



5Cs Process for Planning and Implementing Teaching across Environments Quick Guide



General Guidance

The 5C Process supports thinking about how IEP goals can be addressed in both the school and home environments. The 5C Process is a five-step process focused on building continuity across lifelong learning priorities, the annual IEP goals, the inclusive environments (at school or at home), and instructional support for students with significant cognitive disabilities. While the 5C Process was developed specifically for students with significant cognitive disabilities, this process could be helpful in planning instruction for all students with disabilities.

| Support | Considerations |
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| 5C Principals | <p>A student’s learning priorities do not change just because the learning environment changes. Learning priorities are specific to the student.</p> <p>An IEP is not the student’s curriculum. The general education curriculum and routines and the IEP comprise a student’s educational program.</p> |
| STEP 1: Components | <p>Begin with long term vision for each student using these three overarching learning components:</p> <ol style="list-style-type: none"> 1) Participating in routines and transitions <ul style="list-style-type: none"> • Consider the supports that will be needed in order for the student to access and participate with their peers? • What skills could they be learning that are lifelong and essential to be online, with their class, more independently? 2) Engaging in Grade-Level Academics and Other Essential Skills <ul style="list-style-type: none"> • Collaboration with General Educators to develop universally designed academics. Include consideration of graphic organizers, word banks, visuals, tactile supports. • Preparing in advance to use Alternative and Augmentative Communication (AAC) systems to participate during online class discussions. 3) Interacting with Others <ul style="list-style-type: none"> • Consider ways the student can learn how and engage in small and large group learning with peers online. (morning meetings, meetups, discussions, projects) • Support the student in fostering and maintaining connections with peers. (Facetime, e-pals, post cards) |
| STEP 2: Collaboration | <p>Collaborate with families to determine how, when, where, and to what extent each learning priority will be meaningfully embedded into the day at school and home. This may require developing or modifying IEPs to meaningfully address the IEP goals across school and home environments. Use of the Learning Matrix Tool will assist with this step.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What is similar and different about the home and school environments? • What access to instructional tools and strategies need to be supported or developed? • Mindfully consider a family’s typical day, traditions, culture, and language, as well as stressors when developing or modifying plans. |
| STEP 3: Continuity | <p>As much as possible, it is important to maintain continuity in the tools and strategies that are used in both settings to support learning.</p> <p>Consider:</p> <p>What combinations of tools (no-tech, low-tech, high-tech) will be taught to the student at school and then used at home?</p> |



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| <p>STEP 4: Collect Data</p> | <p>Collect meaningful data both at school and at home during distance learning. Doing so helps to assure that a student is progressing in gaining knowledge and skills regardless of where instruction happens.</p> <p>At school:</p> <ul style="list-style-type: none"> • Formative and summative data collected for all students within the general education curriculum. • Data specific to the student's IEP goals. <p>At home:</p> <ul style="list-style-type: none"> • Data collection will be simplified but provides important information about generalizations. • Fits within the family's routines and practices. |
| <p>STEP 5: Capacity</p> | <p>Capacity building is for everyone on the student's instructional team, including the family, student, general educators and paraprofessionals. As the year progresses this provides the foundation for the team to problem solve as circumstances of instructional delivery change.</p> <p>Do all team members, including the family, know:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student's learning priorities? <input type="checkbox"/> The plan for teaching the goals at school and home? <input type="checkbox"/> The plan for collecting data? <input type="checkbox"/> How to use the no-tech, low-tech, and high-tech instructional tools and strategies? |
| <p>Learn more about the 5C Process and engagement with distance learning</p> | <p>DL #17: Planning for Instruction both at School and Distance Learning: The 5C Process https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process</p> <p>5C Process Infographic https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process/5c-infographic</p> <p>The Learning Matrix Tool https://publications.dev.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process/learning-matrix</p> |

Based on materials available through TIES Center www.tiescenter.org