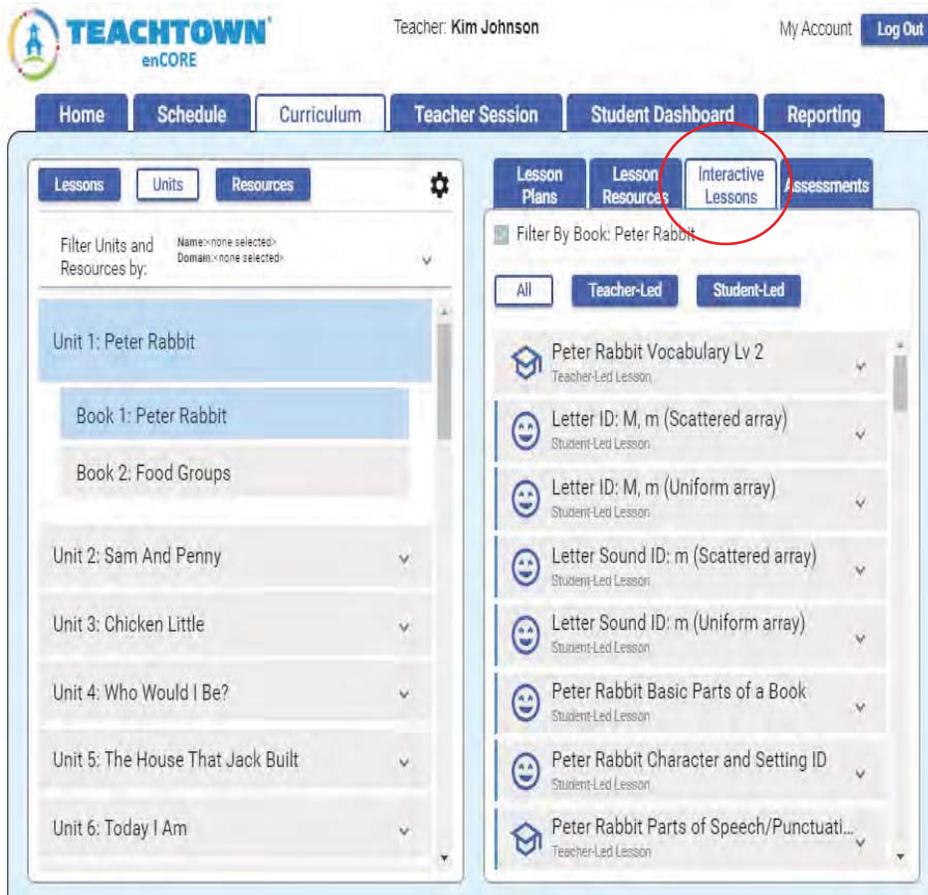
Interactive Lessons Provides Access to:

-Both Teacher-Led and Student-Led on computer lessons

Teacher-led

Student-led Independent lesson

Assessment Provides Access to:

-Pre-Test and Post Test for that specific Unit

Teacher-Led Session

Teachers can easily create a Group from the homepage or select individual students for a session and choose whether students will work on lessons previously tied to an IEP Goal or allow the Program to select those lessons via Quick Start

Student Dashboard allows for independent student-led lessons where data is captured with every click of the mouse while a student is in session

Student-Led Technology Lessons

Independent, Technology-Delivered Instruction

To further support comprehension, the technology-delivered lessons that correspond with this lesson are listed below.

LEVEL I	LEVEL 2	LEVEL 3
• Animals I (Pigs) • Animals 3 (Wolf) • Places I (House) • Common Nouns • Common Verbs	• Sorting People and Places • Sorting People and Things • Sorting Things and Places	• Sorting Nouns and Verbs • Sorting Singular and Plural Nouns • Sequencing Sentences to Match Nouns and Verbs

enCORE

Progress Monitoring and Reporting

All reports within the enCORE program are available at the District, School, Teacher and Student level.   It is the District assigned Administrator of the Account who will have full access to all Teacher and Student Program use and Student Progress Reports. Teacher's will have access to their students only.

District Level Reporting

Program Use Report

Provides Administrators visibility into Program Use for all teachers and students utilizing the program inclusive of Average Minutes per Session and Average Weekly Minutes at Home if being used in a Distance Learning environment. This report can be run at the district level, teacher level or student level.

Progress Report

Provides Administrator's with a view of the number of Active Students, Hours in the program, Lessons Passed or Mastered, Weekly Minutes, Passed Pretests, Lessons in Progress, Lessons Mastered and Average Exercises to Mastery. This data returned includes all students utilizing the program. This report can be run at the district level, teacher level or student level.

Generated by: Kim Johnson on 06/08/2020 4:15 PM.
Date From: 07/28/2019 (Date of earliest data available)
Date To: 06/08/2020
Data for currently licensed students only. 1 students excluded. [?]
Edit Report Parameters

Progress Report by School
Professional Services

TEACHTOWN enCore

				Data From Date Range 07/28/2019 - 06/08/2020				
					Averages			
District / School (Total Licenses)	Active Students	Total Hours	Total Lessons Passed or Mastered	Weekly Minutes	Pretests Passed	Lessons in Progress	Lessons Mastered	Exercises to Mastery
Professional Services (100)	10	10:35	221	03:19	11.4	11.3	3	3.4

BACK

Click here to download a PDF of this page
Click to export data to CSV file

Usage Overview Report

Provides by month, count of students and teacher's as well as time spent in either Independent Student-led sessions or Teacher-led sessions with total number of passed lessons.

Selecting a month in blue will return Usage by week

Selecting a week in blue will return usage at the individual student level

Generated by: Kim Johnson on 06/08/2020 4:21 PM.
Date From: N/A
Date To: 06/08/2020
1 students excluded. [?]
Edit Report Parameters

Usage Overview Report
Professional Services

TEACHTOWN enCore

Time Period	Count of Students	Count of Teachers	Time Spent on Independent Student Sessions (hh:mm)	Time Spent on Teacher-Led Sessions (hh:mm)	Number of Passed Lessons
2019					
July	1	0	00:00	00:02	0
August	1	0	00:00	00:00	1
September	1	0	00:00	00:00	2
October	2	1	00:00	00:00	19
November	1	2	00:00	00:00	8
December	0	0	00:00	00:00	0
2020					
January	1	1	00:00	00:00	3
February	1	1	00:00	00:05	3
March	1	1	00:09	00:04	9
April	5	3	04:02	02:27	158
May	4	3	02:10	00:43	32

BACK

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Teacher Level Reporting

Provides each teacher visibility to all their students on a single classroom report. There are currently 4 Classroom reports available to monitor student program use and student progress. In addition, each student has 8 individual reports that speak to a student's progress plus an additional 2 if the IEP Goal feature is being utilized.

Program Use Report

Provides teacher's visibility into a student's time spent in the program inclusive of Average Minutes per Session and Average Weekly Minutes at Home if being used in a Distance Learning environment.

Generated by: Angel Filer on 06/08/2020 1:41 PM.
Date From: 07/28/2019 (Date of earliest data available)
Date To: 06/08/2020
Data for currently licensed students only.
Edit Report Parameters

Program Use by Student Report
Professional Services
Facilitator: Caitie Marks

TEACHTOWN enCore

| | Implementation Details | | | Data From Date Range 07/28/2019 - 06/08/2020 | | |
Student	Week of First Use	Week of Last Use	Total Hours	Avg Minutes per Session At All Locations	Avg Weekly Minutes At Home
Average for All Active Students			00:04	01:43	00:00 (n=0)
Professional Services (4 Students With Activity; 100 Total Licenses)					
Kayla Jenkins	02/16/2020	02/16/2020	00:05	00:55	00:00
Marcus Smith	04/26/2020	04/26/2020	00:07	03:52	00:00
Nathan Jones	07/28/2019	07/28/2019	00:02	02:57	00:00
Sofia Martin	10/13/2019	10/13/2019	00:00	00:58	00:00

Students marked with a 🔴 do not have any lesson data during the specified date range.
Students marked with a 🔵 are struggling with one or more lessons during the specified date range.

