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| **BIG IDEAS** | | | | | | |
| **Intellectual Disabilities involve both cognitive abilities and adaptive skills** | **Students with intellectual disabilities vary in their level of cognitive and adaptive skills** | **Students with intellectual disabilities can learn, but may need additional time, repetitions, or supports to do so** | | **Students with intellectual disabilities can have deficits in social skills, communication skills, and emotional literacy** | ***Identify an additional Big Idea and Question*** | ***Identify an additional Big Idea and Question*** |
| **BIG QUESTIONS** | | | | | | |
| ***What is an intellectual disability?*** | ***What are the similarities and differences amongst students with IDs?*** | ***How can you discover students’ strengths and challenges within the academic realm, and provide appropriate supports?*** | | ***How can you support students with an ID to make connections with peers and develop a sense of belonging?*** |  |  |
| **CURRICULAR COMPETENCIES**  **General teaching strategies to include learners with an ID**   * Provide concrete and visual experiences to develop concepts and aid with language processing * Developing some routines and schedules will be supportive * Hold high expectations – students with ID can learn to read, write, and understand academic curriculum, but may need alternative modalities to do so * ***Add at least three more and their sources:***   **Learning Environment Considerations for learners with an ID**   * Design activities in ways that allow the student to meaningfully contribute to the learning of their peers   + ***List three strategies*** * Infuse adaptive skills instruction into academic activities, such as communication skills, problem solving, fine motor skills, etc. * ***List three more considerations***   **Ways to Respond to Behavioral Challenges**   * Recognize behavior as communication, often meaning “I’m frustrated”, “I don’t understand”, “I’m overwhelmed and want to escape” * Provide support for cooperatve group work skills to the student with an ID ***AND*** their peers! * Provide positive reinforcement for what you do want, not punishment for what you don’t, as students with ID may not differentiate between positive and negative attention * ***Add at least 3 more:***   **Ways to promote good collaboration with clinicians:**   * Observe, document, and share when the student is successful (e.g. do they work better in groups or on their own, are they able to communicate their understanding) * Discuss co-teaching possibilities throughout the year * ***Add at least 3 more and their sources:***   **Resources to learn more about including learners with ID**   * Connect with your district’s teacher of students with ID * Connect with the provincial outreach team for ID * ***Add at least three more reputable resources:*** | | | **CONTENT AREAS**   1. Impact of an ID on learning and instructional needs    1. Difficulty with abstraction and social inferencing    2. ***Add two more*** 2. Impact of an ID on families    1. Relational challenges    2. Concern for independent living    3. ***Add two more*** 3. Augmented and alternative communication systems    1. ***What does a teacher need to know****?* 4. Supporting peer relationships and a sense of belonging    1. Students may struggle to communicate    2. Students with ID may be immature in their interests and behaviors    3. ***Add two more*** 5. Promoting Self-Determination, SEL, mental health    1. Students with an ID may not understand social innuendos and complexities    2. Students with an ID need to develop the ability to independently make decisions    3. ***Add three more*** 6. Connections between climate, environment, and student behavior and engagement    1. Social demands of the classroom    2. Students with ID may demonstrate inappropriate behaviors because they are frustrated and don’t know how to seek support    3. ***Add at least three more:*** | | | |