

>> Welcome to Closing the Gap solutions.

This webinar, Unique Learning System, realized the potential in every student, was sponsored by n2y and was recorded October 11th, 2018.

It is presented by Sarah Moore and Kara Meaux.

Sarah is a director of Unique Learning System, and Kara is a senior content specialists of Unique Learning System.

>> All right. Thank you. Good afternoon, everyone.

Thank you for joining us today.

I am Sarah. This is Sarah speaking.

As Becky said, I am the director of Unique Learning System, and with me today I have Kara Meaux.

We are so very grateful for this opportunity to share

Unique Learning System with you and thank you for taking time out of your busy day.

Hopefully you're familiar with n2y,

if you are not familiar,

we'd like you to know that for the past 20 years n2y has been

dedicated to serving individuals with moderate to severe cognitive difficulties.

We believe everyone should have the opportunity to realize

their full potential and we offered an integrated,

age appropriate and differentiated total solution that

supports students like this cute guy here in making meaningful progress.

The n2y Special Education solution includes Unique Learning System, which will be our focus today.

It also includes News-2-You,

which is a weekly online newspaper that connects students with the world through news and current events topics.

SymbolStix prime is our web-based symbol search engine that gives you access to the most complete and current symbol set available anywhere.

With nearly 30,000 symbols in the library, you can create symbol based language and learning materials related to just about any topic you can think of.

SymbolStix symbols are featured throughout our n2y products, so you'll have some opportunities to see some today.

We also have L3 skills.

L3 stands for lifelong learning,

and L3 skills provides

online age appropriate learning activities that

address educational concepts such as letter identification,

addition, and subtraction, as well as lifelong learning skills such as

answering the phone and putting grocery items in their proper locations within a kitchen.

Positivity is our newest product and it will be available in 2019.

This is a self-regulation and classroom management tool.

Of course, all of our n2y products are supported by a robust professional development,

which supports implementation and mastery of our products.

Unique is our award-winning standards-based program that

provides meaningful access to the general education curriculum.

Unique provides comprehensive instruction for grade level state extended standards.

Unique is age respectful and differentiated to meet individual student needs.

It is integrated with assessments and daily performance to assist in IEP development.

Today we are going to focus on four common concerns and

special educators and how Unique Learning System addresses those concerns.

We'll look at standards, alignment,

pacing, differentiation and assessment, and progress monitoring.

Then we'll share the success some school districts are having with Unique.

Unique Learning System is

the only comprehensive standards-based instructional solution that

provides access to the general education standards for English language arts,

math, science, social studies, and transition.

The content of Unique Learning System is organized into six grade bands.

Preschool for 3-5 year-olds,

elementary for students in grades K-2,

intermediate for students in grades 3-5,

middle school for students in grades 6-8,

high school for students in grades 9-12,

and transition for students grades 12 and up.

By placing students in the grade band that corresponds with their chronological age,

you ensure coverage of the correct educational standards and access to

the general education curriculum as mandated by IDEA and ASA.

Additionally, our transition strand runs across all six grade bands,

so you can rest assured that if students are making academic progress,

they are also learning the life skills necessary for success beyond school.

We talked about the fact that Unique Learning System

provides access to standards for English language, arts,

math, science, social studies, and transition.

But what states do we align to?

The answer, we align to standards in all 50 states.

That's right, from Maine to California,

Alaska to Florida, we've got you covered.

That's possible because of our instructional targets.

Unique Learning System maintains alignment with standards through instructional targets.

These targets are the bridge between the general and extended content standards adopted by your state and the content and Unique Learning System.

Your state's extended standards are possibly very alike, if not identical in some instances to n2y's instructional targets.

Let's take a look at an instructional target from the Unique Learning System, intermediate grade band for grades 3-5.

Answer questions and locate details and text to support an answer.

Now let's look at standards from various states that we align this instructional target to.

Nebraska Extended indicators call for answer literal questions using specific evidence from the text.

Florida access point; Answer questions literal and inferential, and refer to texts to support your answer.

Dynamic learning maps.

Their essential element is answer who and what questions to demonstrate understanding of details in text.

Core Content connectors that align with the multi-state alternative assessment asks for answer questions, literal and inferential, and refer to text to support your answers.

The Virginia aligned standards of learning has answer questions to demonstrate understanding of fictional text.

Now, these are just a few examples from a few states, but the connection is clear.

By making this connection to our instructional targets, we are able to ensure that all of our instructional materials are standards-based. Our content team conducts ongoing standards reviews to make sure our materials are addressing current state standards. When new standards are released, we do a comparison study to identify whether instructional targets need to be revised or added and then we update our materials accordingly. That's one of the many benefits of our online monthly delivery model. Unique Learning System users don't need to wait 5-7 years for the next textbook adoption or materials purchased in order to have access to standards aligned instructional materials. Occasionally, a state may have a standard or strand of standards such as marine biology or a state history course that doesn't fit within the framework of Unique Learning System. But by and large, we've got your standards covered. Alignment documents connecting Unique Learning System lessons and materials to standards are available in the teacher references section of our website for subscribers. For non-subscribers, alignment documents can be obtained through customer support or sales. But you may have heard of something called the teacher dashboard. If you've been checking out social media lately, we've been talking about the teacher dashboard. With the launch of the teacher dashboard later this month, standards alignment is going to become even easier. The teacher dashboard offers functionality that will allow you to view standards aligned with each lesson activity based on your location.