BACK

Click here to download a PDF of this page
Click to export data to CSV file

Progress by Student Report

Provides teachers and administrators visibility into each students Average Weekly Minutes, Passed Pretests, Lessons in Progress, Lessons Mastered and Average Exercises to Mastery

Generated by: Kim Johnson on 06/05/2020 2:44 PM.
Date From: 07/28/2019 (Date of earliest data available)
Date To: 06/05/2020
Data for historically active students only.
Edit Report Parameters

Progress by Student Report
Professional Services
Facilitator: Kim Johnson

TEACHTOWN enCore

| | Data From Date Range 07/28/2019 - 06/05/2020 | | | | | |
Student	Total Hours	Avg Weekly Minutes	Pretests Passed	Lessons in Progress	Lessons Mastered	Avg Exercises to Mastery
Average for All Active Students	00:03	03:52	0.5	7.8	0.0	--
Professional Services (4 Active Students; 100 Total Licenses)						
Aaron Rodgers	00:03	03:46	2	0	0	--
Marcus Smith	00:07	07:46	0	23	0	--
Nathan Jones	00:02	02:57	0	7	0	--
Sofia Martin	00:00	00:58	0	1	0	--

Students marked with a 🔴 do not have any lesson data during the specified date range.
Students marked with a 🔵 are struggling with one or more lessons during the specified date range.

BACK

Click here to download a PDF of this page
Click to export data to CSV file

Therapy Session Report
Provides individual session information with date and time stamp

Select ⊞ to view the **Session Detail Report**

My Therapy Sessions
Professional Services
Facilitator: Caitie Marks

⊞ Session Date 2/19/2020 3:55:07 PM	
Students	Count of Lessons
⊞ Kayla Jenkins	1

⊞ Session Date 2/19/2020 3:49:49 PM	
Students	Count of Lessons
⊞ Kayla Jenkins	1

⊞ Session Date 2/19/2020 3:46:04 PM	
Students	Count of Lessons
⊞ Kayla Jenkins	1

⊞ Session Date 2/19/2020 3:40:39 PM	
Students	Count of Lessons
⊞ Kayla Jenkins	1

Session Detail Report

Session Date: 02/19/2020
Session Duration: 00:01:27
Facilitated By: Caitie Marks
Instructional Setting:
Billing Code:

⚠ A SOAP Note has not been entered for this session.

Subjective

Subject Interest:	Unspecified	High	Average	Low	Variable
Motivation:	Unspecified	High	Average	Low	Variable
Attention:	Unspecified	High	Average	Low	Variable
Cooperation:	Unspecified	High	Average	Low	Variable
Emotional State:	Unspecified	Happy	Tired	Sick	Frustrated
Behavior Management:	Unspecified	More	Minimal	Some	Constant

Objective

IEP Goals Worked On:
General ELA Goal

Lesson	Responses (Correct / Total)	% Correct Prompted	% Correct Unprompted
Bounce Sight Words Lv 1	2 / 2	0%	100%

Assessment

Bounce Sight Words Lv 1

(graph showing values 0–100)
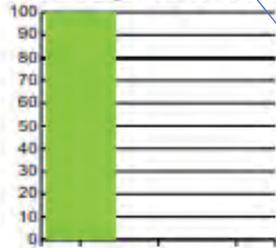
Click on IEP Goal to obtain the Individual IEP Goal Report

Click on Lesson Name to obtain the Individual Lesson Progress Graph

Plan

Lessons marked with an asterisk (*) have been disabled in the current curriculum and have likely been replaced with new lessons. Data from lessons that are disabled in the curriculum is presented here for completeness.

Student Level Reporting

enCORE Evidence-Based Instruction

Reference:

Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder ©2020 Suggested Citation: Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence-Based Instruction
In a 2020 systematic review, direct instruction, prompting, reinforcement, time delay, task analytic instruction, and visual supports were identified as evidence-based practices (EBP) for teaching and learning (Steinbrenner et al, 2020).

Including grade-aligned academic content developed specifically for students with moderate and severe disabilities is critical, but these resources must be paired with instructional strategies based on behavior analysis and evidence-based practices. Integral to enCore's unique instructional design are:

- ✓ Explicit and systematic instruction
- ✓ Gradual release of responsibility - "I do, we do, you do"
- ✓ Time delay
- ✓ Task analytic instruction
- ✓ Prompting and supports
- ✓ Multi-sensory instruction
- ✓ Interactive-read-aloud

enCORE Student features the below noted Evidence-Based Practices Identified by the NPDC and NSP

- ✓ Computer-Aided Instruction
- ✓ Modeling
- ✓ Pivotal Response Training
- ✓ Prompting and supports

- ✓ Reinforcement
- ✓ Discrete Trial Training
- ✓ Task Analysis
- ✓ Naturalistic Interventions

Access TeachTown Anywhere and Anytime

- Windows/mac/ MacBook/Chromebooks- Computers
    - Browser Based Application
    - *Access method:* navigate to www.teachtown.com and log in using your email address and password. Look for enCORE under Launch My Program

- iPad Application
Access method: access via the Apple Store and search for TeachTown enCORE, follow the prompts to add enCORE

Sample Lesson Plans for Review

UNIT 1 — Peter Rabbit

Book 1 - Fiction
PETER RABBIT

Book 2 - Nonfiction
FOOD GROUPS

enCORE 1-1

UNIT 1

SEGMENT 1

ENGLISH LANGUAGE ARTS

Interactive Read Aloud

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
   - Core Vocabulary and Concepts
     - Level 1: rabbit, carrot, jacket
     - Level 2: rabbit, carrot, jacket, garden, green beans, lettuce
     - Level 3: rabbit, carrot, jacket, garden, green beans, lettuce, field, under, vegetable
   - Comments and questions that can be used during the read aloud:
     - My turn.
     - Peter Rabbit (for Title Naming)
     - Beatrix Potter (for Author and Illustrator Naming)
     - Turn the page.
     - What's this?
     - Look at this!

2. Print and cut out (if applicable):
   - Peter Rabbit, Vocabulary Flashcards Worksheet
   - Peter Rabbit, Word Cards Worksheet

3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.

4. Cut out the sight words (four, after, and come) from the Peter Rabbit, Word Cards Worksheet and put them in the Magnetic Picture Pockets.

5. Gather pictures of rabbits and gardens; find appropriate videos of rabbits and vegetable gardens.

6. Print out these data sheets (enough for each student/group of students):
   - Unit 1: Constant Time Delay, Individual Data Sheet (two per student), Data Sheet 1: add these targets to each student's data sheet:
     - Level 1: rabbit, carrot, jacket
     - Level 2: rabbit, carrot, jacket, garden, green beans, lettuce
     - Level 3: rabbit, carrot, jacket, garden, green beans, lettuce, field, under, vegetable
   - Data Sheet 2: add these targets to each student's data sheet: four, after, come

Learning Objectives

- Actively engage with a text.
- Identify the title, author, and illustrator of a text.
- Identify key vocabulary from a text.
- Identify the sight words four, after, and come.

Materials

- Peter Rabbit Adapted Books
- Peter Rabbit Adapted e-Readers
- Peter Rabbit, Vocabulary Flashcards Worksheet
- Peter Rabbit, Word Cards Worksheet
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays

UNIT 1 ★ ENGLISH LANGUAGE ARTS

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.

2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

Say, **We are going to read a story about a rabbit who gets into trouble in a garden!** Gain student interest by showing real pictures and videos of rabbits and gardens. Have students share their background knowledge by discussing any prior experiences they have with rabbits and/or gardens.

