
FYI for Administrators



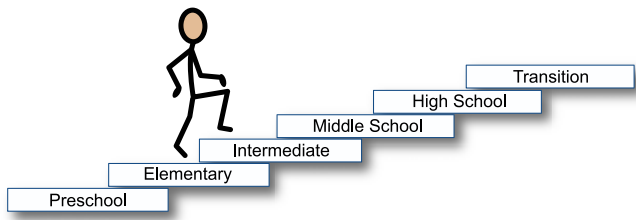
unique.n2y.com

Did You Know ?

Unique Learning System (ULS)...



1. Aligns to the Common Core Standards and documentation is on the website.
2. Aligns to the mandates of the Individuals with Disabilities Education Act (IDEA) for all students to access, participate and make progress in the general curriculum. ULS lessons and data collection support IEP development.
3. Contains six sequential grade bands: Preschool, Elementary, Intermediate, Middle School, High School and Transition. Teachers should select the grade band that aligns with the chronological age/grade level of their students.



4. Offers a continuous flow of materials. Throughout the three-year cycle, all science and social studies content areas will be addressed in at least one unit topic. The topics progress across the K-12 grade bands.
5. Provides 30 lessons in each K-12 grade band per month. Transition has 21 lessons monthly; Preschool has 22 lessons. A unit topic is expected to be taught for a one-month time period.
6. All lessons are differentiated across three levels. This differentiation enables students of varied ability levels to participate in the same content activities.



Levels Within ULS:

- **Level 3** - Students are typically learning to read text, produce simple writing, perform basic math processes and can independently demonstrate comprehension of modified learning information.
- **Level 2** - Students may require picture support and other direct support in learning and the demonstration of comprehension.
- **Level 1** - Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.

7. In addition to the monthly lessons, teachers have access to Core Materials. Core Materials are routine daily instructional tasks that become the basis for transition planning.

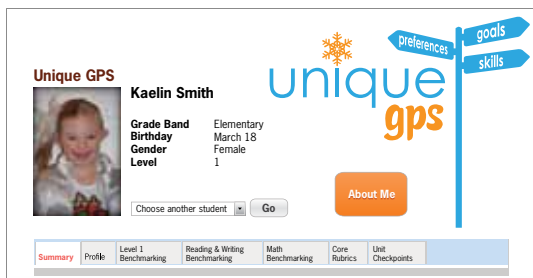
A 50 minute webinar is available on the ULS website to offer a comprehensive overview of Unique lessons and data collection components.

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Unique's Data Collection

Unique GPS - Goals, Preferences, Skills



Unique GPS includes seven areas of assessment. Each section has a defined purpose and format.

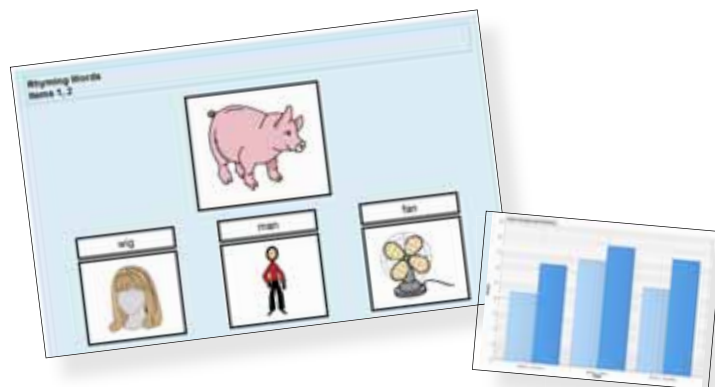
1. **The K-12 Learning Profile** is available to students in the Elementary, Intermediate, Middle School, High School and Transition grade bands. The profile has 22 probes of academic and life skills for a suggested once-a-year administration. The profile will yield a suggested differentiated task level, which will assist in determining the best fit for the ULS monthly units and checkpoints. Some descriptors of the profile may also serve in the development of IEP goals.



2. **The Transition Profile** is only available to the High School and Transition grade bands. The Transition Profile looks at the skills in the areas of employability, daily living, community, personal living and lifelong learning. Administration is suggested once a year.