That's right, your state standards right at point of use in Unique.

This functionality is being gradually rolled out, so existing users if you don't see standards in your dashboard right away, keep an eye out, they'll be there soon.

Location-based standards functionality is also being added to skill-tracking and some reporting features, which Kara will talk about later on.

So you'll always know what standards you're covering and how students are performing on those standards.

Now that we've established how Unique Learning System aligns to state standards, let's take a look at how Unique helps with pacing.

Pacing with Unique Learning System is easy, each monthly unit is accompanied by a suggested monthly plan.

When following the suggested monthly plan, you cover the vast majority of the English language arts and Math instructional targets,

those targets that we've shown aligned to your state standards and you cover these every month.

I'm going to repeat that, it's a big deal.

If you follow the suggested monthly plan, you have the opportunity to cover most of your reading, writing, and math standards every single month.

This is possible because of the special design of the Unique Learning System units.

To better explain this,

let's compare the structure of

Unique Learning System units with those of a traditional curriculum.

In the top left here,

we have a list of topics or skills,  
if you will: counting,  
place value and rounding,  
addition and subtraction, multiplication, division,  
algebra and patterns, data and measurement, fractions, and geometry.  
These skills are typically found in a grade three mathematics scope and sequence.

On the outside of the circle in the blue,  
you could see the pacing of a traditional curriculum.

It starts out at the beginning of the year with addition and subtraction,  
and then month by month moves on to a different topic or skill.

A curriculum like this might circle back to a previously taught topic,  
but only for a quick review.

Unique Learning System, on the other hand,  
provides instruction for all of these topics or skills in every single unit.

This allows you to pace with the general education curriculum and ensure students are

exposed to all grade level standards while still working on individual educational goals.

In addition, the consistent structure of Unique Learning System units means students have

more time to master skills and consistent opportunities for  
practice so that skills and concepts learned are maintained.

Both English language arts and Math are paced this way in Unique Learning System.

Now we're going to take a look at pacing for science and social studies.

In the preschool through high school grade bands,  
science and social studies instructional targets  
are addressed over the course of a three-year cycle.

Our monthly themes are carefully chosen to ensure that the majority of

the state and national standards in

a grade band are addressed within the three-year cycle.

To assist with pacing,

monthly themes for all units in the three-year cycle are provided for users.

Alignment documents for science and social studies standards

also list units where specific standards are addressed.

Because we strive to ensure students have access to

the majority of the state and national science and social studies standards,

content varies from year to year across the three-year cycle.

For example, the earth and space science unit might

focus on seasons and weather in the first year of the cycle,

geological events in the second year,

and objects in space in the third year.

Using the science and social studies standards to

drive the schematic units ensures that students

are exposed to new information yearly while working on fundamental reading,

writing, math, and transitional skills.

We know that in the upper grade bands where

science and sometimes social studies are tested,

addressing standards within a three-year cycle may not work.

For this reason, we created science and social studies courses.

Science courses are available at the intermediate through high school grade bands,

and social studies courses are available at the middle and high school levels.

These courses are accessible on demand,

allowing for integration of these subjects as needed.

You may choose courses to pace with your general education classrooms,

to match your district pacing guide,



or to fulfill Accessible Course requirements.

Locating the course that addresses your need is easy: you can search or browse by tag or subject, and further refine by category, such as earth and space science.

When location-based standards for your state are turned on, you'll be able to search by state standard as well.

Each course includes a book, discussion questions, comprehension questions, and an experiment or hands-on activity.

One last thing before we move on from the topic of pacing, remember I said pacing is easy with Unique Learning System, you just follow the suggested monthly plan; well with the launch of the teacher dashboard later this month, pacing is going to get even easier.

The teacher dashboard will be the new homepage for Unique Learning System. It allows users to enter their classroom schedule into the system.

The slide here shows a schedule summary after a classroom schedule has been entered.

The Unique Learning System suggested monthly plan is then applied to the classroom schedule, creating what's called a master plan.

The master plan can then be customized as much or as little as desired.

The master plan is then applied to the Unique Learning System monthly units allowing users to manage monthly unit content from multiple views, a day view, week view, a month view.

On a daily basis,

Unique Learning System content can be launched directly from the dashboard view.

Additionally, once the teacher dashboard is set up,

student view, which is our student login,

reflects the classroom My Plan,

so students will see only the exact content they need for that day of instruction.

No more wasted time trying to get

everyone's device open to the right lesson and the right page.