Core Vocabulary and Concepts

High Frequency Sight Words: **Four, After, Come**

LEVEL 1	LEVEL 2	LEVEL 3
• rabbit	• rabbit	• rabbit
• carrot	• carrot	• carrot
• jacket	• jacket	• jacket
	• garden	• garden
	• green beans	• green beans
	• lettuce	• lettuce
		• field
		• under
		• vegetable

Say, **Let's learn some important vocabulary words. These words will be in our story.** This instruction is recommended for all learners. There are two rounds: zero-second time delay and four-second time delay. During the zero-second delay round, you will provide the direction and immediately give the correct response (e.g., "Touch the rabbit," and immediately touch the rabbit). There is no pause between giving the direction and providing the correct response. Vary the order in which you present the targets each time.

Segment 1: Interactive Read Aloud
UNIT 1

Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

Materials: Peter Rabbit, Vocabulary Flashcards, Magnetic Whiteboard, and Magnetic Display Trays
Data Sheet: Unit 1, Constant Time Delay, Individual Data Sheet (one per student)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Receptive identification. In the first round, display one card at a time and touch the vocabulary flashcard as you name it. For example, say, **Touch the rabbit.** Prompt your students as needed to touch the targeted flashcard. Wait for students to touch the flashcard. Repeat for all vocabulary words. Complete 5-10 total trials for each student. Level 1: rabbit, carrot, jacket Level 2: rabbit, carrot, jacket, garden, green beans, lettuce Level 3: rabbit, carrot, jacket, garden, green beans, lettuce, field, under, vegetable	Student touches the targeted flashcard.	**Great work! You found the rabbit. A rabbit is an animal who lives in a garden.**
	Student does not respond. Student responds incorrectly.	**This is a rabbit. Touch the rabbit.** Wait for the student to respond. Provide prompting if needed.

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer. You may ask the student to either receptively identify the vocabulary word ("Touch the rabbit.") or to expressively name the vocabulary word ("What's this?"), based on your knowledge of each student's communication abilities.

UNIT 1 ◆ ENGLISH LANGUAGE ARTS

Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

Materials: Peter Rabbit, Vocabulary Flashcards, Magnetic Whiteboard, and Magnetic Display Trays

Data Sheet: Unit 1, Constant Time Delay, Individual Data Sheet (use Data Sheets from the zero-second delay round)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Say, **Let's practice our words some more! Let's see if you can find our words. But don't guess. If you need help, wait, and I will help you.** Receptive identification. In this round, display one flashcard at a time paired with one distractor (use one of the other vocabulary flashcards). Say, **Touch the carrot.** Wait for four seconds for students to touch the flashcard. Expressive naming. In this round, display one flashcard and say, **What's this?** Wait for four seconds for students to say the word. Repeat for all vocabulary words. Complete 5-10 total trials for each student. Level 1: rabbit, carrot, jacket Level 2: rabbit, carrot, jacket, garden, green beans, lettuce Level 3: rabbit, carrot, jacket, garden, green beans, lettuce, field, under, vegetable	Student touches or says the targeted word within four seconds.	Yes! You found/said carrot all by yourself. A carrot is a vegetable that grows in a garden.
	Student responds incorrectly before additional prompting. Student does not respond within four seconds.	Point to and say the correct response. **This is a carrot. Touch/Say carrot.** After student points to or says the word, say, **Good work, you found/said carrot.**

Sight Word Instruction

Say, **Now, we are going to read some sight words. We will see these words in our story. Knowing these words will help us read our story.** This instruction is recommended for all learners. There are two rounds: zero-second time delay and four-second time delay. During the zero-second delay round, you will provide the direction and immediately give the correct response (e.g., "Touch the word four," and immediately touch the word four). There is no pause between giving the direction and providing the correct response. Vary the order in which you present the targets each time.

Segment 1: Interactive Read Aloud — UNIT 1

Zero-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing moderate to substantial prompting and support.

Materials: Peter Rabbit, Word Cards, Magnetic Picture Pockets, and Magnetic Whiteboard
Data Sheet: Unit 1, Constant Time Delay, Individual Data Sheet (one per student)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Receptive identification. In the first round, display one word card at a time. Finger trace the letters and spell the word as you read it. For example, say, **F-o-u-r. Four. Touch the word four.** Prompt your students as needed to touch the targeted sight word. Wait for students to touch the word. Repeat for all three sight words. Complete 5-10 total trials for each student. Sight words: four, after, come	Student touches the targeted sight word.	**Great work! You found the word four.**
	Student does not respond. Student responds incorrectly.	**This is the word four. Touch the word four.** Wait for the student to respond. Provide prompting if needed.

During the four-second delay round, you will provide the direction and wait four seconds for the student to respond. If the student does not respond within four seconds, provide the correct answer. You may ask the student to either receptively identify the sight word ("Touch the word after.") or to read the sight word ("Read this."), based on your knowledge of each student's literacy abilities.

Four-Second Delay Round

Complete 5-10 trials per student. Recommended for students needing some prompting and support.

Materials: Peter Rabbit Word Cards, Magnetic Picture Pockets, and Magnetic Whiteboard
Data Sheet: Unit 1, Constant Time Delay, Individual Data Sheet (use Data Sheets from the zero-second delay round)

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Say, **Let's practice our words some more! Let's see if you remember our sight words. But don't guess. If you need help, wait, and I will help you.**	Student touches or says the targeted sight word within four seconds.	**Yes! You found/said the word after all by yourself.**
Receptive identification. In this round, display one word card at a time paired with one distractor (use one of the other sight word cards). Say, **Touch the word after.** Wait for four seconds for students to touch the word. Reading. In this round, display one word card and say, **Read this.** Wait for four seconds for students to read the word. Repeat for all three sight words. Complete 5-10 total trials for each student. Sight words: four, after, come	Student responds incorrectly before additional prompting. Student does not respond within four seconds.	Point to and say the correct response. **This is the word after. Touch/Say after.** After student points to or says the word, say, **Good work, you found/said the word after.**

UNIT 1 ＊ ENGLISH LANGUAGE ARTS

Introduce the Story

Materials: *Peter Rabbit* Adapted Book and/or *Peter Rabbit* Adapted e-Reader

LEVEL 1	LEVEL 2	LEVEL 3
Show your students the book, Peter Rabbit. Say, **We are going to read this book. This is the title.** Point to the title as you introduce the story. **The title tells us what our story is about. Touch the title.** Give students a chance to take turns touching the title. **The title of our story is Peter Rabbit. What is the title of our story?** Either have students respond chorally or give individual students a chance to answer. Students who are minimally verbal can touch the title while you read it aloud or use an AAC device.	Say, **We are going to read the story, Peter Rabbit.** As you read the title, finger trace under each word. **What is the title of our story?** Either have students respond chorally or give individual students a chance to answer. Students who are minimally verbal can select the title from 2-3 response options. For students using AAC devices, program appropriate response options prior to the lesson.	Say, **We are going to read the story, Peter Rabbit.** As you read the title, finger trace under each word. **What is the title?** Ask students to identify and/or read the title of the book, responding chorally or individually.
The book was originally written by Beatrix Potter. Touch the author's name as you read.	**This book is written by Beatrix Potter. Beatrix Potter is the author of Peter Rabbit. She wrote the story. What does an author do?** Have students respond chorally or call on individual students. Students who are minimally verbal can select the author from 2-3 response options.	**What do we call the person who writes a story?** Students can respond chorally or individually. **The author, or writer, of this story is Beatrix Potter. You are all writers too! Let's talk about different things that you write!** Give individual students an opportunity to respond. For students who need additional support, provide a word web or visual supports to help with brainstorming.
Beatrix Potter is the author of Peter Rabbit. Touch the author's name. Have students take turns touching the author's name.	**Beatrix Potter is the illustrator of our book. She drew the pictures. What does an illustrator do?** Have students respond chorally or call on individual students. Students who are minimally verbal can select the illustrator from 2-3 response options.	**What do we call the person who draws the pictures for a story?** Students can respond chorally or individually.
Beatrix Potter is also the illustrator of our book. She drew the pictures. Touch the illustrator's name. Have students take turns touching the illustrator's name.		**The illustrator of this story is Beatrix Potter. What did she draw for the cover of the book?** Students can take turns commenting on the cover illustrations.
On the cover, I see a rabbit under a fence. What do you think our story is about? Students can take turns guessing what the story is about. They can predict the rabbit's name, where he is going, why he is going under the fence, etc.	**On the cover, I see a rabbit under a fence. What do you think our story is about?** Students can take turns guessing what the story is about. They can predict the rabbit's name, where he is going, why he is going under the fence, etc.	**On the cover, I see a rabbit under a fence. What do you think our story is about?** Students can take turns guessing what the story is about. They can predict the rabbit's name, where he is going, why he is going under the fence, etc.