3. **Benchmarking Assessments** look at skill areas in reading, writing and math. Teachers are able to select the specific skill areas that will provide the necessary information to plan for student instruction. A Level 1 Assessment section addresses skills for students with severe/profound disabilities. Level 1 Benchmarking Assessments look at participation criteria, including non-verbal responses and levels of prompting. Benchmarks are yet another assessment tool that you can use to tie into your IEP goals and monitor the progress for each.

4. **Monthly Unit Checkpoints** measure a pre- and post-assessment of monthly unit content knowledge, and reading and math skills. Checkpoint scores allow for classroom planning and school-wide programming decisions. A specific section of the assessment has been designed for those students with severe/profound disabilities, or those identified as a "Level 1" in the profiles.




GPS guides are provided in the Admin Menu on the left-hand side when logged in as an administrator. These guides give detailed information about each assessment in Unique GPS, as well as a hard copy of the assessment.



Unique's Data Collection

Unique GPS - Goals, Preferences, Skills

5. **Core Rubrics** address the transition readiness skills in the areas of employability, communication, self-advocacy and social strategies. Skill descriptors are rated according to the level of independence or prompting for an individual student, or you might say levels of prompting needed to complete traditional tasks.



The 'My Goals' form is a table with columns for 'Name', 'Date', 'Use of the time', 'Completed', 'Need to work on this', and 'Ass.'. The 'GOALS' section is highlighted in green and contains six rows of communication skills, each with an icon and a text description. The rows are: 'I can tell you things I did today.', 'I can ask for things I want.', 'I look at people when I talk.', 'I can answer questions.', 'I wait for my turn to talk.', and 'I can tell you my name.'. A final row states 'If you don't understand, I will say it again.'

6. **Transition Planning** is designed for High School and Transition-aged students. Students complete five areas of assessment that culminate into a comprehensive future planning tool.



7. The **Classroom Observation Checklist** is a checklist for administrators to reference when they conduct classroom observations. This checklist is located in the *admin tools*.



The 'Transitional Skills: Communication' checklist is a table with columns for 'Communication Skills', 'Observes the student in core and post activities', 'Minimal Prompts', 'Moderate Prompts', 'Full Prompts', and 'No Response'. The rows list various communication skills such as 'Initiate communication to share information, make requests, or give assistance', 'Responds appropriately to questions, requests and tasks', 'Responds appropriately to questions and directions', 'Maintains conversational turn taking when communicating with adults and peers', 'Is able to communicate personal information to others when required', and 'Recognizes and uses communication strategies to meet or transfer messages'.

More information administrators should know...

- Data is collected online and allows administrators to observe if teachers are completing the profiles, online assessments and logging into their accounts.
- Administrators can view graphs illustrating classroom and school progress on the various assessments.
- Teachers can drop students but only administrators can delete students.
- Students can appear on different teachers' case loads if they "share" the student.
- Student data can be transferred to other districts - even those in other states. Just call N2Y and we will assist with the transfer once the necessary permissions are signed.
- A user is one teacher/therapist/parent. Materials can be downloaded, printed and/or copied by the user for all of their students or clients. Use by more than one individual will require a multiple-user license

The N2Y Support Center provides support documentation for Unique Learning System and Unique GPS, along with News-2-You and SymbolStix ONLINE. You can also submit a request here for any N2Y product.

support.n2y.com



Connections to Standards

- **Alignment Tools** - The alignment tools contain documents for the connection of the ULS Instructional Targets to the Common Core Standards. These tools include: Instructional Targets, Alignment Documents and Scope & Sequence for the unit schedule.

Alignment Tools
Alignment to English Language Arts Content Standards

Reading Standards for Literature Grades K – 2

Common Core Standards
Key Ideas and Details:

KINDERGARTEN

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

GRADE 1

1. Ask and answer questions about key details and events in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

GRADE 2

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and events in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Your State's Extended Standards:

Unique Instructional Targets:

- Answer questions about key details of a story.
- Retell a familiar story with key details.
- Identify characters, settings and events in a story.

Elementary Grade Band Lessons and Activities:

Lessons 1 & 2: Leveled Book / Read and Answer
Lessons 3 & 4: Easy Read Book / Read and Answer

Unique Supporting Activities:

Monthly Tools / Supporting Files / PowerPoint stories
Monthly Tools / Supplemental Reading Lists
Library2You
Standards Connection

Unique Differentiated Tasks:

Level 3

- Students will independently read who, what, where, when or why questions about a story and write/speak/select an answer.
- Students will retell a story, including the main idea and key details.
- Students will describe characters, setting and events from a story.

