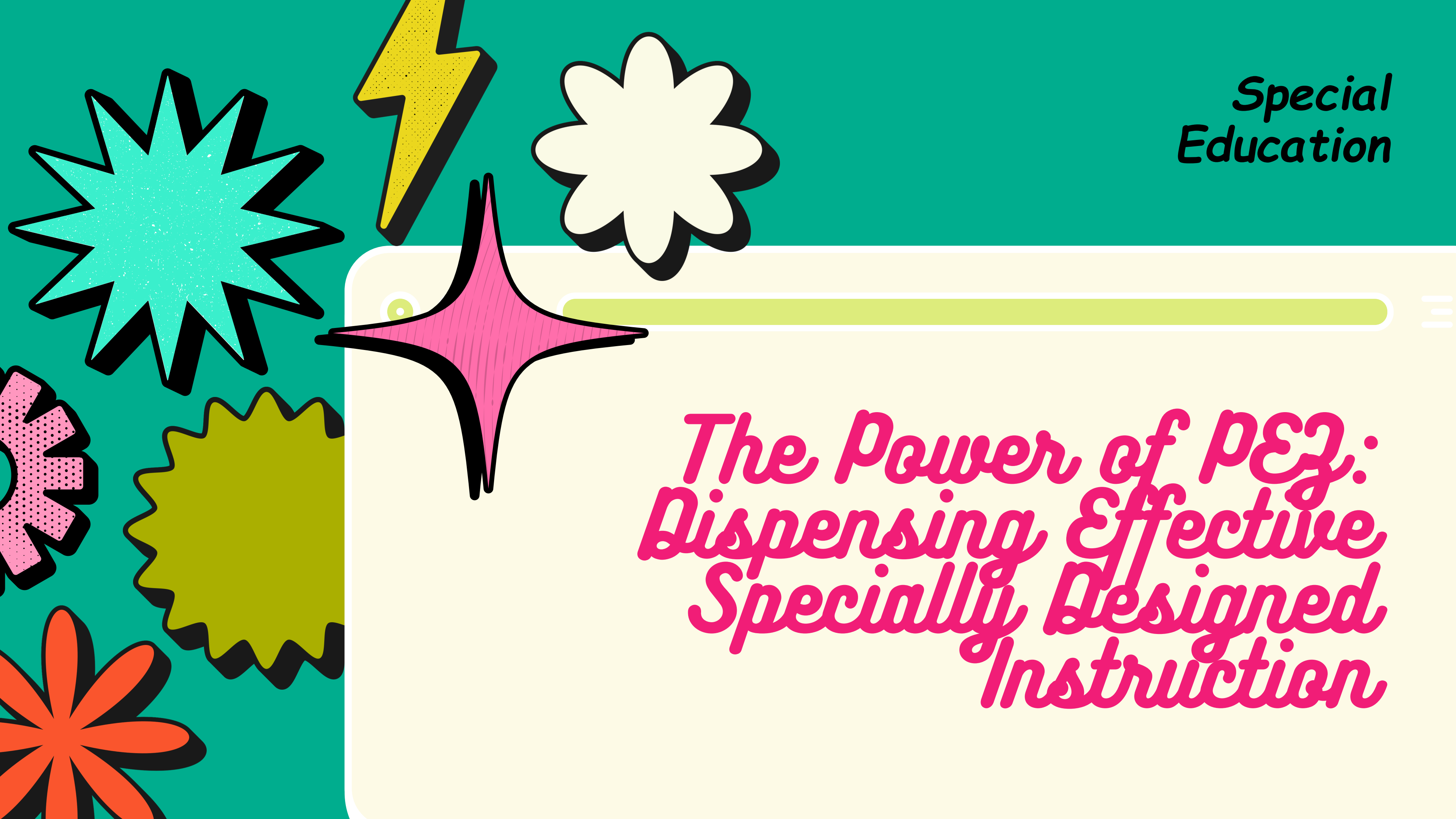


Special
Education



*The Power of P&Z:
Dispensing Effective
Specially Designed
Instruction*

Table of Contents

July 21

Lesson Planning/STAR

DT/STAR

*HWOT/PRM/Mat
Man/Coser*

Media Center/STAR

July 22

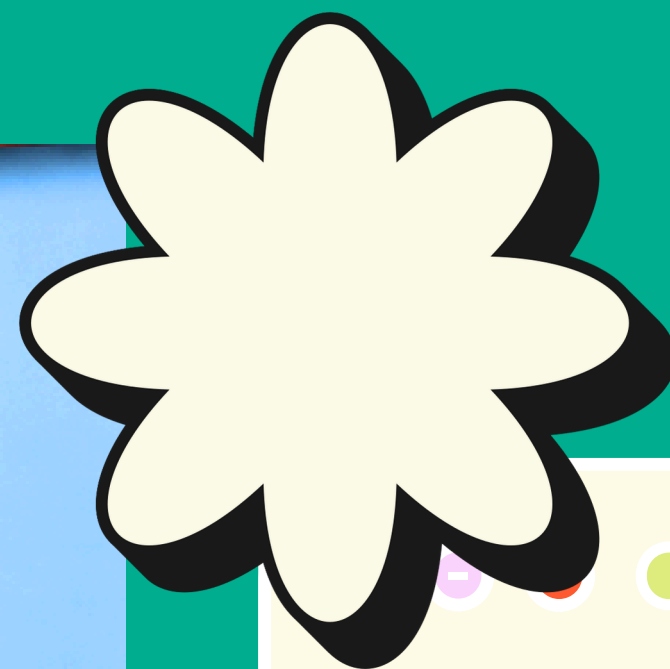
Assessments/McDaniel

*Supplement.
Lessons/EEN*