Interactive Read Aloud

Say, **Now we are ready to read our story, Peter Rabbit. Who can help me get the story started by turning the page?** The adapted book or the e-reader may be used. Select a student to turn the page / press next page or turn the page on their AAC device. If the e-reader is used, instructions for having the students engage with the text can be found within the lesson on each page. If using the adapted book, provide multiple opportunities for students to engage with the text as you read. Here are some suggested targets for engaging students and monitoring progress for students who require varying levels of support.

LEVEL 1	LEVEL 2	LEVEL 3
• Interact with illustrations visually represented in the story by identifying and answering questions about illustrations. • Turn the pages or use a signal/AAC device to communicate the need to turn the page or "keep the story going." • Identify vocabulary words as they appear within the story by either matching the words or visual support to the word.	• Interact with illustrations visually represented in the story by identifying and answering questions about illustrations. • Finger-trace as they listen/read. • Take turns reading chorally, echo-reading, or filling-in-the blank as the teacher reads. • Turn the pages of the book to "keep the story going." • Identify vocabulary words as they appear within the text, matching words using vocabulary cards if necessary.	• Interact with illustrations visually represented in the story by identifying and answering questions about illustrations. • Finger-trace as they listen/read. • Take turns reading chorally, echo-reading, or filling-in-the blank as a teacher reads. • Turn the pages of the book to "keep the story going." • Identify vocabulary words as they appear within the text.

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Lunch Observation	Have the students observe and record what vegetables they are served at lunch each day.
Vegetable Survey	Make a chart with the vegetable vocabulary words on it (carrot, lettuce, and green beans). Have students vote on whether or not they like each vegetable. Results can be shared and posted in the classroom.
Sight Word Search	Have the students look through other books or magazines and search for the sight words of the week (four, after, come).
Literacy Extension	Identify other books that you have in your classroom or in the school library that include rabbits, gardening, or vegetables. Examples include Growing Vegetable Soup, The Runaway Bunny, The Carrot Seed, etc.

UNIT 1 | **SEGMENT 2**

ENGLISH LANGUAGE ARTS

Reading Comprehension

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
   - Comments and questions that can be used during this segment:
     - first, next, then, last
     - Level 1: Mr. McGregor, green beans, Peter Rabbit, gate
     - Levels 2 and 3: He ate too many vegetables, Peter was in his garden, Scared, Hung it on the scarecrow

2. Print and cut out (if applicable):
   - Peter Rabbit, Story Comprehension 1 Worksheet
   - Peter Rabbit, Story Comprehension 2 Worksheet
   - Peter Rabbit, Story Comprehension 3 Worksheet
   - Peter Rabbit, Story Sequencing 1 Worksheet
   - Peter Rabbit, Story Sequencing 2 Worksheet

3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.

4. Print out these data sheets (enough for each student/group of students):
   - Unit 1, Event Recording, Individual Data Sheet (one per student)
     - Add these targets to each student's data sheet:
       - Story Comprehension Question 1
       - Story Comprehension Question 2
       - Story Comprehension Question 3
       - Story Comprehension Question 4

Learning Objectives

- Answer comprehension questions related to a text.
- Sequence events from a story.

Materials

- Peter Rabbit Adapted Books
- Peter Rabbit Adapted e-Readers
- Peter Rabbit Interactive Technology-Delivered Lessons
- Peter Rabbit, Story Comprehension 1 Worksheet
- Peter Rabbit, Story Comprehension 2 Worksheet
- Peter Rabbit, Story Comprehension 3 Worksheet
- Peter Rabbit, Story Sequencing 1 Worksheet
- Peter Rabbit, Story Sequencing 2 Worksheet
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays
- Scissors and Glue

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
   - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

Prior to beginning the comprehension segment, anchor instruction by referencing the story, *Peter Rabbit*. Say, **We read the book, Peter Rabbit. We are going to talk about our story.**

First, let's talk about characters and events from our story. Remember, a character in our story is a who. A character is a person or an animal. One character in our story was Peter. Encourage your students to identify other characters from the story, using the book and visual support cards to help.

Remember, the setting of our story is a place. A place is where something happens. The setting in our story was the garden. Talk with your students about different places, or settings, from the story.

Remember, an event is something that happens. One event from our story is Peter ate vegetables in the garden! To increase personal relevance, talk about daily events that occur in your schedule. If students need additional support understanding the story elements and concepts, help your students sort characters, settings, and events.

Now, let's review our story.

Review the Story

Materials: Peter Rabbit Adapted Book or Peter Rabbit Adapted e-Reader

LEVEL 1	LEVEL 2	LEVEL 3
Use the Adapted Book or Adapted e-Reader to review the story. Say, **We read the story, Peter Rabbit. In our story, Peter's mother told him not to go into Mr. McGregor's garden. But Peter did not listen. He ate vegetables in the garden and felt sick. Then Mr. McGregor chased Peter. When he got home, he went to bed.**	Use the Adapted Book or Adapted e-Reader to review the story. Say, **We read the story, Peter Rabbit. In our story, Peter's mother told him not to go into Mr. McGregor's garden. But Peter did not listen. He ate vegetables in the garden and felt sick. Then Mr. McGregor chased Peter. He even got stuck under the gate!**	Use the Adapted Book or Adapted e-Reader to review the story. Say, **We read the story, Peter Rabbit. Who can remember what happened first?** Highlight key story elements in the illustrations as you review.
(continued)	*(continued)*	*(continued)*

UNIT 1 ★ ENGLISH LANGUAGE ARTS

LEVEL 1	LEVEL 2	LEVEL 3
As you review the story, allow students to point to story elements in the illustrations.	**When he got home, his mom sent him straight to bed.** As you review the story, highlight key story elements and the sequence of events. Encourage student participation by asking them to recall what happened next and point to events and vocabulary in the illustrations.	Encourage student participation by having the students recall what happens next as you review and by having students discuss how the characters in the book are feeling. Example questions include, **How do you think Peter felt when he was being chased? How did Mr. McGregor feel? How do you think his mom felt when he got home?**

Story Recall

Materials: Peter Rabbit, Story Sequencing 1 and 2 Worksheets, Scissors, and Glue

LEVEL 1	LEVEL 2	LEVEL 3
Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, and last. Have the student use Story Sequencing 1 Worksheet to sequence three events from the story at a time. After they have completed the worksheet, support students in retelling the story by having students touch the story items while you read them aloud. **First, Peter went under the gate to get to Mr. McGregor's garden. Then, Peter ate vegetables. Last, Mr. McGregor yelled and chased Peter.**	**Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, then, and last.** Have the student use Story Sequencing 2 Worksheet to sequence four events from the story at a time. After they have completed the worksheet, support students in retelling the story by having students touch the story items while you read them aloud. Encourage your students to expand on the events they sequence by providing additional details.	**Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, then, and last.** Have the student use Story Sequencing 2 Worksheet to sequence four events from the story at a time. After they have completed the worksheet, have students retell the story to you or a peer using their worksheet.

