

Competent Learner Model
(CLM)

The path to a happy
learner...
and a happy teacher!!

Today you will learn...

- What is the CLM
- What is the goal of the CLM
- What are the foundations of the CLM
- What are the components of the CLM
- What repertoires does the CLM curriculum include
- What is student participation
- Who benefits from the CLM

The CLM is...

a multi-component package
for addressing the individual
learning needs of children
who have difficulty
participating in typical
learning environments

The CLM's goal is...

To provide staff with the
tools to implement
effective and sustainable
educational programs for
children with challenging
learning problems

CLM Team Training

Foundations of the CLM are...

- Applied Behavior Analysis
- Analysis of Verbal Behavior
- Direct Instruction
- Precision Teaching

Applied Behavior Analysis (ABA)

Foundation

- A scientific approach to behavior that focuses on helping students change or improve behaviors

Analysis of Verbal Behavior

Foundation

- An explanation of why we communicate the things we do in certain circumstances

Direct Instruction

Foundation

- Direct Instruction (DI) is a specific model of instruction used to increase student learning by maximizing efficiency in the design and delivery of instruction.

Precision Teaching

Foundation

- A strategy that is used to build skill fluency once the skill is mastered

Components of CLM

1. Learner assessments
2. Curriculum with effective teaching strategies
3. Staff training with coaching and collaborative consultation
4. Implementation guidelines

Learner Assessments

- Competent Learner Repertoire Assessment (CLRA)
 - Curriculum based assessment used to evaluate skills, monitor and report progress
- Placement Test
 - Places learners into the curriculum

Competent Learner Repertoire Assessment (CLRA)

The screenshot shows a CLRA report for a student named 'Brenda' in the 'Reading' domain. The report is organized into a grid with columns for 'Level' (1, 2, 3, 4) and rows for various skills. The skills listed include: 'C181-182-183', 'C181-182-183-184', 'C181-182-183-184-185', 'C181-182-183-184-185-186', 'C181-182-183-184-185-186-187', 'C181-182-183-184-185-186-187-188', 'C181-182-183-184-185-186-187-188-189', 'C181-182-183-184-185-186-187-188-189-190', 'C181-182-183-184-185-186-187-188-189-190-191', 'C181-182-183-184-185-186-187-188-189-190-191-192', 'C181-182-183-184-185-186-187-188-189-190-191-192-193', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194-195', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199', 'C181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200'. The levels are indicated by shaded cells in the grid. The report also includes a header with the student's name, date, and a footer with the assessment name and page number.

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Understanding Curriculum

Curriculum is a document or plan defining the work of teachers---identifies the content to be taught and the methods to be used

Fernick, English
Deciding What to Teach and Test, 2000

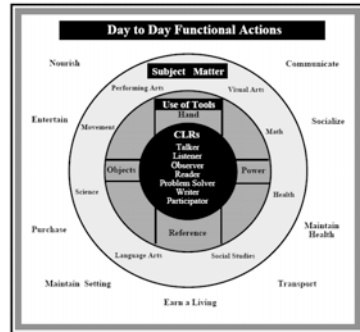
CLM Curriculum is *supplemental* to other curricula in use in your classroom.

CLM Curriculum includes Seven Repertoires

- Problem Solver
- Participator
- Listener
- Observer
- Talker
- Reader
- Writer

The seven repertoires are important because...

they form the core to all learning and to all functional activities



Problem Solver

- When faced with a problem, the problem solver learns to behave in ways that maximize the likelihood that he will generate a solution.

Participant

- The participant consistently participates in a variety of instructional settings and continues to work hard even though he is exposed to novel and/or difficult expectations, he persists with a task until he gets it to come out right.

Participation is developed across

- Teacher directed conditions
- Semi directed conditions
- Peer directed conditions
- Non directed conditions

Listener

- The listener follow directions or adheres to advice for the given situations as imparted by a talker.

Observer

- The observer performs careful and direct observations to produce factual information.
- The observer also matches to sample, sorts objects or pictures.
- The observer imitates others actions or sequence of actions to learn how to perform a new task.

Talker

- The talker speaks in conventionally acceptable manner for the given audience.
- The talker answers questions on topic in a conventionally acceptable manner.

Reader

- The reader reads material fluently, answers questions about the material and/or performs the actions as directed by the material.

Writer

- The writer produces written materials to convey clear ideas (i.e., factual or inferential).