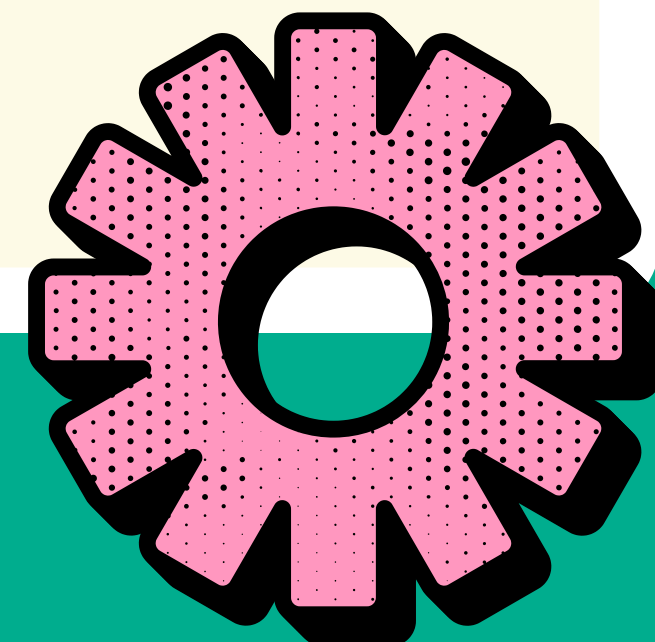
Grading/EEN

Make and Take/EEN



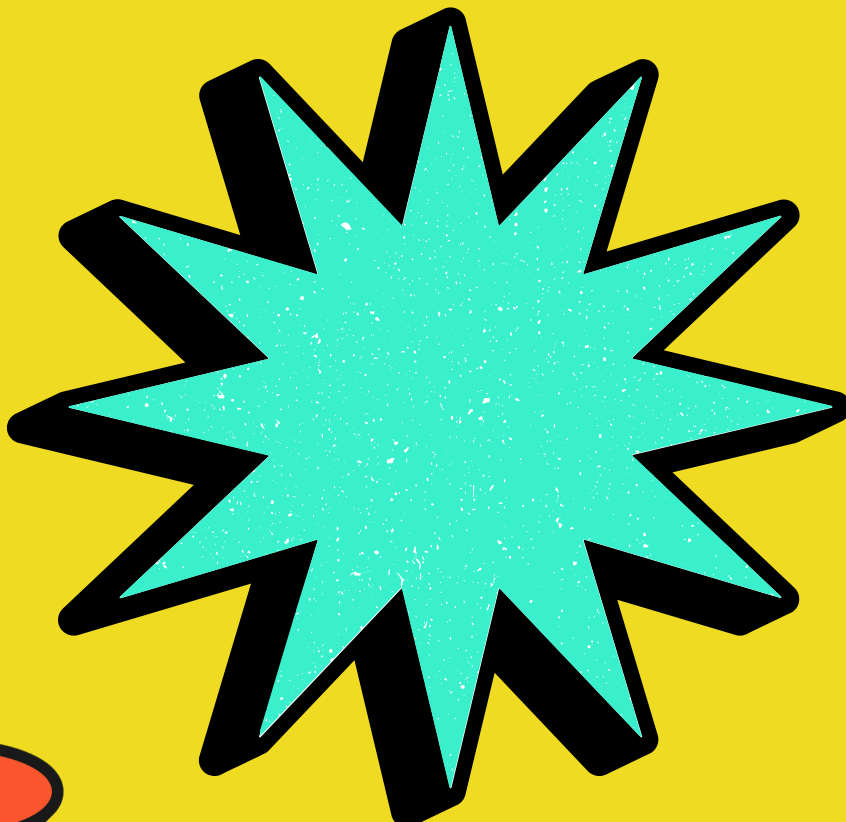
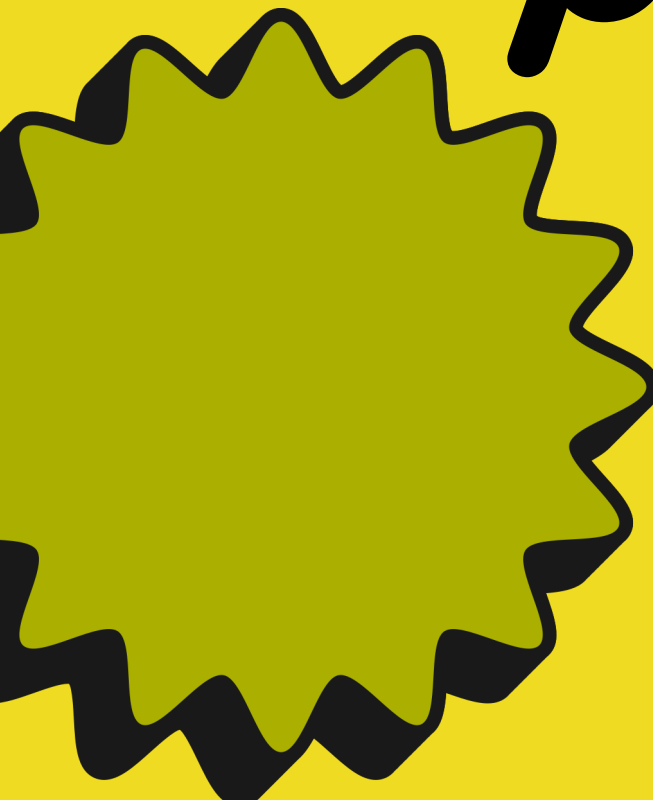


The Power of PEZ: Dispensing Effective Specially Designed Instruction



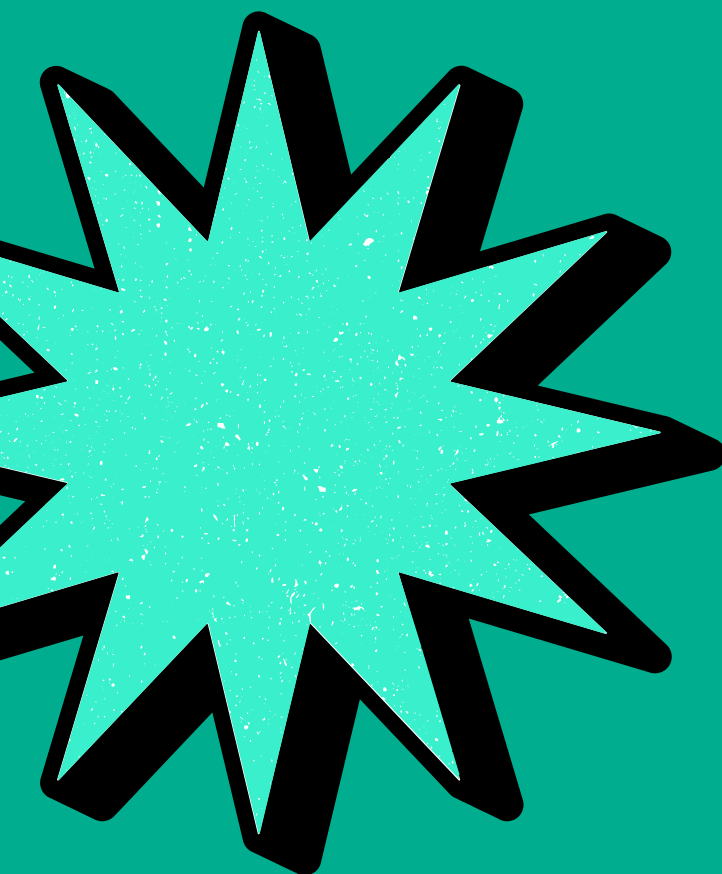
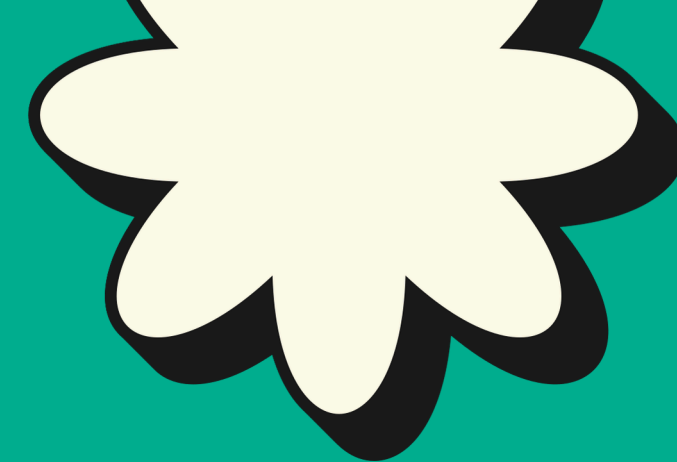
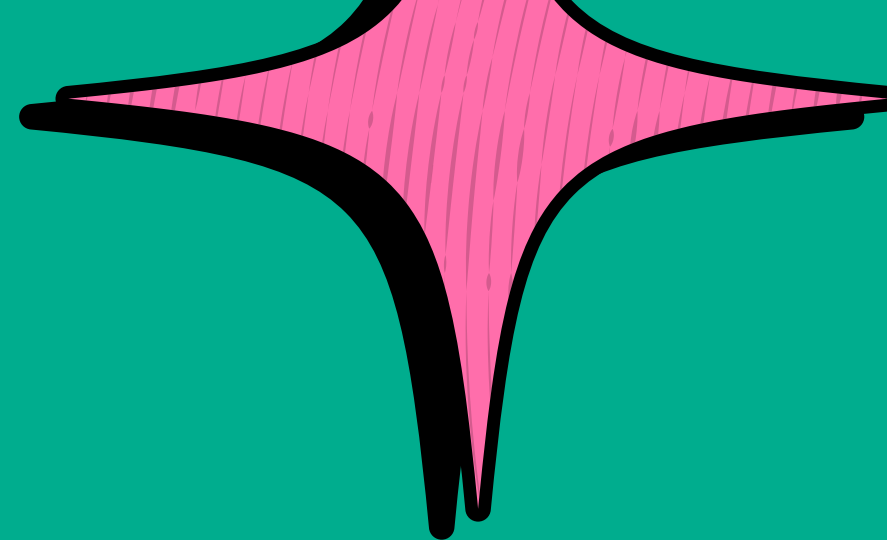