Segment 2: Reading Comprehension

UNIT 1

Comprehension

Materials: Peter Rabbit, Story Comprehension 1, 2, and 3 Worksheets, Magnetic Display Tray, and Magnetic Whiteboard

Data Sheet: Unit 1, Event Recording, Individual Data Sheet

LEVEL 1	LEVEL 2	LEVEL 3
Now we are going to answer some questions about our story.	Now we are going to answer some questions about our story.	Now we are going to answer some questions about our story.
Put the magnetic display tray on the magnetic whiteboard. Use the questions and response options from Story Comprehension 1. Place the question and response options in the display tray.	Put the magnetic display tray on the magnetic whiteboard. Use the questions and response options from Story Comprehension 2 Worksheet. Place the question and response options in the display tray.	Put the magnetic display tray on the magnetic whiteboard. Use the questions and response options from Story Comprehension 3 Worksheet. Place the question and response options in the display tray.
If students need support to answer questions correctly, reduce distractors to one. If students need more support, display only the correct answer for students to select.	Allow the students to use the adapted book for support, as needed. For students needing prompting, show two different pages of the story and ask, **Could we find the answer on this page, or this page?**	Encourage students to go back into the story and show you where they could find the answer.

COMPREHENSION QUESTIONS

• Who chased Peter Rabbit? (Mr. McGregor) • What did Peter eat? (green beans) • Who is a character in this story? (Peter Rabbit) • What did Peter go under? (gate)	• Why did Peter feel sick in the garden? (he ate too many vegetables) • Why did Mr. McGregor chase after Peter? (Peter was in his garden) • How do you think Peter felt when Mr. McGregor was chasing him? (scared) • What did Mr. McGregor do with Peter's jacket? (hung it on the scarecrow)	• Why did Peter feel sick in the garden? (he ate too many vegetables) • Why did Mr. McGregor chase after Peter? (Peter was in his garden) • How do you think Peter felt when Mr. McGregor was chasing him? (scared) • What did Mr. McGregor do with Peter's jacket? (hung it on the scarecrow)

UNIT 1 ★ ENGLISH LANGUAGE ARTS

💡 **Instructional Tip!**
- The Event Recording Data Sheet can be re-used with students each week to record their accuracy on comprehension questions.
- For students who have difficulty answering WH-questions, consider changing the question so that the answer is yes/no.
- Students who have difficulty answering WH-questions may also benefit from explicit instruction on what kind of answer each WH-question requires. This explicit instruction can be paired with a specific icon for each WH-question word, to provide additional visual cues to students:
    - Who = person or character
    - Where = place
    - When = time
    - Why = reason

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Story Retell Draw	Have students draw pictures of their own to retell the story.
Daily Sequence	Have students create a visual schedule to sequence the events of their school day.

Foundational Skills

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
   - Comments and images that can be used during this segment:
     - uppercase and lowercase m
     - /m/ sound
     - yes/no
     - same/different
     - 1, 2, 3

2. Print and cut out (if applicable):
   - Peter Rabbit, Letter and Sounds Cards Worksheet

3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.

4. Print out these data sheets (enough for each student/group of students):
   - Unit 1, System of Least Prompts, Small Group Data Sheet (2 per student)
   - Data Sheet 1: add these targets to each student's data sheet:
     - Counts Words in Sentences
     - Recognizes Same Sounds
     - Recognizes Different Sounds
   - Data Sheet 2: add these targets to each student's data sheet:
     - Identifies Letter M
     - Identifies /m/ Sound for M

Learning Objectives

- Identify uppercase and lowercase m.
- Isolate and identify the /m/ sound.
- Count the number of words in a sentence.
- Determine if environmental sounds are the same or different.

Materials

- Peter Rabbit Adapted Books
- Peter Rabbit Adapted e-Readers
- Peter Rabbit Interactive Technology-Delivered Lessons
- Peter Rabbit, Letter and Sound Cards Worksheet
- Magnetic Whiteboard and Magnetic Letters (M and m, 4 other letters)
- Magnetic Picture Pockets
- Magnetic Display Trays
- Letter Activity Cards: M and m

UNIT 1 ★ ENGLISH LANGUAGE ARTS

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity:
   - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.

2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

Show your student the adapted book, *Peter Rabbit*. On the cover, point to the title and say, **The title of this book is Peter Rabbit. Our title is made up of two words. Let's read each word. Peter-Rabbit.** Finger trace under each word as you read and point to each word in isolation. **These words have letters. Today, we are going to learn a letter and the sound it makes.**

Target Letters and Sounds

- Mm says /m/ as in "mother"

Phonemic and Phonological Awareness Activity 1

Materials: Magnetic Whiteboard and Markers

Data Sheet: Unit 1, System of Least Prompts, Small Group Data Sheet

LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE Write "Peter Rabbit" on the magnetic whiteboard. Make sure there is a clear space between the two words. **The title of our story is Peter Rabbit.** Point to the title on the magnetic whiteboard. **The title has different words in it. We can see that the title has two words, because there is a space between the words.** Point to the space in between the words. **I can also clap my hands to count the words. Watch me. Clap your hands as you say, Peter-Rabbit. There are two words in our title. Let's clap together to count them** (or another physical response). Clap out the words in the title. **Your turn, you clap your hands** (or another physical response) **for each word you hear.**		
MODEL Let's practice counting words in more sentences. Say each sentence. Then, say each sentence again while clapping for each word. Finally, say, **This sentence has [#] words.** • Peter ran. (2 words) • Peter ate vegetables. (3 words) • Come here! (2 words) • Peter hid. (2 words) • Peter got stuck. (3 words)		

Segment 3: Foundational Skills UNIT 1

LEVEL 1	LEVEL 2	LEVEL 3

LEAD

Now, I want your help. I'll say the sentence. You clap with me. Then, tell me how many words each sentence has. Say each sentence. Then, have students clap the words with you as you say the sentence again.
- Peter ran. (2 words)
- Peter ate vegetables. (3 words)
- Come here! (2 words)
- Peter hid. (2 words)
- Peter got stuck. (3 words)

TEST

Now, It's your turn. Tell me how many words each sentence has. Say each sentence. Then, have students clap the words and count the words in each sentence.
- Peter ran. (2 words)
- Peter ate vegetables. (3 words)
- Come here! (2 words)
- Peter hid. (2 words)
- Peter got stuck. (3 words)

PROMPTING AND ERROR CORRECTION

If the student does not respond within four seconds, provide a verbal prompt, such as, **Clap the words.**

If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct response and say, **Watch me clap the words. Your turn!**

If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them clap out the words.

REINFORCE

Great job! You clapped and counted how many words were in the sentence.

Instructional Tip! If students are having difficulty clapping the words and also counting the numbers, write 2, 3, and 4 on the Magnetic Whiteboard. The students can count while you clap the words. They can either then state the number of words in the sentence or point to the number on the whiteboard.

UNIT 1 ★ ENGLISH LANGUAGE ARTS

Phonemic and Phonological Awareness Activity 2

Materials: Magnetic Whiteboard and Markers

Data Sheet: Unit 1, System of Least Prompts, Small Group Data Sheet (Use same data sheet from Activity 1)

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Let's play a sound detective game. Use your listening skills. We are going to hear some sounds. You will tell me if they are the same or different. Write "same" and "different" on the whiteboard. Point to "same." **Same means that the sounds match.** Point to "different." **Different means the sounds don't match.**		
MODEL	Let's practice. Clap your hands and then clap them again. **Are these sounds the same? Yes, they match! They are the same.** Clap your hands and then stomp your feet. **Are these sounds the same? No, these sounds are different. The sounds don't match.** Continue with the following sound pairs, and provide the correct answer to students. • clap/whistle (different) • whistle/whistle (same) • hello/goodbye (different) • hi/hi (same) • snap/snap (same)		
LEAD	Let's practice together. Clap your hands and then clap them again. **Are these sounds the same? Yes, they match!** Touch/say same. Clap your hands and then stomp your feet. **Are these sounds the same? No, these sounds don't match.** Touch/say different. Continue with the following sound pairs, and have students identify if they are the same or different. Student can either respond verbally or can point to same/different on the magnetic whiteboard. • clap/whistle (different) • whistle/whistle (same) • hello/goodbye (different) • hi/hi (same) • snap/snap (same)		
TEST	Your turn. Tell me whether these sounds are the same or different. Present the following sound pairs, and have students identify if they are the same or different. Student can either respond verbally or can point to same/different on the magnetic whiteboard. • clap/whistle (different) • whistle/whistle (same) • hello/goodbye (different) • hi/hi (same) • snap/snap (same)		

Segment J: Foundational Skills

UNIT 1

LEVEL 1	LEVEL 2	LEVEL 3

PROMPTING AND ERROR CORRECTION

If the student does not respond within four seconds, provide a verbal prompt, such as, **Touch same or different.**

If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct response and say, **These sounds were [the same/different]. Your turn!**

If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response, and say, **[same/different]** as you prompt them.