Here you can see a student's schedule setup.

For students who have a schedule that deviates significantly from the classroom schedule,

individual plans can be setup but are not required.

A key component of unique learning system is the differentiated task levels that allow all students in a classroom to take part in this same standards-based activity.

This differentiation allows students of

varying developmental levels to participate with

learning goals appropriate for his or her specific needs.

Teachers will deliver the same lessons at different levels

of difficulty based on the ability of each student.

Lessons are commonly differentiated with varying degrees of text,

symbol support, and manipulative materials.

The three levels of differentiation are Level 3, Independent.

Students who benefit from Level 3,

cognitive learning supports may typically learn to read text,

produce simple writing, perform basic math processes,

and demonstrate comprehension of modified content learning information.

These students typically perform tasks with the greatest degree of independence.

Level 2, Supported.

Students who benefit from Level 2 cognitive learning supports may require picture support

and other direct support in learning to input and produce information related to reading,

writing or math, or to demonstrate comprehension of content learning.

Level 1, Participatory.

Students who benefit from Level 1,

cognitive learning supports may require maximum support within all instructional tasks.

For these students, increasing the level of participation and

demonstrating an active participation response is the main objective.

Students who require Level 1 supports

typically do not make distinct or consistent choices.

For these students, increasing the level of participation is the main objective.

The student profile in the n2y GPS,

which Kara will tell you more about later,

will aid in determining the differentiated task level for each student.

The student profile will yield a suggested level,

which can be used as a guide when selecting instructional materials for that student.

The differentiated tasks and each lesson plan provide instructions

on incorporating activities at each level and unique learning system.

Let's have a closer look.

This is an example of Lesson 2 of our intermediate grade band.

Here we have the lesson overview.

Each month, less than two offers

the opportunity to address the instructional target we looked at earlier,

answer questions and locate details and the text to support an answer.

At the top of the lesson plan page,  
you'll find the instructional target,  
as well as the other targets addressed in this lesson.

Below, the instructional targets are the differentiated tasks.

Level 3, independent.

Independently read questions about a story and write,  
speak, or select any answer.

Level 2 supported it.

Point to or select a picture from a choice of three in response to a who,  
what, or where question about a story.

Level 1, participatory.

Respond to a question by choosing a single option or error-less picture.

Here's the instructional routine for Lesson 2, activity 1.

Again, the target is at the top of the page.

The remainder of the page consists of  
our consistent research-based instructional routine.

Note that the learning goal or task is explicitly stated for students.

Modelling suggestions are provided for the teacher,  
and then direction on how to differentiate  
practice for each level of student is provided.

These practice statements are directly aligned with  
the differentiated tasks we looked at on the previous page.

The instructional routine wraps up with a review and a quick check for  
understanding.

Instruction is further differentiated through the materials provided to students.

Here in Lesson 2,

Activity 1, for example,

students received the same set of five questions,  
but in different formats and with different supports.

Level 3, independent receives text-only.

Level 2, supported, has single symbol support.

Level 1, participatory has full symbol support.

All three levels can be further differentiated by applying settings for text-to-speech,  
text highlighting, and visual and auditory clues.

Remember our library of nearly 30,000 stick symbols.

Here are just a few examples.

Let's take a look at another example of differentiation,  
one from a higher grade band.

This is an example of less than 25 algebra on our high school grade band.

Again, we're looking at the lesson overview.

Each month, this lesson offers the opportunity to address the instructional target,  
identify and write a ratio to compare part to part and part-to-whole relationships.

At the top of the lesson plant page,

you'll find the instructional target,

as well as the other targets addressed in this lesson.

There are lots of targets here.

It's a really big lesson.

Below the instructional targets,

are the differentiated tasks.

Level 3, independent.

Identify and write a ratio to describe part to part and  
part-to-whole relationships in the context of a real-world scenario.

Level 2, supported.

Model part to part and part-to-whole

relationships in the context of a real world scenario.

Level 1, participatory.

Match objects represented in part to part and part-to-whole relationships in the context of a real world scenario.

Now let's take a look at how these differentiated tasks play out in the instructional routine.

This is the instructional routine for less than 25 activity five ratios.

You'll note the same research-based instructional routine as in the intermediate lesson we looked at.

All of our lesson plans include the same instructional routines so you can be sure you are providing explicit and systematic construction.

Again, the instructional target is at the top of the page.

The learning goal or task is explicitly stated for students.

Modeling suggestions are provided, and then direction on how to differentiate practice for each level of student is provided.

Again, these practice statements are directly aligned with the differentiated tasks we looked at on the previous page.

The instructional routine again, wraps up with a review and quick check for understanding.

The materials presented to students as part of this lesson are further differentiated.

Students with level 3 and level 2 support need to use this page to hit their respective differentiated tasks.

Identifying at writing ratios and modelling ratios.

Students with level 1 support needs use this page to hit their differentiated task.

Match objects represented in part to part relationships.

