

*How To*  
**Reach and Teach  
Students Of All Abilities**  
A Free Webinar with Phyl Macomber & Dede Rittman

[Phyl@AboutTHEPACT.com](mailto:Phyl@AboutTHEPACT.com)



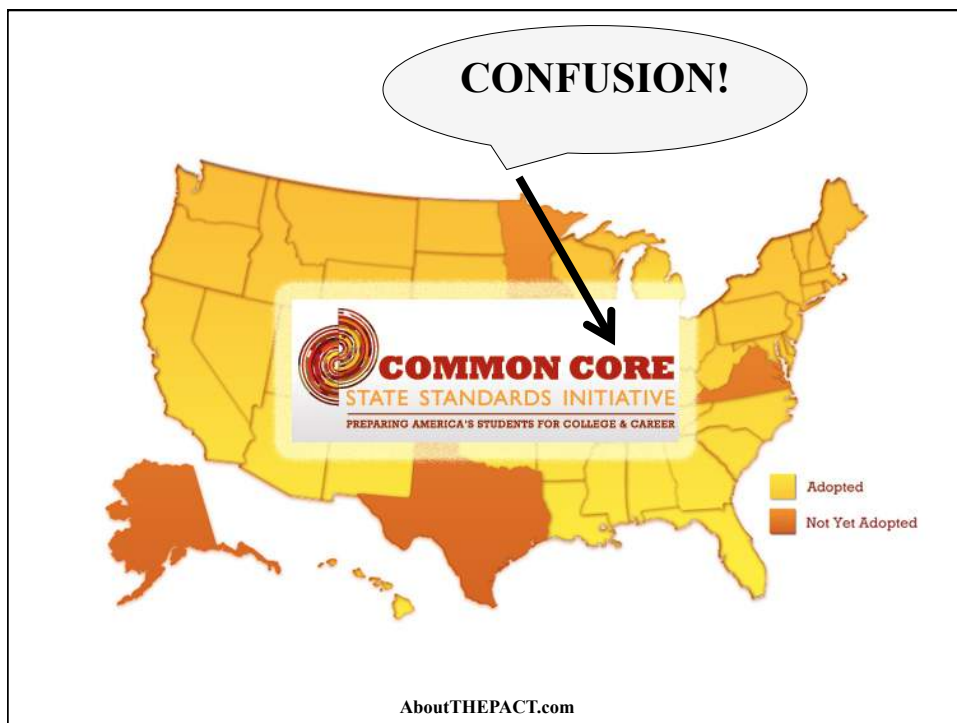
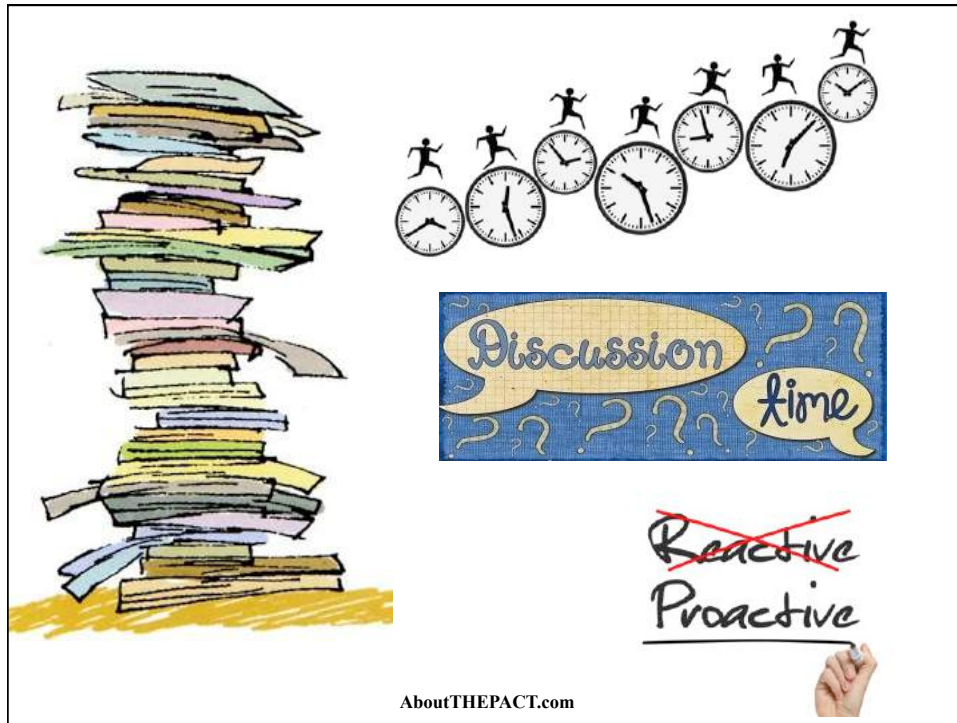
*Phyl Macomber Dede Rittman*

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**Education has become complicated...**



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## Reach & Teach Students of All Abilities



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## Preschool



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## Elementary School



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## Middle School



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# T.H.E. P.A.C.T.