REINFORCE

Way to go! You heard sounds that were the same and sounds that were different.

💡 **Instructional Tip!**

- Some students may benefit from the use of yes/no questions, such as **Were those sounds the same?** Students can respond by pointing to yes/no cards, through AAC devices, thumbs up/thumbs down, etc.
- To increase complexity, include words or letter sounds with other environmental sounds.

Letter and Sound Identification

Materials: Magnetic Whiteboard and Magnetic Letters (M and m; 4 other letters), Magnetic Tray, Letter and Sound Cards

Data Sheet: Unit 1, System of Least Prompts, Small Group Data Sheet

LEVEL 1	LEVEL 2	LEVEL 3

INTRODUCE

Today we are going to learn a letter. We are going to learn the letter M. M says /m/, as in "mother."

UNIT 1 ✦ ENGLISH LANGUAGE ARTS

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	Put the letters M and m on the magnetic tray. From the Letter and Sound cards, put the picture of "mother" on the display tray too. **Each word is made up of different letters. Each letter makes its own sound. This is the letter M. M says /m/ as in "mother." Touch M.** Wait for students to respond. Practice identifying the letter several times.	Put the letters M and m on the magnetic tray. From the Letter and Sound cards, put the picture of "mother" on the display tray too. **Each word is made up of different letters. Each letter makes its own sound. These letters are M. Letters can be uppercase or lowercase.** **This is the uppercase M** (show). **This is the lowercase m** (show/ touch). **Your turn, touch the uppercase M.** Support student responding. **Now touch the lowercase m.** Support student responding. **M says /m/ as in "mother." What letter is this?** Continue practicing until students can name the letter.	
LEAD	**Every letter makes a different sound. M says /m/ as in "mother."** Point to the letter M and the "mother" picture as you give the instruction. **This is M (pointing), it makes the /m/ sound, as in "mother." Touch m** while I make the sound /m/. If students can make a vocal response, have them make the sound with or after you. Pull out the remaining picture cards from the Letter and Sound Cards Worksheet. **The /m/ sound is at the beginning of these words as well. Listen to the /m/ sound at the beginning of these words.** Emphasize the /m/ sound by stretching it out and point to the m at the beginning of each word as you say it. • mug • map • man • mop • mat • mud	**Every letter makes a different sound. Let's practice the letter sound for m like we hear it in the word mother.** Introduce each letter sound by first modeling. **This is m (pointing), it makes the /m/ sound, as in "mother." Touch m** while I make the sound /m/. If students can make a vocal response, have them make the sound with or after you. Pull out the remaining picture cards from the Letter and Sound Cards Worksheet. **The /m/ sound is at the beginning of these words as well. Say the /m/ sound with me at the beginning of these words.** Emphasize the /m/ sound by stretching it out and point to the m at the beginning of each word as you say it. • mug • map • man • mop • mat • mud **Great job! Now it is your turn to say the sound for m. When I show you the letter M, you say the /m/ sound.** Practice with both uppercase and lowercase M.	

Segment 3: Foundational Skills

UNIT 1

LEVEL 1	LEVEL 2	LEVEL 3

Your turn. Let's identify letters and sounds! If students give an incorrect response or don't respond, refer to the Prompting and Error Correction box for instructions on prompting.

TEST

LEVEL 1

Place the magnetic letter M and one distractor letter on the display board. Say, **Find the letter M**. Repeat with all students.

Next, keep the letter M and the distractor letter on the board. Make the /m/ sound. Say, **Point to the letter that makes the /m/ sound**. Repeat with all students.

LEVEL 2

Place the magnetic letter M on the display board with 2-3 other letters.

Say, **Find the letter M**. Repeat with all students. Next, place only the letter M on the display. Ask, **What sound does this letter make?** Repeat with all students. For students with limited vocal ability, place 2-3 letters on the board and make the /m/ sound. Say, **Point to the letter that makes the /m/ sound**.

LEVEL 3

Place the magnetic letter M on the display with 3-4 other letters.

Say, **Find the letter M**. Repeat with all students. Next, place only the letter M on the display. Ask, **What sound does this letter make?** Repeat with all students. For students with limited vocal ability, place 2-3 letters on the board and make the /m/ sound. Say, **Point to the letter that makes the /m/ sound**.

For students needing an additional challenge, ask them to come up with a word that begins with the /m/ sound.

PROMPTING AND ERROR CORRECTION

LEVEL 1

If the student does not respond within four seconds, provide a verbal prompt, such as, **Find the letter M**.

If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct response and say, **This is the letter M. Your turn!**

If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response, and say, **This is the letter M**, as you prompt them.

LEVEL 2

If the student does not respond within four seconds, provide a verbal prompt, such as, **What does M say?**

If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct response and say, **The letter M says /m/. Your turn!**

If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response, and say, **This is the letter M. It says /m/** as you prompt them.

REINFORCE

Excellent! You learned the letter M and the sound that it makes!

UNIT 1 ⇒ ENGLISH LANGUAGE ARTS

Instructional Tip! Vary how you present questions to your students. For example, ask students to identify, find, touch, and/or show you the target letter.

Decoding

There is no decoding activity this week. Decoding will start next week once the students have learned two letters and letter sounds.

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Letter Hunt	Have the students go around their classroom or the school and find uppercase and lowercase m's.
Word Hunt	Have the students look for sentences in their classroom (such as Classroom Rules) and count the words in the sentences.
Letter Activity Cards	Students can use the letter activity card for the letter M to practice naming the letter M and the sound it makes. Students can also practice drawing the letter, filling in the letter with materials from the classroom (playdough, pipe cleaners, etc.), and/or finger tracing the letter.

Language

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, refer to the Vocabulary below.
   - food
   - vegetable
2. Print and cut out (if applicable):
   - *Peter Rabbit*, Vocabulary Cards Worksheet
   - *Peter Rabbit*, Word Cards Worksheet
   - *Peter Rabbit*, Food and Not Food Sort Worksheet
   - *Peter Rabbit*, Vegetable and Not Vegetable Sort Worksheet
3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.
4. Print out these data sheets (enough for each student/group of students):
   - Unit 1, System of Least Prompts, Small Group Data Sheet
   - Data Sheet 1: add these targets to each student's data sheet:
     - Level 1: Food, Not Food
     - Levels 2 and 3: Vegetable, Not Vegetable

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
   - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Learning Objectives

- Sort words and pictures into categories.

Materials

- *Peter Rabbit* Adapted Books
- *Peter Rabbit* Adapted e-Readers
- *Peter Rabbit* Technology-Based Interactive Lessons
- *Peter Rabbit*, Vocabulary Cards Worksheet
- *Peter Rabbit*, Word Cards Worksheet
- *Peter Rabbit*, Food and Not Food Sort Worksheet
- *Peter Rabbit*, Vegetable and Not Vegetable Food Sort Worksheet
- Magnetic Whiteboard
- Magnetic Picture Pockets
- Magnetic Display Trays
- Pictures of various vegetables and/or people and animals eating vegetables
- Glue

UNIT 1 ✦ ENGLISH LANGUAGE ARTS

Anchor Instruction for All Students

Prior to beginning the language segment, anchor instruction by referencing the story, Peter Rabbit. Say, **We read the book, Peter Rabbit. Peter Rabbit ate vegetables in the garden. Vegetables are a type of food. Let's learn more about food and vegetables!** Show your students pictures of vegetables and/or people and animals eating vegetables.