Everyone is working on this same standards-based activity,

but their own level,

and with personalized supports.

That's how Unique Learning System does differentiation.

At this time, I'd like to turn the presentation over to Kara,

who will walk you through the assessment and

data hub that supports Unique Learning System.

>> Hello everyone, just checking to see if you can see my screen.

That should say Assessments and Data in ULS.

Great, thanks. I'm Kara Meaux,

senior content specialist at Unique Learning System for n2y.

As you already know, data collecting, storing, analyzing,

and making the most out of assessments and assessment data can seem daunting.

It's time-consuming and sometimes overwhelming,

even for the most experienced educators.

Unique Learning System makes these tasks much more manageable

by offering several ways to track student progress in performance,

including a variety of easily accessible reports and summaries which can be used to guide

individualized instruction and writing support IEP goals

to ensure that students are making progress.

Sarah has shown you how Unique Learning Systems support

standard alignment and pacing and makes differentiating instruction easier.

My goal for you today is to show

the many assessments and assessment data tools available

through Unique Learning System that can make your job easier.

The easy-to-use tools needed for data analysis and skills

tracking can be found in two main areas within Unique Learning System.

First, GPS or goals, preferences and skills,

is a data collection center designed to identify individual student goals, preferences, and skills within educational learning task.

Assessment results are stored on

the N2Y secure website to allow for growth measures to be monitored over many years.

My initial thought when I was introduced to the GPS was

the acronym reference to global positioning system.

I don't think I was really that far off in the sense that this area can be used to

track and guide student growth in the right direction based on their own personal goals,

preferences and skills, which are

the most important factors contributing to educational success.

The GPS offers access to administer each type of assessment, student results,

and other useful resources that can be used to continually guide instruction and support

individual and classroom goals in alignment with IEPs and educational standards.

The reports area in Unique Learning System is another location of

assessment data that can be customized for each student,

define groups, or an entire classroom.

The checkpoint and benchmark reports located

here show trends in individual or classroom learning,

suggested strategies, and areas of

needs organized for easy and effective interpretation and action steps.

Let's take a look at some of the assessment data available.

Here's a brief highlight of different datatypes offered by Unique Learning.

The student profile is used to indicate a students present level of performance.

There are four profiles available.



Each profile offers suggested levels of instructional support and strategies for overcoming roadblocks to learning. Benchmark assessments gather baseline data, and track and monitor progress in these targeted skill areas to promote standards fulfillment.

Checkpoints provide pre and post assessment measurements of monthly unit content and skills acquisition specific to each grade band.

The checkpoints are offered in two formats.

The level one is designed for students who are not yet making purposeful responses to questions, but may be trained to use an active response form, and who have a suggested differentiated level of one in their profile.

Multiple tests are provided for students who have suggested two and three support levels

specifically designed to assess content and skills taught in each grade band.

The core rubrics address transition readiness skills in these five areas.

Transition planning helps to facilitate future planning and these transition areas for middle school, high school, and transition age students.

Let's look more closely at what each of these offer.

The student profile provides a suggested starting point for instruction, assessments and support.

Based on teacher observations of the student's current abilities, the profile will generate a suggested level of support and strategies for differentiating instruction throughout unique lessons, activities, and assessments.

As mentioned, there are four profiles available: self-help, preschool, K-12 learning, and transition.

This is an example of a student's K-12 student learning profile in the area of a map.

It returns an overall level two support for math.

Let's look at the area of number sense more closely to get an idea of the possible choices available based on what the current, and the student is currently capable of doing in the area.

The levels move from a level one and displaying no response to counting activities, all the way up through to a level three, read, locate, and use numbers effectively in real life applications.

This student currently reads and counts numbers to 10 within real life applications.

This indication contributes to the student's overall support level in math of a two.

The completed report gives the student's current ability and suggested instruction for students with level two supports in number sense.

Once the profile is completed,

a level is provided in each area included in

the profile and combined for an overall level of support for the student.

The golden hope is for students to move up through the support levels as they progress.

It is important to update each student's profile yearly and periodically, making changes as the student makes advancements.

This will ensure that the student is continuously being challenged and supported at their most updated levels.

>> The results of the profile will help guide the teacher or educational team in the selection of benchmark assessments, together with the student's present level of performance and indications of instructional strategies on the IEP.

Benchmark assessments are provided in a variety of areas:

Emergent skills for students with the most significant cognitive disabilities,

early learning assessments that look at early childhood skill areas, reading, writing, basic math, and math problem-solving.

The skills included in the benchmark assessments are those most commonly targeted skills on IEPs.

Baseline data is generated from each assessment that can be compared to monitor growth over a period of time.

This screenshot shows the date and score of the numbers and counting to 20 assessment section of the basic math assessment.

It also shows which basic map assessments have not been administered.

For instance, this student has not taken the coins, bills, and value, or telling time assessments.

A PDF downloadable administration guide for each assessment can be accessed, which has important assessment information such as rationale, design and scoring, along with hard copy of the assessment, if an offline version is necessary for student success.

