



Administrator FYI Guide



n2y.com



Unique Learning System

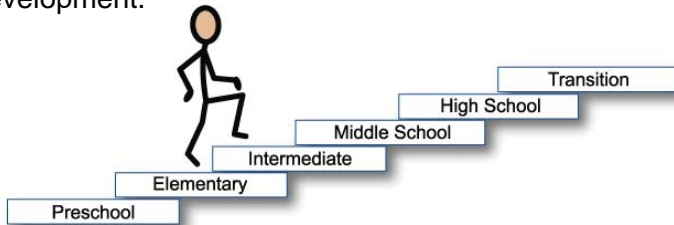
CURRICULUM FOR STUDENTS WITH DISABILITIES

Did You Know ?

Unique Learning System (ULS)...

Aligns to the Common Core Standards and documentation is on the website.

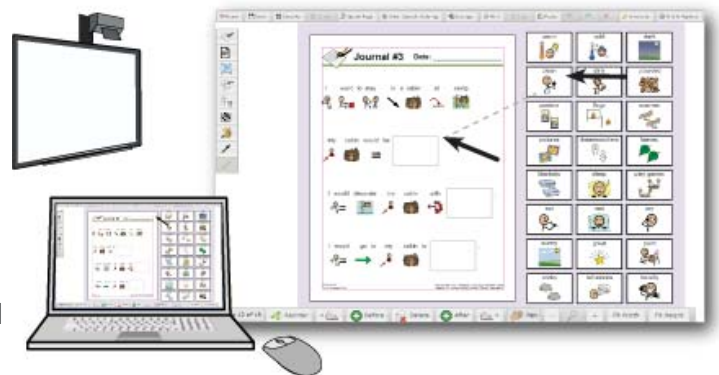
Aligns to the mandates of the Individuals with Disabilities Education Act (IDEA) for all students to access, participate and make progress in the general curriculum. ULS lessons and data collection support IEP development.



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.

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.

Unique's lessons are interactive. Students can interact with materials on-screen by answering questions and using manipulatives in activities. The interactive features include: multiple choice selection, matching, text entry and drag and drop. Text-to-speech is incorporated in all materials.



Provides 30 lessons in each K-12 grade band per month. Transition has 21 lessons monthly; Preschool has 25 lessons. A unit topic is expected to be taught for a one-month time period.

All lessons are differentiated across three levels. This differentiation enables students of varied ability levels to participate in the same content activities.

Differentiated Instruction:

- **Level 3** - Students can 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 require maximum support. Increasing participation is the main objective.

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.

Take a short video tour of some of our amazing classrooms. Visit special educators and their special students as they demonstrate the **n2y** suite of products in action.

n2y.com



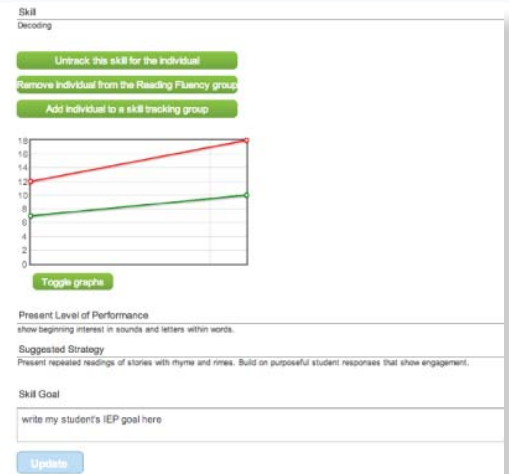
Unique's Data Collection

Unique GPS - Goals, Preferences, Skills



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

Skill Tracking allows a teacher to identify skills that should be tracked on individual students that directly correlate to an IEP goal and/or track subsets of students on a determined skill. Skills that are tracked within Unique Learning System give a complete summary of all the n2y resources that are related to a particular skill, including lessons, standards, present level of performance and related assessments.



The Profile serves as an indicator of a student's current abilities in the Preschool, K-12 Learning or Transition areas. Each profile provides suggested levels and strategies for differentiating instruction.