Lesson Planning



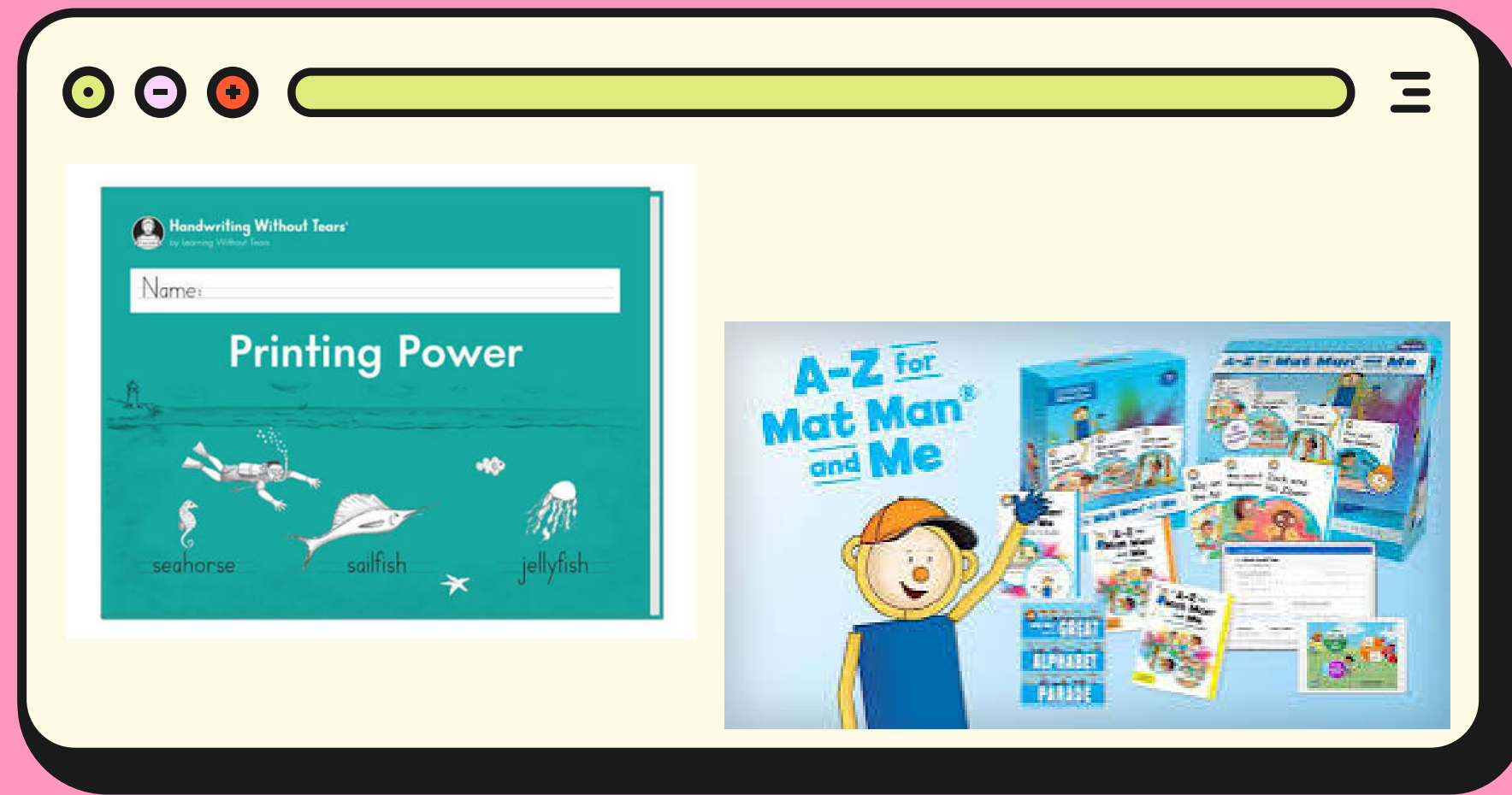
STAR Autism handouts not included due to copyright. Learning targets listed in handouts.