Any hard copy assessment performed offline can be entered in as a raw score within the GPS in order to track data on the student.

By clicking on an assessment,

in this case numbers and counting,

a report displaying a line plot graph

and the students score on each administration will be displayed.

The graph gives the student's benchmark assessment progress in numbers counting to 20 over a two-year period.

At quick glance, it is evident that the student has made steady gains.

The first three data points represent the first year and were administered in September, January, and May.

The student made improvements on his second assessment,

improved again on the third assessment,  
and at the end of the year to meet his aim line,  
which shows the student's goal that is set by  
the education team and is shown by the orange dotted line.

The student retained that goal level at the start of the next year,  
September 2017, then continued in  
that second year to surpass the aim-line and make continuous growth.

A more detailed item analysis is also  
available by clicking on any assessment listed in the area.

Other benchmark reports can be  
accessed through the reports section in each of these areas.

The benchmark completion report shows the benchmarks  
that have been completed for the student within the time period selected.

An individual growth report is designed to measure  
score improvement or decline for a student over a designated period of time,  
indicated by a plus or minus next to each benchmark taken.

This number is generated by comparing the results of the first benchmark  
taken with the selected time period with the most recent benchmark results.

In this student example,  
for the reporting period from September 2017 to January 2018,  
shows an improvement of two points in phonemic awareness  
and phoneme blending and in word recognition list 1.

An individual summary provides a view of  
the most recent scores and skill level for a student.

This report gives a detailed look at  
a student's current standing across all benchmarks over a selected time period.  
Summary section at the top of

each category shows the student's dominant skill level with the category.

In this example, the student's skill level for

basic math is mastery and instructional and

the most recent benchmark scores for the skill area taken in

basic math are shown that make up the skill level.

The class summary offers a view of

the most recent scores and skills for all students in a class.

This report is useful for providing a quick view of

where each student in the class has scored for each benchmark.

The benchmark color coded levels offer a quick indication of student performance.

The color codes are more specifically defined in

the benchmark assessment guide for each category, but for the most part,

student's score shown in red means that a review and revision

of the goals and strategies for this student is needed to increase scoring potential.

Orange means the student is emerging and is exhibiting early indicators of response to

skill questions and options to increase participation may need to be explored.

Yellow means the student is at

their instructional level and needs continued skill instruction in this area.

Green means the skill has been mastered and that students need

to be offered higher level activities to apply the current skills.

As stated earlier, the checkpoints are

monthly pre and post-tests of unit content and skill acquisition.

The skills that are consistently tested in

each monthly checkpoint include some of the grade band standards,

but are also based on skills that are most commonly targeted on IEP goals.

The checkpoint reports and graphs for individual students can be accessed through

the GPS and give pre and post-test results for each month or a range of months.

Graph like this one can provide a quick view of the student's progress.

The test history graph shows the percent change between the pre and post-checkpoints and represent student improvement between assessments.

For example, looking at this graph,

this student consistently makes growth between pre and post-tests, which indicates that his current level and type of instruction is appropriate.

Also, looking at specific time periods

like the steep gains made from February through May,

could provide valuable insights to help the student,

such as instructional strategies that may work

better or the interest in the material during this time.

Looking at summative results over the year shows that

the student made steady growth from the beginning of the year to the end.

Reports are available that drill down to specific skills to offer

guidance in areas of strengths and areas where students need more focused instruction.

The color-coding chosen to represent

the performance levels and checkpoints offer direction for the teacher,

similarly to the benchmark color-coding,

but are more specific to monthly checkpoints.

Red stands for emerging,

meaning the information might be new for the student,

or we need to work on prerequisite skills to build up success in this skill.

Yellow is a good thing,

meaning the student is progressing and the general presentation of

the lessons should provide continued growth in this area for the student.

Green means the skill has been mastered and that student needs to be offered extension activities and possibly moved up a level.

However, the decision to move a student to a different level of support should be based on consistent performance, multiple data points, and teacher observation on daily lessons.

For example, if a student with level 2 supports shows mastery of the skill, add to 10 and add to 20 for one month.

This could indicate that he or she is ready to be exposed to level three support material.

But based on teacher observation, it may be appropriate to give this student one more month to prove successful with level 2 supports before making the move.

This checkpoint information can be sorted by subject viewed from previous years and reports can be downloaded to add to a student's portfolio or those awesome data walls

[NOISE] Other checkpoint reports

can be assessed through the report section in each of these areas.

The checkpoint trend's data for individual students or class averages gives pre and post-test results for each month or a range of months.

These reports measure improvement or decline in skill areas and compare test results in multiple areas.

The reports give trend analysis statements that are helpful in guiding instruction and can be used to support IEP goals.

For example, the trend statements for this student read, the student is showing a trend of improvement.

The pretests are mostly study and post-tests are mostly advanced, which indicates increase in performance.

The teacher should apply skills into routine instruction to strengthen this skill area.