*A Research-Based, 4-Step, Color-Coded Teaching Framework*

**T.** = **Technology**  
**H.** = **Helps**  
**E.** = **Easy**

**&**

**P.** = **Practical**  
**A.** = **Accessible**  
**C.** = **Curriculum**  
**T.** = **Teaching**



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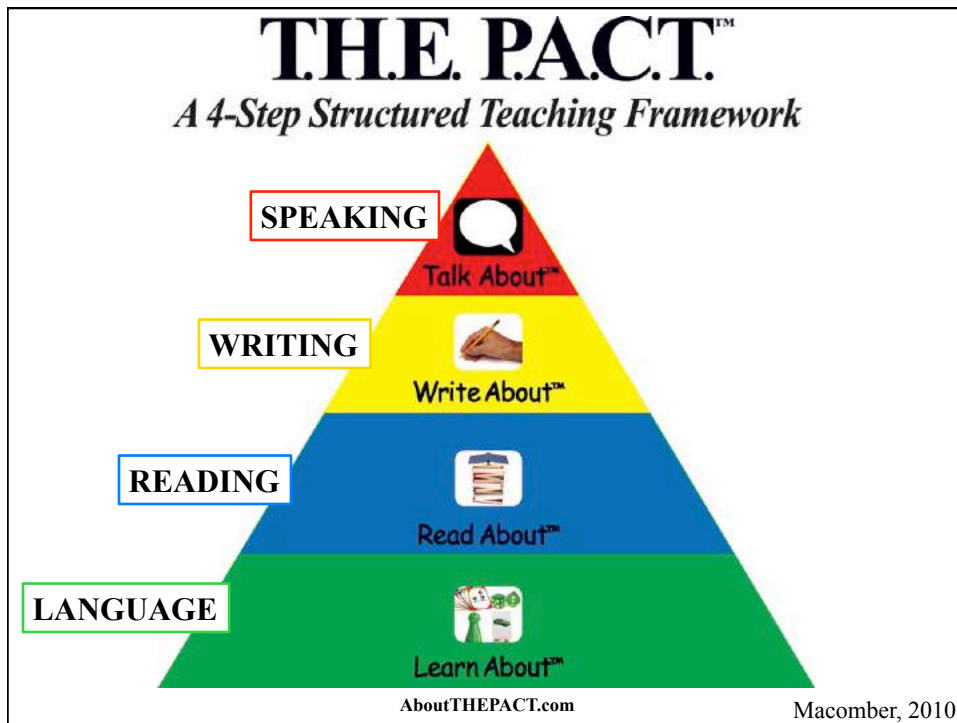
Macomber, 2010

**All Standards**  
**All Students**



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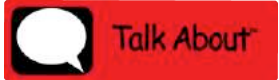




**No Expiration Date**






**T.H.E. P.A.C.T.**

Teach the Way The Brain Works




AboutTHEPACT.com Macomber, 2010

**Any Age - Any Subject - Any Topic**



- ✓ Pre-Academics
- ✓ Academics
- ✓ Life Skills
- ✓ Vocational Tasks
- ✓ Social Communication







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## Decrease Cognitive Load With Consistent & Predictable Lessons





### Science Unit #1

Consistent and Predictable Instructional Lessons to Decrease Cognitive Load				
Science Units	 Learn About	 Read About	 Write About	 Talk About
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>Review Vocabulary Flashcards</li> <li>Create a Vocabulary Collage</li> </ul>	<ul style="list-style-type: none"> <li>Highlight Main Ideas and Details in an Accessible Book</li> <li>Review Embedded Q &amp; A Study Guides</li> </ul>	<ul style="list-style-type: none"> <li>Research and Build a Project</li> <li>Write a Report on the Project</li> </ul>	<ul style="list-style-type: none"> <li>Share Facts in a Collaborative Discussion</li> <li>Give an Oral Presentation on Write About Project</li> </ul>
Owls of North America	<p>Teacher displays <b>vocabulary flashcards</b>-containing an image and definition for each owl. Students highlight in green the words and underline details in the definition on print copy w/ a green-colored pencil.</p> <p>Students create a <b>vocabulary collage</b> of the different types of owls on a range map of North America.</p>	<p>In a group lesson, students take turns sharing a page of informational text in an <b>accessible book</b> on each owl. Students are guided for highlighting in blue the main idea on each page, along with underlining 3 supporting details w/ a blue-colored pencil.</p> <p>Three Q &amp; A sets for each owl are reviewed to summarize.</p>	<p>Students select an owl for their <b>science project</b>. Students build a 2-D or 3-D version – true to size – of their owl they are going to write about.</p> <p>Students <b>write a report</b> about their owl – using their owl project as a guide for details for their report.</p>	<p>Using an interactive spinner, students <b>share facts</b> about what they learned about, read about, and wrote about owls related to different categories of curriculum content.</p> <p>Students give an <b>oral presentation</b> on their writing project and report about their owl.</p>