QT

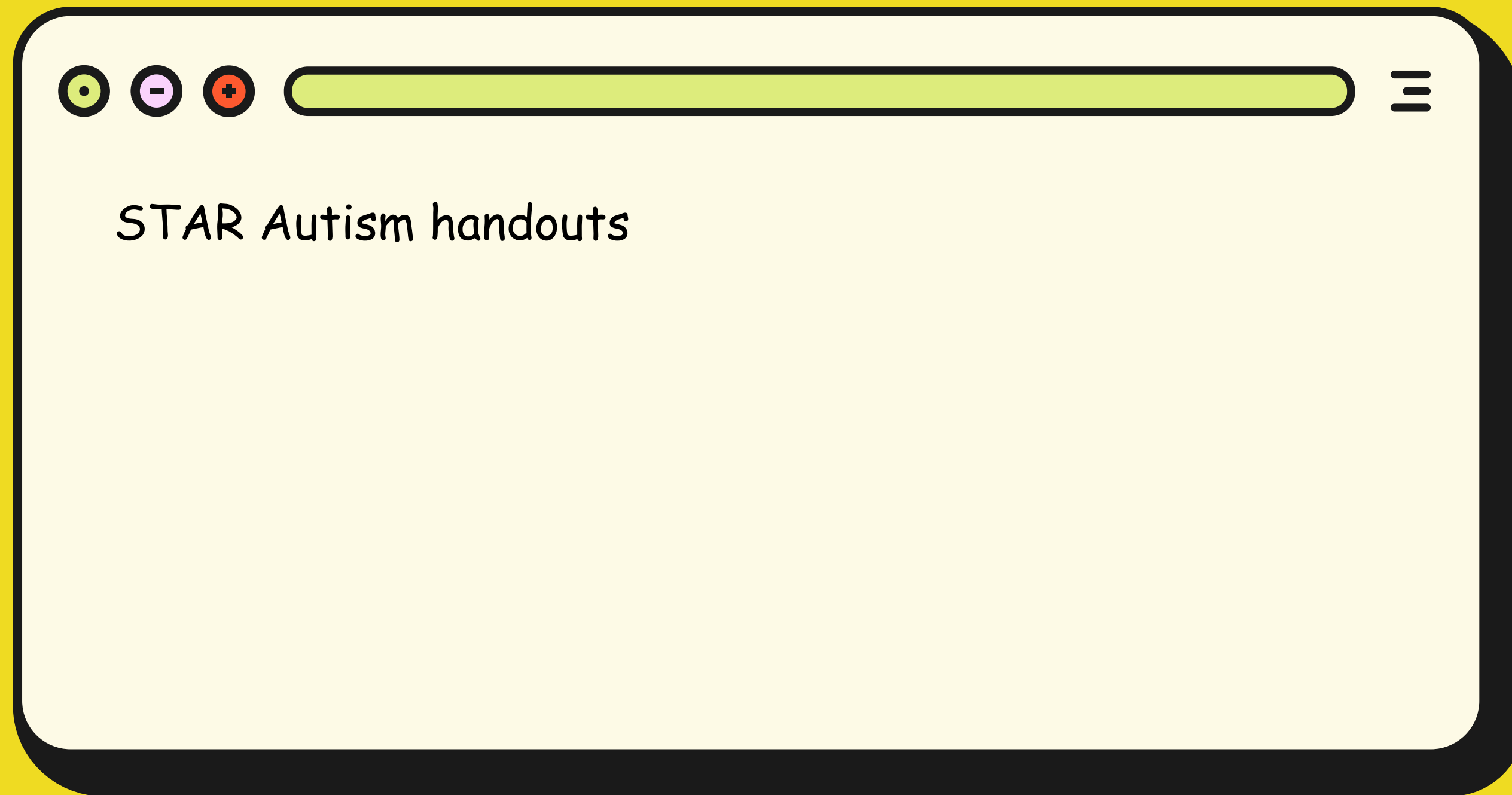


STAR Autism handouts

HWQT/PRM /Mat Man

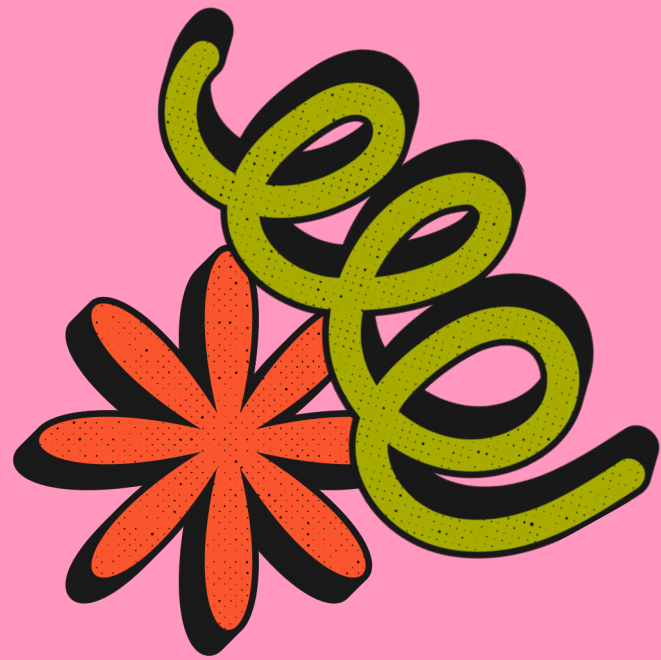


Media Center

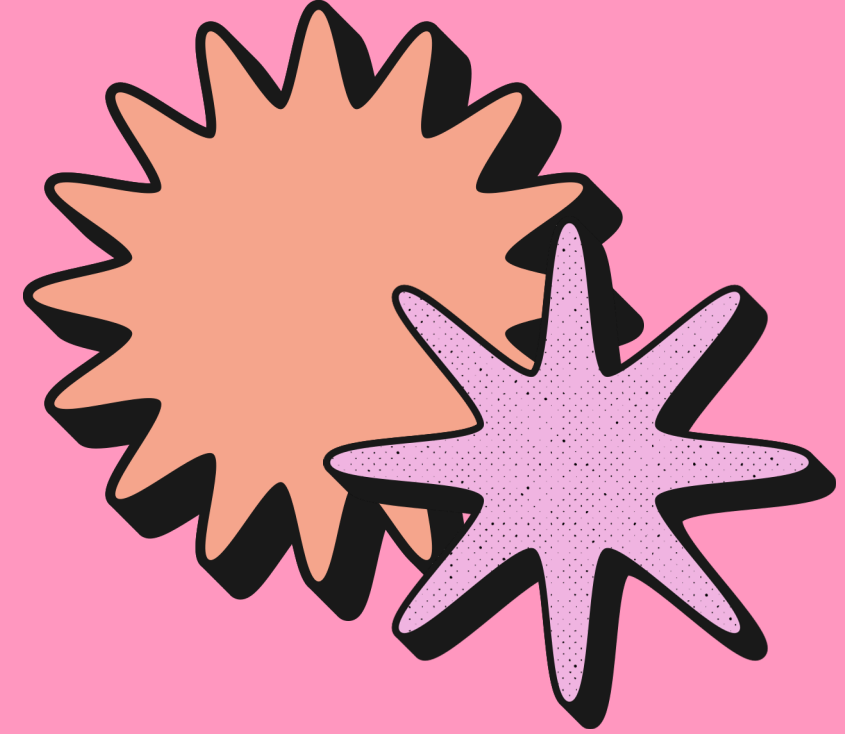


2026-2027

July 22



Links Assessments



Learning Targets:

Data Analysis & Baselines:

- I can utilize initial assessment scores to establish a clear performance baseline for each student, identifying exactly which prerequisite skills are already mastered and which require intervention.

Targeted Lesson Planning:

- I can use the automatically generated 'Suggested Lessons' list to design individualized, daily instructional plans that directly target student skill deficits.

Progress Monitoring & Growth Tracking:

- I can regularly conduct ongoing lesson assessments to calculate progress rates (e.g., tracking percentage of growth from baseline) and adjust my teaching strategies if a student is not showing expected growth.

Links Assessments Cont.



Watch: Links Training Assessment Video

- located: Support – Video Trainings – How To Lesson Assessment

Locating the Links Assessments:

- Login into LINKS – Lessons – Lesson Assessments
- Assessment can also be printed and data will need to be input into Links.

Conducting Assessment:

- Select Student – Click on three dots – Conduct Assessment

LINKS CURRICULUM

WELCOME, TIFFANY.MCDANIEL@NISD

HOME STUDENTS ROUTINES INSTRUCTIONAL UNITS LESSONS REPORTS USERS SUP

LESSONS

- All Lessons
- Lesson Assessments
- Lesson Instruction Guide
- Visuals for Lessons

QUICK LINKS

- Conduct Lesson Assessment

LESSON ASSESSMENTS

Lesson Assessments ?

STUDENT	INITIAL ASSESSMENT	LATEST ASSESSMENT
Susie Sample (#16205)	Initial Assessment In Progress Initial Assessment Not Complete	

LESSON ASSESSMENTS

CONDUCT LESSON ASSESSMENT

Lesson Assessments ?

STUDENT	INITIAL ASSESSMENT	LATEST ASSESSMENT	% CHANGE	SUGGESTED LESSONS
Suzie Sample (#23834)	Not Started Yet Initial Assessment Not Complete			Start Initial Assessment



Links Assessments Cont.



What Now?

- **Results:** Is there a functional need?
- Choose Student whom you will be working with.
- Locate the “Suggested Lessons” from the Assessment page.
- Click 3 dots and select Assessment Summary.
- Locate and Print lessons by selecting the lesson number.
- Each lesson comes with printable resources.