Monthly Checkpoints provide pre- and post-assessment measures of monthly unit content and skill learning.

Benchmarking Assessments enable teachers to gather baseline data and monitor progress in selected areas of reading, writing and math.

Core Rubrics address transition readiness skills in the areas of employability, communication, self-advocacy, daily living and social strategies.

Transition Planning is designed as a future planning tool for Middle School, High School and Transition-aged students.

The **Classroom Observation Checklist** is a checklist for administrators to reference when they conduct classroom observations. This checklist is located in the administrator's Support Center.

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.

[n2y GPS Guides](#)

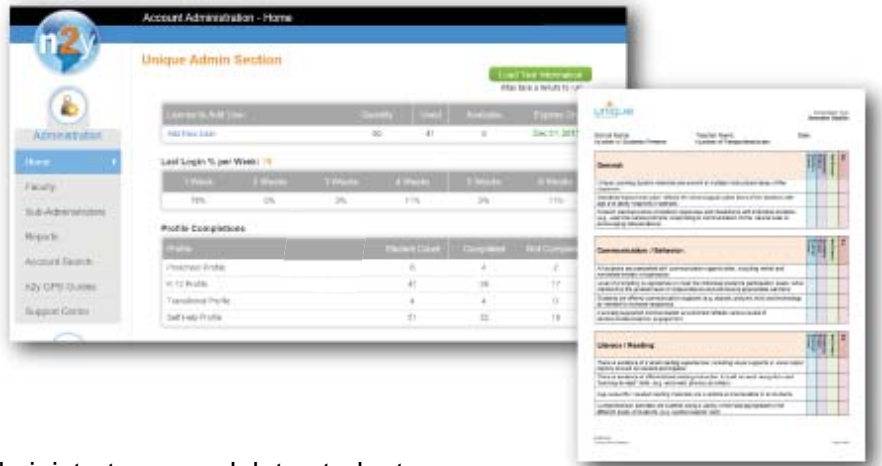
Unique's Data Collection

More Information Administrators Should Know...

Unique's Administrative access allows administrators to easily manage educators and view teacher usage. Administrators can view assessment data at the student, classroom and district level. Administrator access also provides many valuable tools including implementation plans, classroom observation forms and much more. This is a free service for subscribers.

Data is collected online and allows administrators to observe if teachers are completing the profiles, online assessments and logging into their accounts.

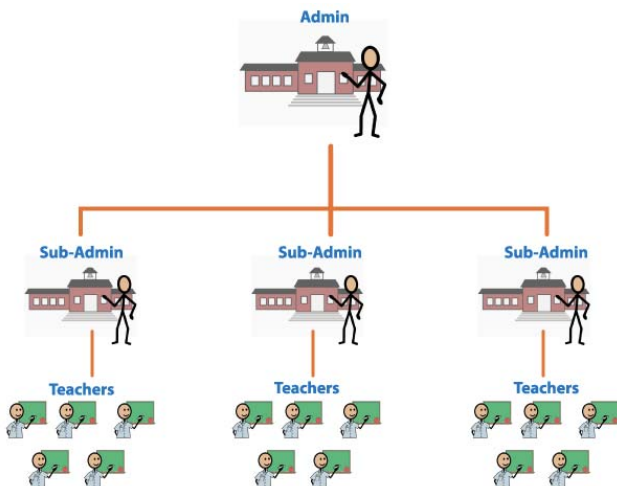
Administrators can view graphs illustrating classroom and school progress on the various assessments.



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 sub-administrator feature is available for large group accounts. This feature can be used as a hierarchy tool to assign staff members to designated support staff for monitoring progress. Sub-administrators are also a complimentary feature and in many ways, can perform the same actions as administrators on the website.

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 knowledge articles, forums and how-to videos for Unique Learning System, News-2-You and SymbolStix PRIME. You can also submit a request here for any **n2y** product.

Click **Get Support** from your email address in the top-right of the website.