Core Vocabulary and Concepts

Use the Vocabulary Cards to review the vocabulary words listed in the chart with all students. Show each card to the students and name it. For example, **This is a carrot. A carrot is an orange vegetable.**

Materials: Peter Rabbit Vocabulary Cards, Magnetic Whiteboard, Magnetic Display Trays

LEVEL 1	LEVEL 2	LEVEL 3
• carrot	• carrot	• carrot
• lettuce	• lettuce	• lettuce
• green beans	• green beans	• green beans
• vegetables	• vegetables	• vegetables

Concept Building

You will teach students the concept of "food" (level 1) and "vegetables" (levels 2 and 3) by presenting and describing examples and non-examples of the targeted concept. After each presentation, you'll briefly explain why the picture is an example or non-example, based on its adherence to the definition (**A carrot IS a food. We eat carrots! A shoe is NOT a food. We do NOT eat shoes.**). During the "test" phase, students will have an opportunity to label the examples and non-examples by themselves. If working in a small group, allow each student a chance to answer each item independently during the test phase. Use the information in the Prompting and Error Correction boxes to provide support as needed.

Materials: Vocabulary Cards Worksheet and glue
Data Sheet: Unit 1, System of Least Prompts, Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Peter ate carrots, green beans, and lettuce in the garden. Things we eat are called food. I am going to show you different pictures. Some show food, and some are NOT food. Are you ready?	Let's look at some of our vocabulary words again. Can you remember what they are? Show lettuce, green beans, and carrots. **These are all vegetables, which are a type of food. A vegetable is the part of a plant that we eat.** I'm going to show you different pictures. Some show vegetables, and some do NOT show vegetables. Are you ready?	

Segment 4: Language

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	**My turn.** Touch/Show the picture of a carrot. **Carrot. This IS a food. We eat carrots.** Repeat with the remaining items: • green beans (food) • shoe (not a food) • stop sign (not a food) • pizza (food) • pencil (not a food) • lettuce (food) • apple (food)	**My turn.** Touch/Show the picture of the carrot. **Carrot. This IS a vegetable. This is a part of a plant we eat.** Repeat with the remaining items: • green beans (vegetable) • milk (not a vegetable) • cookie (not a vegetable) • bread (not a vegetable) • caramel (not a vegetable) • lettuce (vegetable) • broccoli (vegetable)	
LEAD	**Let's work together.** Touch/Show each picture, this time in a different order. For example, touch "lettuce" first this time. **Lettuce. Is this a food?** Wait for students to respond. **Yes, this IS a food. We eat lettuce.** Repeat with the remaining items.	**Let's work together.** Touch/Show each picture, this time in a different order. For example, touch "lettuce" first this time. **Lettuce. Is this a vegetable?** Wait for students to respond. **Yes, this IS a vegetable. This is a part of a plant we eat.** Repeat with the remaining items.	
TEST	**Your turn. This box says "Food" and this box says "NOT Food." Put these pictures in the correct boxes.** Have the students sort or glue the pictures into the Food and NOT Food boxes on the worksheet. If students need support with which box is which, you can ask, **Is this a food?** If they respond correctly, you can show them the "Food/NOT Food" box that the picture goes in.	**Your turn. This box says "Vegetables" and this box says "NOT Vegetables." Put these pictures in the correct boxes.** Have the students sort or glue the pictures into the Vegetables and NOT Vegetables boxes on the worksheet. If students need support with which box is which, you can ask, **Is this a vegetable?** If they respond correctly, you can show them the "Vegetables/ NOT Vegetables" box that the picture goes in.	
PROMPTING AND ERROR CORRECTION	If the student does not respond within four seconds, provide a verbal prompt, such as, **Put this picture in the correct box.** If the student still does not respond within four seconds or makes additional errors, provide a model prompt. Put the picture into the correct box and say, **This is [a food/NOT a food]. Your turn!** If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. Use hand-over-hand assistance to help them put the picture into the correct box and say, **[Food/ NOT Food]. It goes in this box,** as you prompt them.	If the student does not respond within four seconds, provide a verbal prompt, such as, **Put this picture in the correct box.** If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct response and say, **This is [a vegetable/NOT a vegetable]. Your turn!** If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct response, and say, **[vegetable/ NOT a vegetable]. It goes in this box,** as you prompt them.	

UNIT 1 · ENGLISH LANGUAGE ARTS

	LEVEL 1	LEVEL 2	LEVEL 3
REINFORCE	Great! You found examples of foods!	Great! You found examples of vegetables! You could tell me things that were vegetables, and things that were NOT vegetables.	

Instructional Tip! For students who need a receptive response mode, you can create a yes/no response card or a green check mark and red X. These can be programmed in an AAC device or made on notecards glued to popsicle sticks. You can ask students, "Is this a food/vegetable?" Students can respond with yes or no.

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Grocery List	Have students make a grocery list of foods (Level 1) or vegetables (Levels 2 and 3) that they would like to buy at the grocery store. Students could also search a local grocery store ad/flyer to find foods or vegetables from the flyer.
Picnic	Use the Wooden Food from the Manipulatives Kit to have the students plan a picnic. All students can work together to sort the food into vegetables and not vegetables (Levels 2 and 3) or other foods (Level 1).

UNIT 1 SEGMENT 5

ENGLISH LANGUAGE ARTS

Writing

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
   - noun
   - person
   - place
   - thing
   - M
   - first letter in student's first name

2. Print and cut out (if applicable):
   - *Peter Rabbit*, Vocabulary Cards Worksheet
   - *Peter Rabbit*, Word Cards Worksheet

3. Gather the materials listed to the right from the enCORE Materials Kit and/or from around your classroom.

4. Print out these data sheets (enough for each student/group of students):
   - Unit 1, System of Least Prompts, Small Group Data Sheet (two per small group)
   - Data Sheet 1: add these targets to each student's data sheet:
     – Identifies Pictures that are a Noun
     – Identifies Pictures that are Not a Noun
   - Data Sheet 2: add these targets to each student's data sheet:
     – Writes the letter M

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity:
   - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.

2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Learning Objectives

- Identify nouns.
- Write the letter M and the first letter in their name.

Materials

- *Peter Rabbit* Adapted Books
- *Peter Rabbit* Adapted e-Readers
- *Peter Rabbit* Technology- Based Interactive Lessons
- *Peter Rabbit*, Vocabulary Cards Worksheet
- *Peter Rabbit*, Word Cards Worksheet
- Magnetic Whiteboard
- Magnetic Letters
- Paper
- Crayons or Markers for Students
- Letter Boards

Book 1 - PETER RABBIT

enCORE   1-27

UNIT 1 ★ ENGLISH LANGUAGE ARTS

Anchor Instruction for All Students

Prior to beginning instruction, anchor instruction by referencing the story, Peter Rabbit. Say, **We read the book, Peter Rabbit. Peter ate different vegetables from Mr. McGregor's garden. What is your favorite vegetable?** Write the sentence stem, My favorite vegetable is _____. Provide your students with the Vocabulary Cards (carrots, green beans, and lettuce) to facilitate the group discussion. Encourage your students to share their favorite vegetable with their peers.