Tip: Prepare a DT binder with every student or add to their IEP binder.

STUDENT	INITIAL ASSESSMENT	LATEST ASSESSMENT	% CHANGE	SUGGESTED LESSONS
Suzie Sample (#23834)	Not Started Yet Initial Assessment Not Complete			
Susie Sample (#16205)	Initial Assessment In Progress Initial Assessment Not Complete			
Fake Fifi (#74420)	0 / 1022 0.00% 2025-09-09			1, 4, 14, 18, 22
Dylan Nyberg (#39002)	0 / 1022 0.00% 2025-09-09	909 / 1022 89% 2025-11-12	↑ 89% from initial	118, 123, 141

Fake Fifi (#74420)	0 / 1022 0.00% 2025-09-09			1, 4, 14, 18, 22
Dylan Nyberg (#39002)	0 / 1022 0.00% 2025-09-09	909 / 1022 89% 2025-11-12	↑ 89% from initial	118, 123, 141

Update Assessment
Assessment Summary

86	✓ Mastered	101	Using Prepositions to Describe Locations	116	Counting Various Groups of Objects & Matching to Numbers	126	Understanding Social Rules
87	Multiple-step Directions	102	Describing			127	Demonstrating Appropriate Social Behaviors

Links Assessments Cont.



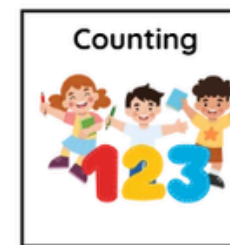
How to Implement:

- Best practice is to conduct while during rotations or during a specific time where you can work 1:1 with a student and keep remaining students engaged in an activity.
 - ex. Rotations with a minimum of 3 groups rotating every 10 minutes.
 - Utilize paras in each rotation to assist with work and keep behaviors on task.
 - Rotations will allow you up to 30 minutes of 1:1 time.
 - Utilize file folders from Links, play-doh mats for fine motor, Audio listening center, read aloud, sensory bins, literacy/math games, and an Independent work station with 3 independent activities (I use two file folders and one paper assignment that students turn in).

Centers



Complete tasks 1, 2 and 3. Once complete, put completed work in Turn-In tray.



Draw a card and place red pipe cleaners on candy cane. Use magnet to clear the board.



Select a card and use Play-Doh to make the design.



1:1 work with selected student.

Rotation Expectations

Time

You have 10 minutes at each center.



Voice Level

Voice level is 1.
Whisper Talk



Clean Up & Get Ready

Use the last minute to clean up your area and get ready for the next center.



Rotation

Always check your rotation card to see where you are going next.

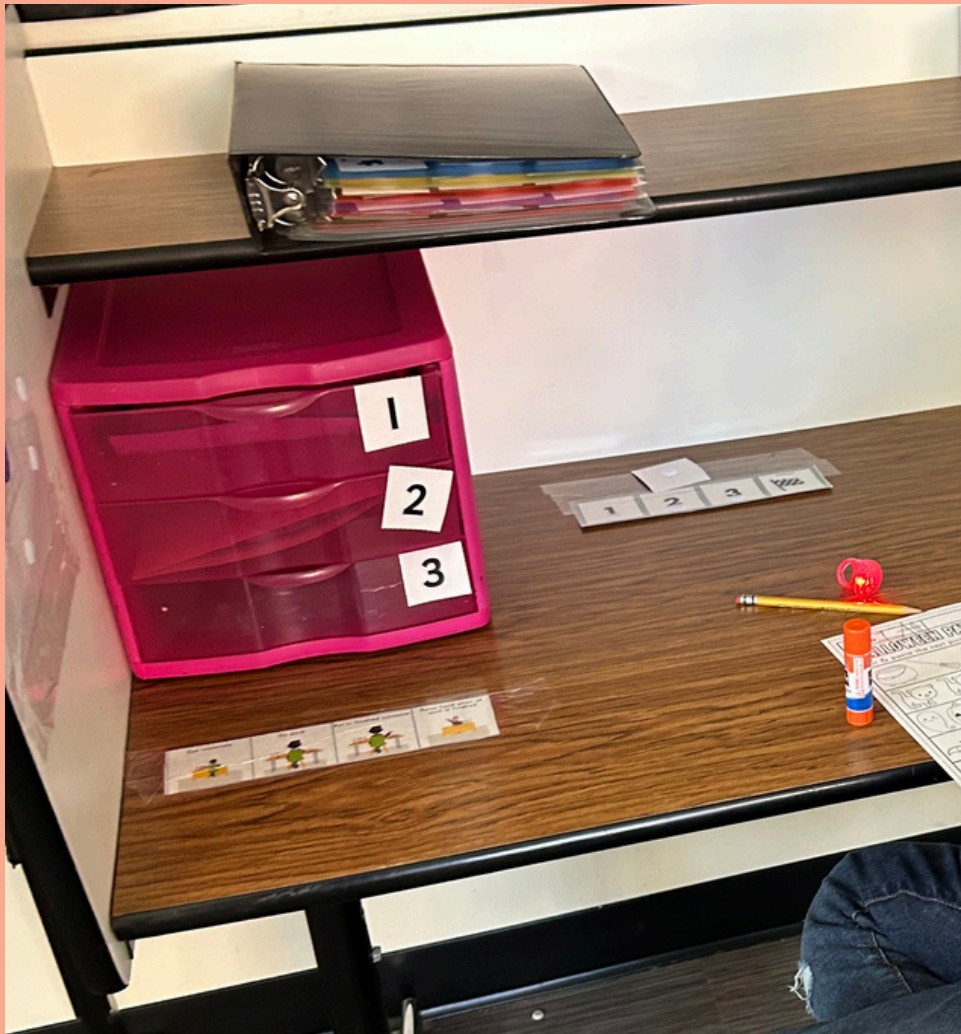




Links Assessments Cont.



Time to Model and Give it a Try.



- Break into 4 groups
- Each person will have a Links color rotation lanyard.
 - Have students select their “reward” prior to starting rotations.
- 3 groups will focus on rotation activities – 2 activity centers, 1 independent work area.
 - Depending on group sizes, there needs to be an independent work station per student.
- 4th group will be working with a student 1:1 using a specialized lesson.

Grading Guidelines

NISD Secondary Grading

Formatives:

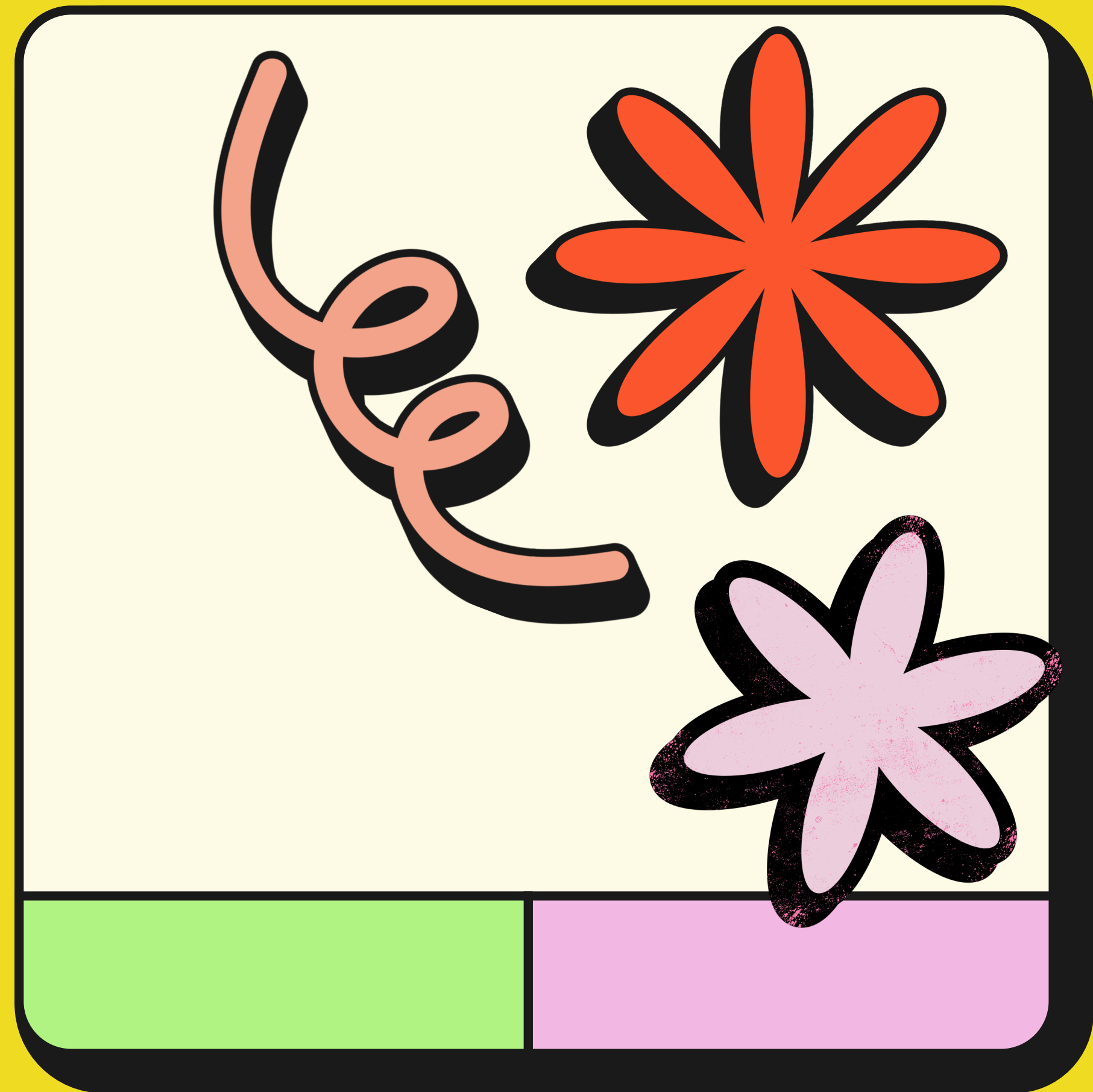
Formatives can be IEP work or content related

Title in gradebook: IEP or content related and brief description

Example: IEP compare living vs non-living, ADL sort by color, Science food chains

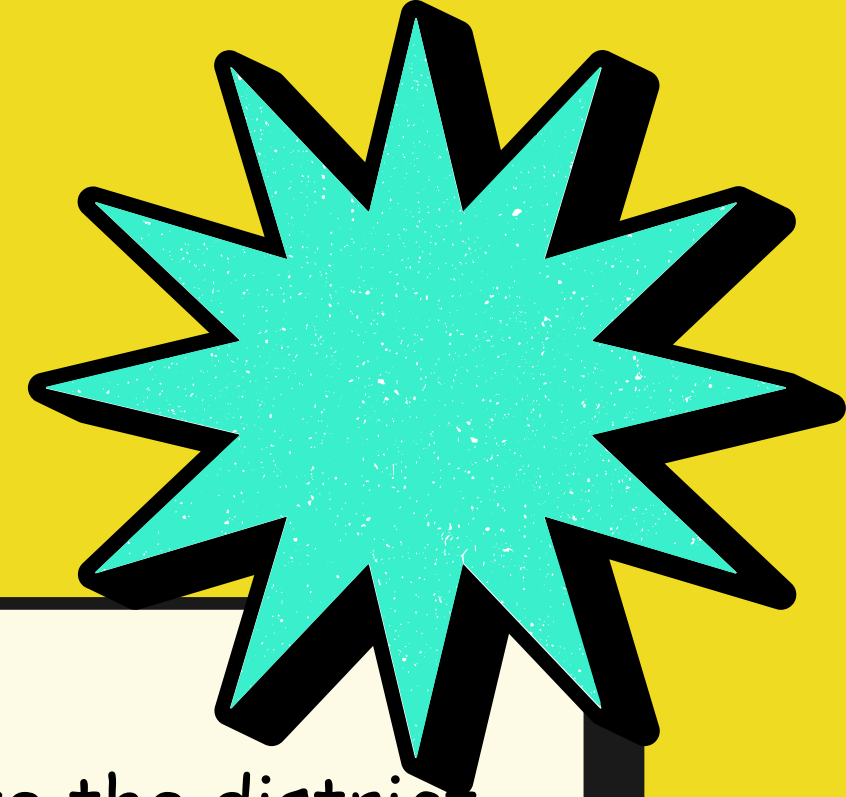
Summatives

All teachers will give the district summatives as written using the district rubric.



Grading Guidelines

NISD Secondary Grading



Formatives

Formatives can be IEP work or content related.

Title in assignments in grade book as Curriculum:Skill

Examples:

Savvas:compare living vs non-living

Functional: sorting laundry

Adapted book Outsiders: chapter 6
comp. check

Summatives

All teachers will give the district summatives as written using the district rubric.

Title summatives in grade book as topic and skill.

Examples:

SAVVAS: living vs. non-living

PRM: inflectional ending "s"
sentences

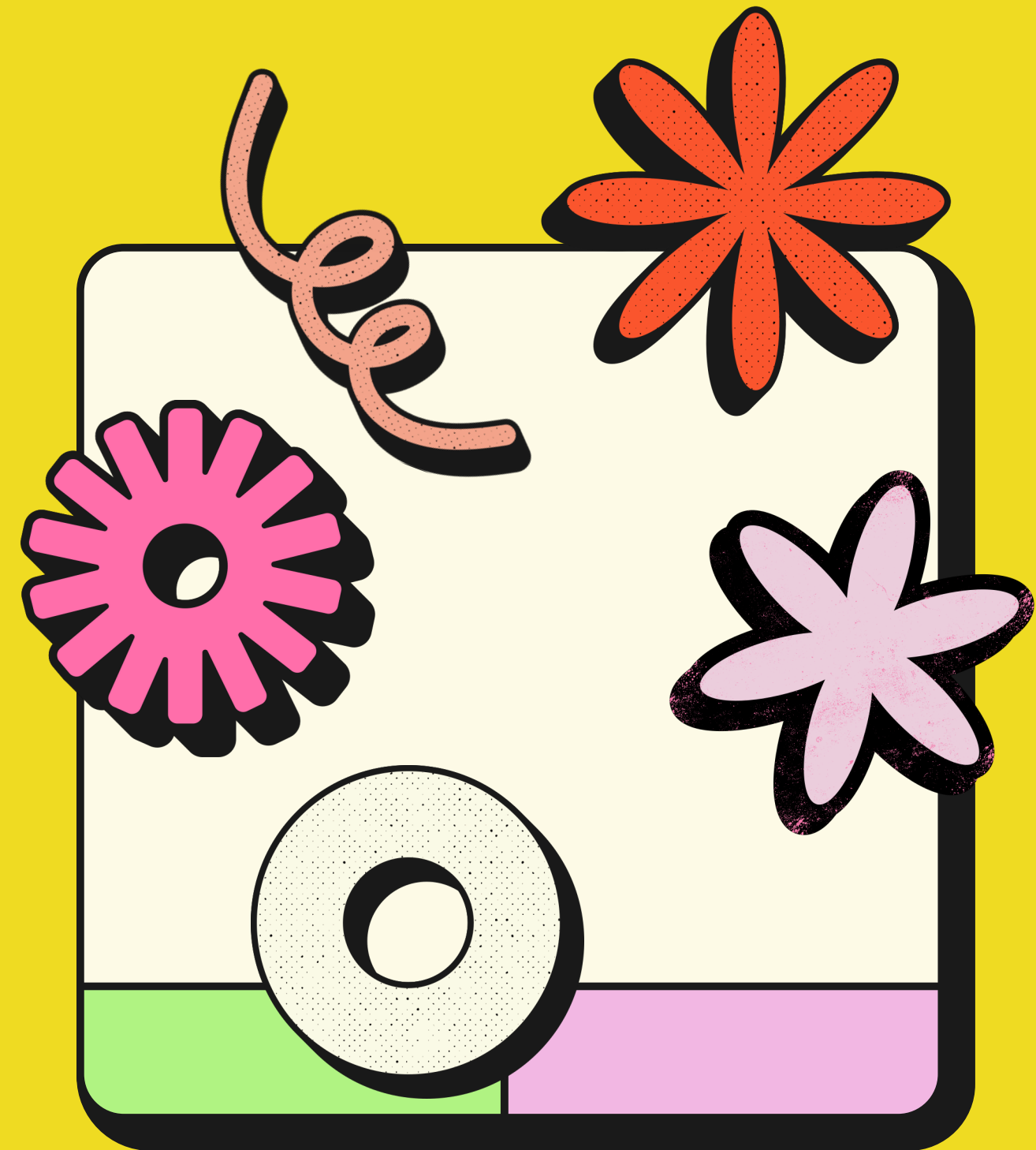
C

District Grading Rubric

Grading Rubric Classroom Scenerio Video

Grading Rubric

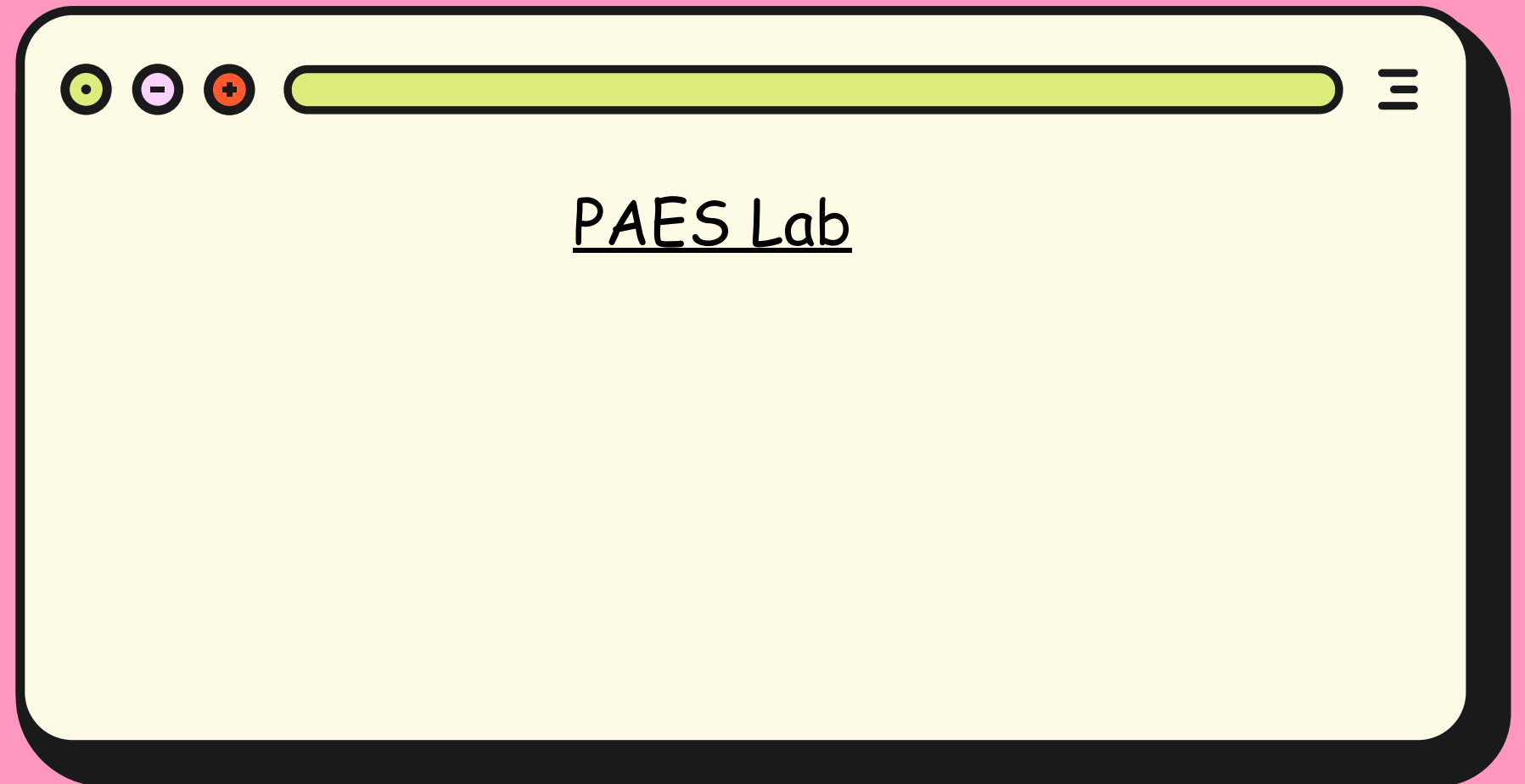
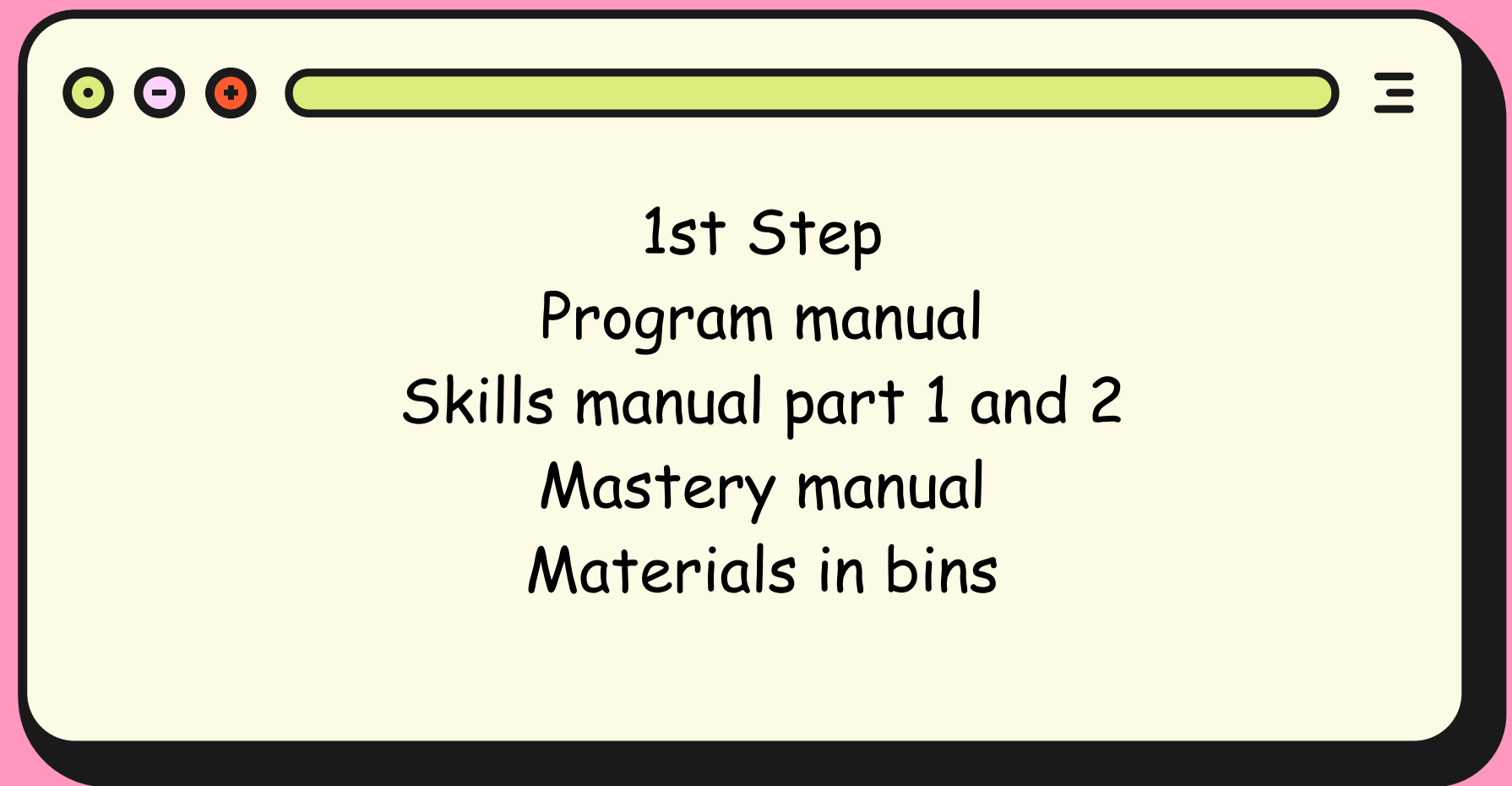
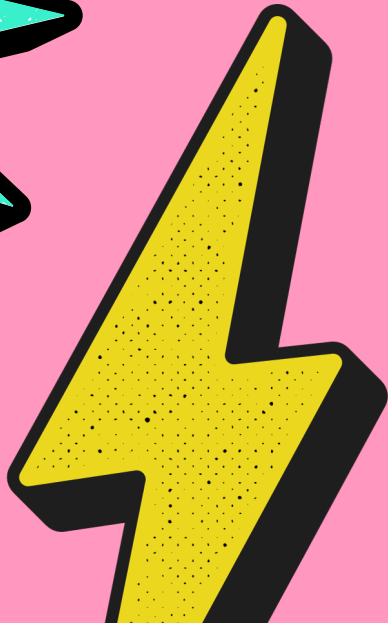