CLM Curriculum Components

- Scope and Sequence
- Lessons
- Formats

CLM Scope and Sequence

The image shows two side-by-side screenshots of curriculum charts. The left chart is titled "CLM Curricula's Scope & Sequence - pp. 1 & 1" and the right chart is titled "CLModel: Scope and Sequence Chart - Level 1". Both charts are complex tables with multiple columns and rows, detailing curriculum components. The left chart has columns for "Component", "Grade", "Semester", "Unit", "Lesson", "Format", "Date", and "Notes". The right chart has columns for "Component", "Grade", "Semester", "Unit", "Lesson", "Format", "Date", and "Notes".

Lesson

- A group of objectives for two or more repertoires
- Objectives within a lesson closely relate to each other
- Earliest lessons concentrate on only a few of the repertoires while later lessons include all the repertoires

Lesson 1

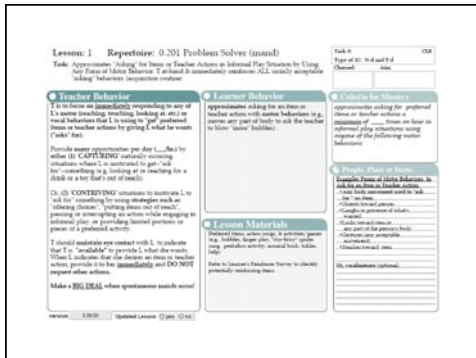
1 Category: CLR	0.201 Problem Solves (stand)	Approximates "asking" for items in Teacher Actions in Instructional Play Situation by Using Any Form of Motor Behavior. T at-hand & immediately receives ALL socially acceptable "asking" behaviors (acquisition context)	approximates asking for preferred items in teacher actions or situations of _____ shows an learner in instructional play situations using anyone of the following motor behaviors:
1 Category: CLR	0.105 Participant (in-d-Transitions)	Remains in Close Proximity of Staff and Accepts a Highly Preferred Item (conditioning visual to have value)	accepts potentially reinforcing items and remains within 2 feet of instructional staff when approached

Lesson 2

2 Category: CLR	0.201 Problem Solves (stand)	Approximates "asking" for items in Teacher Actions in Instructional Play Situation by Using Any Form of Motor Behavior. T at-hand & immediately receives ALL socially acceptable "asking" behaviors (acquisition context)	approximates asking for preferred items in teacher actions or situations of _____ shows an learner in instructional play situations using motor behaviors.
2 Category: CLR	0.105 Participant (in-d-Transitions)	Remains in Close Proximity of Staff and Accepts an Item (conditioning visual to have value)	accepts preferred and NEVELI valued items/items and remains within 2 feet of instructional staff when approached
2 Category: CLR	0.103 Participant (non-directed)	Completes One Piece Part of One Preferred Task (one piece of a item with Prompts if necessary). T remains at hand (acquisition context)	completes 1 part of task (i.e., one piece) across a variety of preferred tasks

CLM Formats

- Part of the curriculum that has information needed to deliver the lesson
 - Teacher behaviors
 - Learner behaviors
 - Task requirements
 - Criteria



Components of CLM

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Course of Study

- Computer-based instruction using interactive CD-ROMS
- 12 units with a performance check-out at the end of each unit
- Act 48, BACB, ASHA, PSYCH credits
- Skill and Knowledge areas for the Credential of Competency for Special Education Paraeducators

Performance Checkouts for Course of Study

- Specific performance based tasks that accompany each Course of Study unit
- Coach checks for mastery of concepts targeted in units and competence in performing the concepts

Coaches are there to support and not to evaluate!!!

Coaching and Collaboration

- Provides staff with the assistance necessary for successful step by step implementation in the classroom
- Facilitates integration of the concepts learned in the Course of Study into the classroom

Components of CLM

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Implementation Checklists

Provide a step by step guide to the implementation of all components of the CLM

- Coaches Implementation Checklist
- Classroom Staff Implementation Checklist

Putting it all
together...



CLM Team Training

Who benefits from the CLM...

- Individuals with complicated learning profiles of all ages (autism, PDD, behavioral difficulties, other developmental disabilities)
- Individuals who do NOT participate during instructional conditions and/or exhibit challenging behavior problems to avoid or escape instructional conditions

Who benefits from the CLM continued...

- Individuals who do NOT learn from "Model-Lead-Test" or other didactic instructional conditions
- Individuals who are missing many of the repertoires to be successful at school, home, or in the community

Participation vs. Compliance

- What is it?
- What is it?

Participation Achieved

- The Dialogue of Change
- The loss of control myth
- The quality of work when participation is the focus

Morning Meeting
Before and After

Three years later...

- The infusion of the curriculum in every learning opportunity
- The classroom climate
- The ease of teaching
Less time "getting the student" to do something and more time learning
- The success of the students

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In a Nutshell...

Classroom staff, coaches, and families work together to implement effective and sustainable educational programs for students with learning challenges!