Writing Basics

Materials: Peter Rabbit Vocabulary Cards, Peter Rabbit Word Cards, Magnetic Whiteboard and Markers, and Magnetic Display Trays

Data Sheet: Unit 1, System of Least Prompts, Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	Today we are going to learn about nouns. A noun is a person, character, place, or thing. Peter Rabbit is a noun. Peter Rabbit is a character. Let's look around our classroom and find classroom nouns. Have a set of classroom objects at the table, or allow students to go around the room and bring a classroom noun to the table to share.		
MODEL	Our book, Peter Rabbit, is also full of nouns- different people or characters, places, and things. Set up a magnetic tray on the magnetic whiteboard. Write "Noun" above the tray. Show the Vocabulary Cards one at a time. Tell the students that the vocabulary word is a noun and explain why. For example, **A carrot is a noun. A carrot is a thing.** Put the Vocabulary Card in the tray. **I put the carrot in the Noun tray.** Repeat for all Vocabulary Cards that are nouns (rabbit, carrot, jacket, garden, green beans, lettuce, field).	Our book, Peter Rabbit, is also full of nouns- different people or characters, places, and things. Set up two magnetic trays on the magnetic whiteboard. Write "Noun" above one tray and "Not a Noun" above the other tray. Show the Vocabulary Cards one at a time. Tell the students whether the vocabulary word is a noun or not, and explain why. For example, **A carrot is a noun. A carrot is a thing.** Or, **Under is not a noun. It is not a person, place, or thing.** Put the Vocabulary Card in the appropriate tray. **I put the carrot in the Noun tray.** Or, **I put under in the Not a Noun tray.** Repeat for all Vocabulary Cards.	Our book, Peter Rabbit, is also full of nouns- different people or characters, places, and things. Set up two magnetic trays on the magnetic whiteboard. Write "Noun" above one tray and "Not a Noun" above the other tray. Show the Word Cards one at a time. Tell the students whether the word is a noun or not, and explain why. For example, **A carrot is a noun. A carrot is a thing.** Or, **Come is not a noun. It is not a person, place, or thing.** Put the Word Card in the appropriate tray. **I put the carrot in the Noun tray.** Or, **I put come in the Not a Noun tray.** Repeat for all Word Cards.

Segment 5: Writing

UNIT 1

LEVEL 1	LEVEL 2	LEVEL 3
LEAD		
Let's work together. Show the students one of the Vocabulary Cards. **Is [word] a noun?** Wait for students to respond. Provide support as needed based on student responses. **Yes, this is a noun. This is a [person/place/thing].** Put the vocabulary card in the Noun tray. **Let's put it in the Noun tray.** Repeat for all vocabulary cards that are nouns (rabbit, carrot, jacket, garden, green beans, lettuce, field).	**Let's work together.** Show the students one of the Vocabulary Cards. **Is [word] a noun?** Wait for students to respond. Provide support as needed based on student responses. **Yes, this [is/isn't] a noun. This [is/isn't] a [person/place/thing].** Put the vocabulary card in the appropriate tray. **Let's put it in the [Noun/Not a Noun] tray.** Repeat for all vocabulary cards.	**Let's work together.** Show the students one of the Word Cards. **Is [word] a noun?** Wait for students to respond. Provide support as needed based on student responses. **Yes, this [is/isn't] a noun. This [is/isn't] a [person/place/thing].** Put the word card in the appropriate tray. **Let's put it in the [Noun/Not a Noun] tray.** Repeat for all word cards. If students need a challenge, you can ask them to identify whether each noun is a person, a place, or a thing.
TEST		
Your turn. Take turns presenting students with one of the vocabulary cards and asking them, **Is [word] a noun?** Students can either respond with yes or no (verbally, with an AAC device, or with yes/no pictures), and/or they can place the vocabulary card in the Noun tray on the whiteboard.	**Your turn.** Take turns presenting students with one of the vocabulary cards and asking them, **Is [word] a noun?** Students can either respond with yes or no (verbally, with an AAC device, or with yes/no pictures), and/or they can place the vocabulary card in the appropriate tray on the whiteboard. Repeat with all vocabulary cards until all students have had at least one turn identifying a noun and a non-noun vocabulary card.	**Your turn.** Take turns presenting students with one of the word cards and asking them, **Is [word] a noun?** Students can either respond with yes or no (verbally, with an AAC device, or with yes/no pictures), and/or they can place the word card in the appropriate tray on the whiteboard. Repeat with all word cards until all students have had at least one turn identifying a noun and a non-noun word card.

UNIT 1 ★ ENGLISH LANGUAGE ARTS

LEVEL 1	LEVEL 2	LEVEL 3
If the student does not respond within four seconds, provide a verbal prompt, such as, **Put the noun in the tray.**	If the student does not respond within four seconds, provide a verbal prompt, such as, **Put the noun in the tray.**	If the student does not respond within four seconds, provide a verbal prompt, such as, **Put the noun in the tray.**
If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, put the picture in the correct tray and say, **This is a noun. It goes here. Your turn!**	If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, put the picture in the correct tray and say, **This is [a noun/not a noun]. It goes here. Your turn!**	If the student still does not respond within four seconds or makes additional errors, provide a model prompt. Put the word in the correct tray and say, **This is [a noun/not a noun]. Your turn!**
If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them put the picture in the noun tray and say, **Noun. It goes here,** as you prompt them.	If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them put the picture in the correct tray and say, **[noun/not a noun]. It goes here,** as you prompt them.	If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them put the word in the correct tray and say, **[noun/not a noun]. It goes here,** as you prompt them.

PROMPTING AND ERROR CORRECTION

REINFORCE

Great job! You found our vocabulary words that are nouns.

💡 **Instructional Tip!** For students who need a receptive response mode, you can create a yes/no response card or a green check mark and red X. These can be programmed in an AAC device or made on notecards glued to popsicle sticks. You can ask students, "Is this a noun?" Students can respond with yes or no.

Segment 5: Writing
UNIT 1

Guided Writing

Materials: Magnetic Whiteboard and Markers, Paper, and Crayons or Markers
Data Sheet: Unit 1, System of Least Prompts, Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	This week we learned about the letter **M**. **M** says /m/ as in "mother." Today we are going to practice writing some letters! First, we can practice writing the letter with our arms. Let's all write the letter **M** in the air with our arms.		
MODEL	We can use writing to share information. Today we are going to share something special about ourselves with each other. I am going to draw a picture of myself to share with you. Draw a picture of yourself on the whiteboard. I am going to write an **M** next to my picture. **M** is for "me." I am also going to write my name next to my picture. Write your name next to the drawing.		
LEAD	Give students a piece of paper and crayons or markers. Instruct the students to draw a picture of themselves. After they have finished their picture, have them label the picture with the letter M for "me." Students can also label the picture with the first letter of their name. For students needing support, you can draw letters for them to copy and also use hand-over-hand assistance to help them form the letters.	Give students a piece of paper and crayons or markers. Instruct the students to draw a picture of themselves. After they have finished their picture, have them label the picture with the letter M for "me." Students can also label the picture with the first letter of their name, or write their whole name, if they are capable. For students needing support, you can draw letters for them to copy and also use hand-over-hand assistance to help them form the letters.	
TEST	Provide the students with a clean sheet of paper, or have them come up to the Magnetic Whiteboard one at a time. Say, **Now, I want you to write some letters all by yourself. Write the letter M.**	Provide the students with a clean sheet of paper, or have them come up to the Magnetic Whiteboard one at a time. Say, **Now, I want you to write some letters all by yourself. Write an uppercase and lowercase M.**	

UNIT 1 ★ ENGLISH LANGUAGE ARTS

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	If the student does not respond within four seconds, provide a verbal prompt, such as, **Write the letter M.** If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, a letter M and say, **This is the letter M. Your turn!** If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them draw the letter M, and say, **This is M,** as you prompt them.	If the student does not respond within four seconds, provide a verbal prompt, such as, **Write an [uppercase/lowercase] M.** If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, a letter M and say, **This is an [uppercase/lowercase] M. Your turn!** If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them draw the letter M, and say, **This is an [uppercase/lowercase] M,** as you prompt them.	
REINFORCE	**Way to Go! You wrote the letter M!**	**Way to Go! You wrote an uppercase and lowercase M!**	

💡 **Instructional Tip!** For students that need support writing letters, provide them with a highlighter to trace over letters.

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Letter Activity Cards	Use the Letter Boards from the enCORE Manipulatives Kit to have students practice forming the letter M and the first letter of their names. Students can finger trace the letters, use playdough or some other material to make the letters, write the letter with a dry erase marker, etc.
Noun Scavenger Hunt	Make a Noun Classroom Chart. Label it with "People," "Places," and "Things." Have students share different nouns from the school and draw or write those nouns on the chart. For example, "cafeteria" (place), the principal (person), books (things).
Letter M Show & Tell	Have students bring a (small/flat) object or picture of an object from home that begins with the letter M. Create a board to tape pictures and objects to. Have the students share their object/picture. Students that are verbal can use the sentence, M says /m/ as in "object/picture."