The trend statements are also listed on

the class average report and can be used to guide whole class instruction.

The core rubrics are similar to the student profile,

but address transition readiness skills in the areas of employability,

social strategies, self-advocacy, daily living, and communication.

They are designed to be administered 2-4 times a year based on student's needs.

These results show this student has a moderate level of active participation for

employability and that extended support is

required for participation in all other skill areas.

Each area of the assessment has six descriptors worth three points a piece,

creating a total possible score of 18 per rubric.

The teacher records the level of prompting that is

required for the student to perform the descriptor.

Clicking the "View Detail Report" reveals more specific data on

a student's progression in all transition readiness skill areas.

The core rubrics provide a baseline of teacher evaluation information.

These rubrics scores can be used in connection with

the core materials offered in unique learning system, specifically,

the goal setting lesson that enables students to complete

a self-evaluation and set their own goals in these same areas.

Additional transition planning assessments and

data can be found in the GPS and transition planning,

which is designed as a data collection center for middle,

high school, and transition students.

It offers tools to self-identify personal preferences in

transition skills in five different areas: employability,



daily living, community access,  
personal life, and lifelong learning.

The tools are designed to be completed by the student.

Each of the areas has three parts where  
the student can select a response to indicate their current status,  
preferences, and abilities and challenges.

In this example of the daily living planning tool,  
the student can indicate their current status of their living situation,  
then move on to choose their preferences to several daily living situations,  
and the third part allows students to show what they are  
capable of doing by themselves with help.

If they are not able to do the activity presented like counting money here,  
they can choose whether they want to learn how or that they are not interested.

The questions and activities are different in each  
of the planning tools and cater to the student status,  
preferences, and abilities in each area.

Symbols are included in the assessment and the report so that students  
can use this to participate in his or her own future planning meeting.

Speaking of reports, they can be accessed through the GPS,  
where the status of each section can also be seen.

For example, the personal life tool has not been completed yet and can be  
completed

electronically by clicking here on "Personal Life" or  
downloading a copy from the handy dandy PDF guide.

We can also see here that the daily living report has been completed on the student.

By clicking in the "Daily Living" area,  
a copy of the report can be pulled up

[NOISE] These are only snippets of the daily living report,

which like all other reports will show all of the students choices.

This student can count money and wants to learn how to budget money,

but has no interest in cooking or learning

how to do laundry and I don't either, I don't know about you.

These reports enable the student to develop

a personal future plan and each section may be

completed over time as instruction is provided to

assist the student in understanding the assessment questions.

Unique makes skill tracking and monitoring easy and convenient.

Teachers can track specific skills for a group or

an individual student all in one location of the GPS.

The skills tracking area will display every component and resource offered

within n2y that addresses the targeted skill including: assessments,

the resources to guide instruction in that skill area,

and lessons and activities where the skill is taught.

This provides an in-depth look at progress and focused instruction in the skill area.

For instance, the skill of decoding is being tracked for the student.

The individual's skills tracking area will pull

the benchmark graph for all portions where decoding-related skills are assessed.

Once you click on the Toggle graph button [NOISE],

a color-coded key will appear to indicate the tracked skills on the graph.

As you can see, the benchmark assessments for rhyming words, phonemic awareness,

and phoneme blending, along with other decoding skills are

shown for easy tracking of the student's performance in decoding.

Scrolling down, you will find the checkpoint results specifically for decoding skills.

Scrolling further, are the student's present level of performance, suggested strategies, and the link standards that apply to decoding.

As I stated earlier,

once location-waste standards kick in,

each of your state standards and extended standards will be listed here.

For even more helpful planning,

the lessons and supporting activities where decoding skills are taught and enforced from both Unique Learning System and News-2-You are linked here, all in one place.

Unique Learning System makes tracking easy for

individual students and groups to help teachers get the most out of their resources.

There's also a student summary report,

which gives an overview of a student's assessments within GPS for the current year.

The report gives a quick bird's-eye view of a student's current scores,

on their profiles, in benchmarking assessments for each area taken,

in core rubrics, and on monthly checkpoints.

For middle school through transition students it also gives

a completion status of each area of transition planning.

These are snippets of each section of the report

just to give you an idea of what each part looks like,

but it is one continuous report containing the data from all of these assessments.

The report can be printed and used for communication during

IEP planning and to show accountability to administration.

As you have seen a Unique Learning System provides

a multitude of lessons and activities at differentiated levels,

along with a variety of formative,

and summative assessments, and data tools.

These tools are important to effect student growth and performance.

Next, we will take a look at a couple of

a school districts that has successfully implemented

Unique Learning System to sustain

proven growth for their students with the most significant disabilities.

The Houston Independent School District,

HISD began their partnership with Unique Learning System in 2013 as a pilot,

but fully implemented the use of Unique through all of

its 375 special needs classrooms in 2014.