Level 2

- Students will point to/select a picture from a choice of three in response to a who, what or where question about a story.
- Students will use picture supports to retell key details from a story.
- Students will use picture supports to identify characters, settings and events from a story.

Level 1

- Students will respond to a who or what question by choosing a single option or errorless picture.
- Students will retell key details from a story by activating a talking device.
- Students will select a picture to identify a character or event from a story (single option or errorless choice).

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ULS, August 2012

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Differentiated Task Level Implementation

- **Instructional Targets** - These are the standards-based goals that are addressed in the lesson plans. Each target is built on the essence of the content standards. This is how lessons and materials are linked to general education content standards.
- **Scope and Sequence** - These documents align the lessons at each grade band with each month's topic and the diversity of content standards that are addressed in each lesson. Titles of books and lessons are included in the Scope and Sequence. The Scope and Sequence documents only address K-12 grade bands.
- **Year Topics** - These documents outline the topics for all three years of the cycle, and also give a short description of the unit content.

Find the documentation you need to support your classroom with the alignment of ULS instructional targets to the Common Core Standards.

unique.n2y.com/standards.aspx

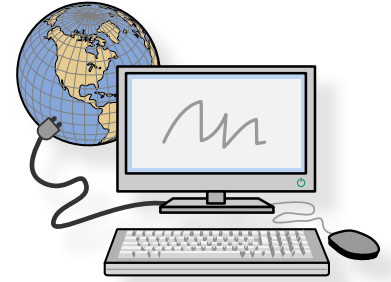


Monthly Resources

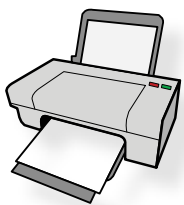
Monthly tools are offered for each grade band every month.



- **Supporting Files** - PowerPoint leveled books, Saltillo overlays and Classroom Suite activities are ready-made for additional learning options.
- **Internet Resources** - This document contains links to websites that relate to a topic or lesson for the month.
- **Supply Lists** - We provide a composite supply list with materials that a teacher may need to obtain for literature books, recipes, crafts and science experiments.
- **Supplemental Reading Lists** - Lists of books related to the monthly topic are included. Many books are listed according to levels if a teacher wants/needs to support students with additional reading books. Other titles from Tar Heel Readers (a free resource) and the Don Johnston Start-To-Finish Library are also included.



- **Reading Observation** - This assessment is provided monthly to encourage verbal students using the grade bands to read out loud. The notes kept on a student can prove to be very helpful in planning instruction and recording reading progress.



- **Printing Guide** - This guide offers suggestion on printing materials, including consumable resources, reusable books and activities.



- **Supplemental Science Lessons: Earth and Space, Life and Physical Science** - These lessons coincide with the monthly topic by supporting science lessons in Earth and Space, Life and Physical Science areas. The lessons MAY be appropriate for more than one grade band. All reading materials for these lessons are located in Library2You. Scientific Inquiry lessons are provided in the unit materials, Lesson 28.

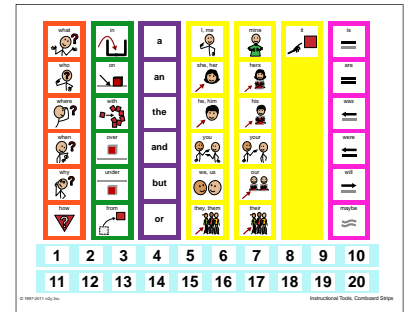
Monthly lessons and supported documentation such as the Monthly Tools, Instructional Tools and Instructional Guides are available under the Admin menu when logged in. This documentation will help you plan and support your users in the classroom. These administrative files are for viewing only.



Instructional Tools

Unique Learning System provides a variety of instructional tools that support the learning process.

- **Comboard Strips** - Simple communication boards are provided with each story in the unit materials. These comboard strips will serve to supplement the communication boards from the stories with additional vocabulary that may be needed. This can also serve as a visual support for students that are verbal who perform better with visuals.