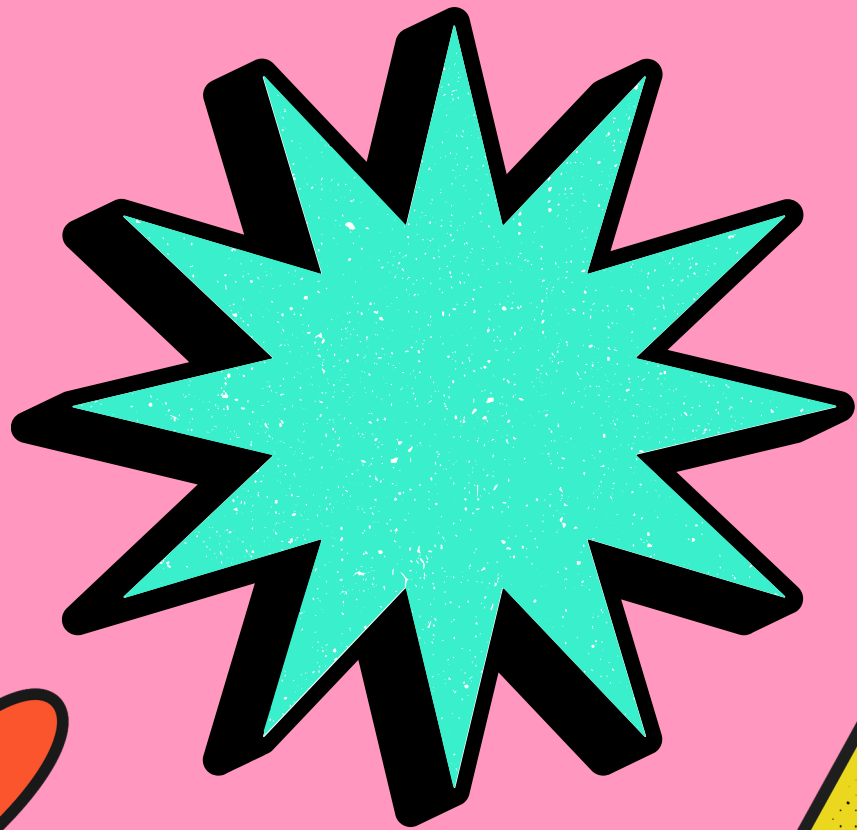
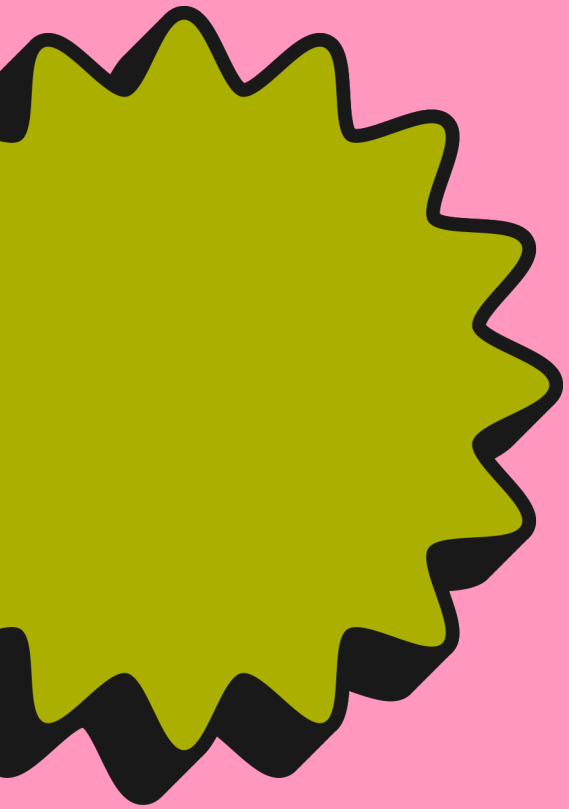
Summative practice science grade 1 topic 6
exper. Summative



1st Step - MS

PAES Lab -

HS





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To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