Houston ISD used Unique Learning System reports,

along with the results from their states alternative assessment,

Texas STAAR Alt assessments to conduct a study

to ensure their students were making progress and their efforts were effective.

Let's take a look at the results of all their hard work.

The graph of the checkpoint results shows the growth of

all students with special needs in Houston ISD that

have a post-test checkpoint score during

the time frame and grade selected from 2013 through 2016.

This is an overall show of growth in checkpoints for all grade bands and support levels.

Each year they saw a tremendous gains for an overall

11.3 percent increase in accuracy over the four-year period.

For students with complex cognitive needs,

these are substantial gains.

Looking at the HISD data in

a year over year comparison for only the high school grade band

shows that students begin each school year with

higher average post-test checkpoint scores than the previous year.

As you can see, a small yearly drop in

scores is present and corresponds to winter holidays,

and students ended each year with

higher average post-test checkpoint scores than the previous year.

Similar results can be seen in all grade bands,

but simply for the purpose of comparing growth from

our data to growth on grade specific Texas Alternate assessments,

we are using high school data.

Now, let's take a look at how their students fared on their high school state tests.

These results were collected for three years,

starting with 2015 which is after

the first year of full implementation of Unique Learning System.

The Texas STAAR and of course,

high-school alternate assessment of

algebra and English results showed a continual increase in student scores,

and more students moving from the developing performance level,

represented by the yellow line into the satisfactory and accomplished levels.

These gains closely align with the growth

shown by the Unique Learning System assessment data,

supporting the effectiveness and benefits of the use of Unique Learning System products.

Similar results have been seen in other states.

We'll take a look at one more.

The Los Angeles Unified School District teamed up with

Unique Learning System in 2013 as a pilot,

and fully implemented the use of Unique for all of their 1,000

educators of students with moderate to severe disabilities in 2014.

The results of the Los Angeles Unified School District study proved success for their students.

Los Angeles USD made similar gains to Houston.

This graph of checkpoint results shows the growth of all students with moderate to severe disabilities in Los Angeles USD that have a post-test checkpoint score during the time frame and grades selected from 2013 through 2015, and overall 11 percent increase in accuracy over a three-year period.

Again, excellent gains proving the effectiveness of Unique Learning System and the power of educators working together for the benefit of students.

A full copy of both studies: Houston ISD and Los Angeles USD can be found on our website.

Each district: Houston ISD and Los Angeles USD took steps to ensure their teachers were armed with the tools necessary to help their students and with the training to use them.

Speaking of training, Unique Learning System offers a professional development and assistance to guide a successful implementation and to sustain growth, including: on-site trainings, online courses, webinars, and articles.

Here's a snippet of some of the online courses available.

Anyone can register on our site to take the foundation's course free of charge.

You don't have to be a Unique subscriber, you can still register.

To learn more about the information we have shared in this webinar or other classroom solutions we have to offer, log into our site,

click on your user address in the upper right-hand corner,  
and then click on the Help & Support button.

This will take you to our knowledge based,  
where you can search by topic or click on any of the areas to browse related articles.

There is a wealth of knowledge available here and a wealth of  
valuable teaching tools within the Unique Learning System and n2y.

All students deserve a chance to reach their full potential.

Unique Learning System supports students with  
complex needs in making meaningful progress.

We would like to thank you for the work you do everyday to grow students,  
for taking time to find the best solutions  
possible for your students and for spending this hour with us.

Please login to our website to find answers to any questions,  
we are not able to answer here today [NOISE].

I've been trying to pay attention to the questions as they came up,  
and I see that one very popular question is,  
when will the teacher dashboard be ready?

[LAUGHTER]

Very soon.

It's essentially ready,  
and we're just polishing it.

It will definitely be ready by the end of this month,  
possibly even next week.

So keep logging and keep checking back, it's coming.

>> Someone was wondering if anyone is using this in other countries, Canada,  
perhaps?

>> Yes, I believe so.

I can't speak to the exact details of which countries, but yeah,  
I know that our symbols are created for other countries as well.  
So we have like UK version of a lot of our symbols.

We have an adoption in Bermuda as well, I know.

>> Okay. Then someone said,

"I have students for eight 45-minute periods each day,

I have three or four students,

I have a math science,

social studies, and English.

Using USL is difficult in this kind of setting.

Any suggestions?

I am new to this and I'm struggling in this regard."

>> Well, I think the great news is that you have 45-minute blocks.

It's awesome that you have uninterrupted time like that.

I would definitely encourage you to check out the teacher dashboard when it comes out

because what you will be able to do is put in your schedule,

put in your blocks,

and then it will match it up with our suggested monthly plan based on,

if you have a math block,

it'll match up our math content,

and then you'll be able from there to narrow it down and

find things that will support your individual students.

>> Then, "Is there a way to change the level for a student for individual lessons?"

>> Yes, there is. If you go into

the My Students and select that students or go into the GPS actually,

and underneath that student,



there'll be a place where you can configure student view settings,  
and then within that, there is a tab that will allow  
you to override the differential settings.