[Get Support](#)

Connections to Standards

Unique Is Aligned to State Educational and Transition Standards

Alignment Tools and targets are available for teachers and administrators for connecting the Unique lessons and materials to standards:

- Content Standards: ELA, Math, Science, Social Studies, Transition, Preschool
- Instructional Targets
- Alignment tools for states who did not adopt the Common Core
- Scope & Sequence documents for the 3-year cycle of topics
- Dynamic Learning Maps (DLM)
- Next Generation Science Standards (NSS)

Reading Standards for Literature		Grades K-2
Common Core Standards Integration of Knowledge and Ideas		Your State's Extended Standards
KINDERGARTEN		
7. CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
8. (Not applicable to literature)		
9. CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
GRADE 1		
7. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		
8. (Not applicable to literature)		
9. CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		
GRADE 2		
7. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.		
8. (Not applicable to literature)		
9. CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
<ul style="list-style-type: none">• Use illustrations to describe characters and events in a story.• Compare characters and events in a story.	Unique Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Lessons 15 and 16: Literary Experience	Unique ULS Monthly Tools: Supporting Files/PowerPoint® stories ULS Monthly Tools: Supplemental Reading n2y Library Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">• Students will describe characters and events based on illustrations from a story.• Students will describe similarities and differences between two characters or events in a story.	<ul style="list-style-type: none">• Students will point to pictures within a story to identify named character and events.• Students will match similarities or differences between two characters in a story.	<ul style="list-style-type: none">• When presented with an illustration from a story, students will select a character or an event.• Students will select two characters from a story (errorless choice).

Common Core Standards

ULS Instructional Targets Show Alignment to Common Core Standards

Lessons Addressing Content Standards

Differentiated Task Level Implementation

Fill-in Your State's Extended Standards

Supporting Activities Addressing Content Standards

Instructional Targets 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 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 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 state educational or transition standards.

Located in the Teacher Reference Materials / Alignment Tools

Alignment Tools

Monthly Resources

Each Month, Tools Are Provided to Support Each Grade Band

Supporting Files - PowerPoint leveled books, Saltillo overlays, Jabbla Mind Express, Clicker6 and Vizzle 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 - A composite supply list with materials is provided for literature books, recipes, crafts and science experiments in the monthly lessons.



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 the **n2y** Library. Scientific Inquiry lessons are provided in the unit materials, Lesson 28.

The Sun
Name: _____

5. What moves around the Sun ?

kites planets clouds

7 of 21

Monthly lessons and supporting documentation such as the Monthly Tools, Instructional Tools and Instructional Guides are available under the Unique section of the administrator feature. This documentation is available for administrators to support teachers in their account. These administrative files cannot be printed and are read-only access.



Instructional Guides

Instructional Guides Support the Best Practice and Teaching Methods for Students with Significant Disabilities

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 tool is the most frequently suggested item 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.

1. What is the word? friend	2. What is the definition? a person whom you know well and like
3. Add a picture. 	4. Write or tell a sentence. Amy is my friend.

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 or schedule an onsite training session for your staff! **n2y** has a variety of training options available to meet the professional development needs of your organization.

training.n2y.com



And More...

The n2y Library is a searchable database of leveled books available to classrooms. The library contains around 1,000 books and is a growing resource! The **n2y** Library is included with a Unique Learning System subscription.

News-2-You® is a weekly online newspaper that connects students to the world. Each current even topic is provided in four levels of differentiation to accommodate every level of reading, from beginning to advanced. News-2-You is published weekly from September through May and monthly in June, July and August.



SymbolStix PRIME™ is a 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, create symbol-based language and learning materials for printing or speaking aloud online. Use the unprecedented changeable skin tone feature to create representations that reflect multicultural classrooms and users.



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.

Stay in the loop! Keep up with the latest from **n2y** by subscribing to our networking sites and updating us with your most recent email and contact information.

n2y.com



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 its products and the special education classroom. The **n2y** Dictionary is located in the administrator's Support Center.