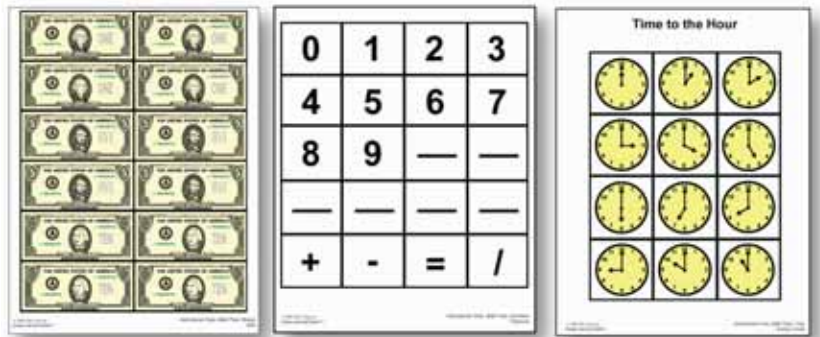


- **Letter to Parents** - This letter provides the highlights of the program in parent-friendly language. It is also available in a Spanish version.

- **Scientific Inquiry Process** - Scientific inquiry is a powerful way of understanding science content. The format used in the ULS lessons is provided in this blank document so that teachers may create additional science experiments.
- **Speaking Edition Instructions** - This document explains ways to use the talking books online. Each leveled book, easy read book and chapter book is provided in a speaking version as well as the PDF format.
- **Fry/Dolch Word Lists** - High-frequency words are introduced in each month's unit. These words have been selected from a combination of the Fry and Dolch word lists. The Fry list of 600 words is the most frequently used list for reading and writing. This list of 220 words, prepared by E.W. Dolch, generally makes up 50 to 75 percent of the reading material encountered



- **Math Packs** - Materials are provided to assist with teaching math concepts for money, time and numbers. These materials can be reused in the classroom for all math lessons.



- **Shapes, Sound Cards & Word Part Posters** - Additional supports for learning are provided with shape manipulatives, sound cards which support phonemic awareness, and word part posters which support parts of speech - noun, adjective and verb recognition.

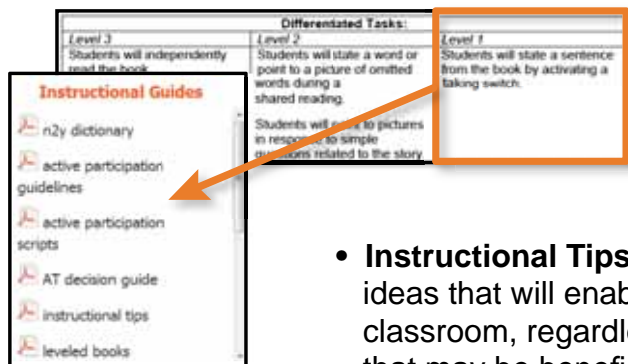
The Support Center highlights each of these tools with in-depth description and instructional tips. This is a great resource for administrators to educate themselves and to point their teachers to when they have questions.

support.n2y.com



Instructional Guides

Unique Learning System provides instructional guides that support the best practice for teaching methods with our special learners.



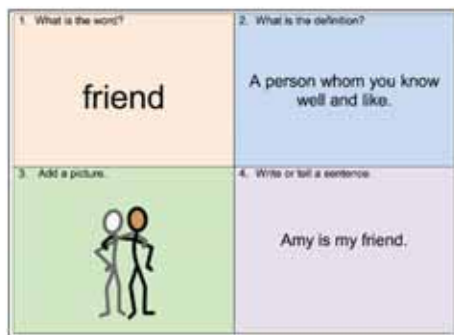
- **Active Participation Guide** - This document offers strategies for increasing responses of students with the most severe/profound disabilities. This is paired with the *Active Participation Scripts*, which look at strategies specific to unit lessons.

- **Instructional Tips** - These tips are designed to provide instructional ideas that will enable teachers to meet the needs of each student in the classroom, regardless of ability level. It is a comprehensive document that may be beneficial for related service providers and other classroom staff to read as an introduction to Unique Learning System.

- **Suggested Monthly Plan** - Note: It takes 21 times for something to become a habit. Repetition is key! The monthly guide suggests a delivery service, which pairs lessons together and allows for repetition. This has been a very popular tool to assist teachers with monthly planning.