Let's say a student is typically level 2,  
that's what their TPS profile has them identified as,  
but in certain lessons,  
you know they need level 1 support or you want to bump  
them up and have them only use level three support,  
you can go in and less them by lesson change the level that they see.

>> "I have students who are blind,  
visually impaired in addition to their intellectual disabilities,  
are there any other schools using ULS?

I meant as Arizona School for the Deaf and Blind."

>> Yes, I know that we do have  
other schools for deaf and blind that are using Unique Learning System.

>> "Do I give everyone benchmark tests to all students?

I'm trying to benchmark by guessing how?"

>> You do not need to give every single benchmark to every single student.

We recommend profiling first so that you kind of have a baseline of where students  
are,

and then from there,

deciding which benchmark makes the most sense to give them.

If you find that a student can read independently or can decode some,

then you can skip those decoding benchmarks and go to the higher level  
benchmarks.

>> "Is there a preferred platform;

Chromebook, iPad, PC that works best?"

>> Work is on multiple devices.

We do recommend that if you are on a PC,  
that you use Chrome as your browser,  
that seems to be the one that works the  
best For a full list of all of our system requirements,  
you can visit our website.

>> "I'm trying to solely use the online version,  
is there a way to save the lessons they complete each month as  
a whole instead of having to click at each lesson individually?  
Also, is there a way to get more level," I'm not sure what the end of that was.

>> Well, I'll tackle the first part.

There is no way to bulk save the student lessons,  
but one of the enhancements that we are working on for late this year,  
early 2019 is saving student data and being able to report that out.

So you will actually be able to have a report that you can print  
out of what lessons the students did and their score on those lessons.

>> Then Deborah again said she's not understanding  
how she could use this for the blind and deaf.

>> Well, the deaf is a little bit trickier,  
but for the blind,  
we do have text-to-speech on all of our materials.

Anything that student facing,  
all of the text will speak when clicked on,  
and the symbols as well.

>> Okay. So "For level 1 students,  
it's exposure and participation.

Sometimes I feel it is a lot of content and info for my lower level kids."

>> That may be the case,

but based on IDEA and ESA,  
schools are required to expose all students  
to the general education curriculum and those extended standards.

What we do is provide the materials that allow you to do that with  
the supports that the students need to be  
successful and work on their own individual goals.

>> "Are there any videos at typical lessons  
within a severely multiply impaired classroom?"

>> I don't know if we have any of those specifically on our website.

I encourage you to go there and take a look at the tools that are there,  
and also, to take a look at the free training.

Also, another great tip is to search YouTube.

Most of our users love the product,  
and they're constantly posting videos of themselves teaching and sharing videos.

>> "Once you have track skill,  
where can you find material that corresponds?"

>> Kara, do you want to take this one?

>> Sure. Within that track skill in the GPS,

in the track skilled area,  
you can find everything, it's listed,  
everything is listed in that area.

Just go to the GPS and the track skilled areas.

In fact everything is actually linked,  
it's listed there, everything.

I don't know if you saw the slide Sarah was showing where  
decoding skills or they were tracking decoding,  
and everything is listed.

Anything that into why it's listed,  
anything that is in Unique Learning System,  
the lesson activities are there, and they're linked.

So if you click on them,  
it'll take you right to those skills and activities.

>> Here's the skill tracking,  
maybe we can find that.

Underneath that, we have all of the related standards,  
and then it'll show you the lessons within  
Unique Learning System that aligned to that track skill.

>> Click one more time in the end there than into why,  
I mean, the news-2-you.

>> The news-2-you Activities as well.

These are links, you can actually click on them and it'll take you right there, right?

>> Yes.

>> "Will you all as in the near future create an app?

I would like to guide access my students into  
the lesson when they aren't in student view on the iPad?"

>> I can't speak to that per se.

I know we are constantly looking at new technologies,  
and trying to develop more for mobile environments,  
and keeping that in consideration as to like a launch date for an app.

I do not know of the date.

[LAUGHTER]

>> "Is there current way to show student progress?"

>> Kara, do you want to take that one from like a checkpoint benchmark?

>> Well, there were several areas.

You can see student progress in our benchmarks,  
and we have several reports that show that.

We also have student progress reports that you can  
see how they're doing monthly on their monthly check points.

There are several different sections within our website to find that.

>> Someone has wondered how do they get access  
to the skill tracking that is on your screen?

Or how do you get to the skill tracking?

>>That is in the GPS.

Once you go into the Unique Learning System section of the website,  
click on the "GPS" and it'll take you shortly.

Once you open that up,

you'll see the Skills Tracking,

and you click on there, and all of this will come up.

>> Then someone says I've applied for  
a unique license three times and still haven't received access,  
who should I reach out to now?

>> Call customer support.

[LAUGHTER] They will hop on and help you solve it right away.

Well, thank you, everyone so much for your time and joining us today.

>> Yes, thank you. You have a great evening.