- **Leveled Books** - This document provides guidance for decisions on leveled text. The comparisons to other program designations for leveling may assist a teacher in selection of other texts to support the reading process. Assessment tools to help teachers determine the appropriate level of text for a student are provided in the GPS Benchmarking tools, as well as the monthly Reading Observation forms.

- **Math, Writing & Reading Guides** - These documents give instructional guidance on the use of the math, writing and reading lessons within Unique Learning System. The guides support the best practice of the curriculum materials and may also show how to extend Unique into full programs, such as a reading program.



- **Phonemic Awareness, Vocabulary Development and Word Study** - Each of these guides suggest ways that lessons can be enhanced with additional reading instruction while using the current materials that are provided within Unique Learning System.

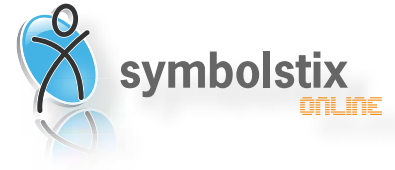
Learn Online! View a schedule and sign up for a free webinar session today! Webinars feature highlighted areas of Unique Learning System, including administrator support.

n2yevents.webex.com



Extras

- Every subscription to Unique Learning System receives a complimentary subscription to **SymbolStix ONLINE**, which consists of over 12,000 symbols to support instruction for students with special needs.



- **Library2You** is a searchable database of leveled books available to classrooms. The library currently contains over 500 leveled books available for download. Library2You is included with a Unique Learning System subscription.

- **News-2-You** is the standards-based newspaper published with four levels of difficulty each week, including a version in Spanish. News topics and related activities challenge every student, from beginning readers to the adult learners, to engage in conversation about current events. This is an additional subscription and contains monthly connections to the ULS units.



Unique Learning System supports active participation for students with severe/profound disabilities.

- ULS lessons and materials are designed to support students with even the most challenging disabilities. Tools are available to chart the best method for presenting objects or pictures, and identifying the best method for responding/making a selection: smile, head movement, eye gaze, vocalization, pointing, reaching or touching. Assessment data can document the appropriate wait time for each student and if the mode of communication is emergent, consistent or reliable.



- Differentiated tasks, materials and assessment for students with severe/profound disabilities are identified as “Level 1” within Unique Learning System.

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Glossary

Specific terms related to students with severe/profound disabilities.

Prompting:

Natural Cues - directions and instructions that are naturally part of the presentation of the question

Verbal and Gestural Prompts - added cues that direct the student to use his/her response mode to respond to the question

Physical Prompts - physical movement of a part of the student's body to gain a response to a question

Minimal Prompts - student responds to natural cues during the activity with only periodic direct verbal, physical or gestural prompts to demonstrate the skill

Moderate Prompts - student responds to some natural cues with verbal, physical or gestural prompts required approximately 50 - 75% of the time for demonstration of the skill

Full Prompts - student demonstrates only minimal skill demonstration without direct verbal, physical or gestural prompts for interaction

No Response - student does not show any response, or refuses to respond, even with natural cues and/or physical, verbal or gestural cues

Participation:

Visual Focus - Does the student visually look, glance or make some type of eye contact with the book and/or the reader? Are these visual behaviors that can be increased with extended activities in reading? Does the student show visual attention when you direct him/her to a picture in the book? (e.g., "Look at the picture of the elephant. That's a big animal.")

Motor Action - Is there movement of the head, body or limbs that show direct correlation to the reading activity? Does the student make motor movement on cues? (e.g., "Let's turn the page and see what happens next.") Are there body reactions related to the content of the book? Can these motor movements be recognized in other situations? Is this motor movement a response mode that can be trained for consistency? A smile is also considered a controlled motor movement.

Direct Vocalization - Does the student make non-verbal vocalizations that are directed toward the content of the story? Does the student make non-verbal vocalizations that are in response to the interaction with the reader during story reading? Are the vocalizations differentiated for different intents? (e.g., pleasure, displeasure). Can this vocalization be reinforced as a recognizable response in other situations?

N2Y also has a dictionary of common vocabulary used in the components of N2Y products and the special education classroom. The N2Y Dictionary is located in the *Instructional Guides*, *admin guides* and also on the N2Y Support Center.

support.n2y.com > **Getting Started**