## Consistent & Predictable Lessons

### Science Unit #2

### Science Unit #3

Consistent and Predictable Instructional Lessons to Decrease Cognitive Load				
Science Units	 Learn About	 Read About	 Write About	 Talk About
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>Review Vocabulary Flashcards</li> <li>Create a Vocabulary Collage</li> </ul>	<ul style="list-style-type: none"> <li>Highlight Main Ideas and Details in an Accessible Book</li> <li>Review Embedded Q &amp; A Study Guides</li> </ul>	<ul style="list-style-type: none"> <li>Research and Build a Project</li> <li>Write a Report on the Project</li> </ul>	<ul style="list-style-type: none"> <li>Share Facts in a Collaborative Discussion</li> <li>Give an Oral Presentation on Write About Project</li> </ul>
Solar System	<p>Vocabulary <b>flashcards</b> in same format for the planets and celestial bodies in space.</p> <p>Students create a <b>vocabulary collage</b> of the planets in the order from the Sun.</p>	<p><b>Accessible book</b> in same format for the planets and celestial bodies in space.</p> <p>Three Q &amp; A sets for each solar system vocabulary word are reviewed to summarize.</p>	<p>Students select a planet for their <b>science project</b> and build a 2-D or 3-D version of their planet they are going to write about.</p> <p>Students <b>write a report</b> about their planet.</p>	<p>In the same format, students <b>share facts</b> about the Solar System.</p> <p>Students give an <b>oral presentation</b> on their writing project and report about their planet.</p>
Electricity	<p>Vocabulary <b>flashcards</b> in same format for electricity vocabulary.</p> <p>Students create a <b>vocabulary collage</b> for the parts of a circuit.</p>	<p><b>Accessible book</b> in same format for electricity concepts.</p> <p>Three Q &amp; A sets for each electricity vocabulary word are reviewed to summarize.</p>	<p>Students build a circuit for their <b>science project</b>.</p> <p>Students <b>write a report</b> about the steps of the process and additional details about a circuit.</p>	<p>In the same format, students <b>share facts</b> about electricity.</p> <p>Students give an <b>oral presentation</b> on their writing project and report about their circuit.</p>

**Students Focus  
on WHAT  
They Are  
Learning -  
Not HOW  
They Are  
Learning It**

Consistent and Predictable Instructional Lessons to Decrease Cognitive Load				
Science Units	Learn About	Read About	Write About	Talk About
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>● Review Vocabulary Flashcards</li> <li>● Create a Vocabulary Collage</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight Main Ideas and Details in an Accessible Book</li> <li>● Review Embedded Q &amp; A Study Guides</li> </ul>	<ul style="list-style-type: none"> <li>● Research and Build a Project</li> <li>● Write a Report on the Project</li> </ul>	<ul style="list-style-type: none"> <li>● Share Facts in a Collaborative Discussion</li> <li>● Give an Oral Presentation on Write About Project</li> </ul>
Owls of North America	Teacher displays vocabulary flashcards containing an image and definition for each owl. Students highlight in green the words and underline details in the definition on print copy w/ a green-colored pencil. Students create a vocabulary collage of the different types of owls on a craze map of North America.	In a group lesson, students take turns sharing a page of informational text in an accessible book on each owl. Students are guided for highlighting in blue the main idea on each page, along with underlining 3 supporting details w/ a blue-colored pencil. Three Q & A sets for each owl are reviewed to summarize.	Students select an owl for their science project. Students build a 2-D or 3-D version - of their owl they are going to write about. Students write a report about their owl - using their owl project as a guide for details for their report.	Using an interactive spinner, students share facts about what they learned about, read about, and write about owls related to different categories of curriculum content. Students give an oral presentation on their writing project and report about their owl.
Solar System	Vocabulary flashcards in same format for the planets and celestial bodies in space. Students create a vocabulary collage of the planets in the order from the Sun.	Accessible book in same format for the planets and celestial bodies in space. Three Q & A sets for each solar system vocabulary word are reviewed to summarize.	Students select a planet for their science project and build a 2-D or 3-D version of their planet they are going to write about. Students write a report about their planet.	In the same format, students share facts about the Solar System. Students give an oral presentation on their writing project and report about their planet.
Electricity	Vocabulary flashcards in same format for electricity vocabulary. Students create a vocabulary collage for the parts of a circuit.	Accessible book in same format for electricity concepts. Three Q & A sets for each electricity vocabulary word are reviewed to summarize.	Students build a circuit for their science project. Students write a report about the steps of the process and additional details about a circuit.	In the same format, students share facts about electricity. Students give an oral presentation on their writing project and report about their circuit.

# T.H.E. P.A.C.T.™

## IRB Approved Research Studies in North America






### 19 Research Sites

AboutTHEPACT.com

Macomber, 2013-15




**Research Overview:**  
**“The Impact of T.H.E. P.A.C.T.”**  
**Principal Investigator: Phyl T. Macomber**

- ✓ **Measurement of learning outcomes, instruction time, and class participation of each learner**
- ✓ **Staff satisfaction** survey regarding use of T.H.E. P.A.C.T. and learner outcomes

**Keywords:** developmental disabilities, complex disabilities, learning disabilities, inclusion, assistive technology, autism, ADHD, behavior, literacy supports, communication skills, adapted writing, classroom accommodations, teacher supports, structured teaching, differentiated instruction, universal design for learning

AboutTHEPACT.com Macomber, 2013-15



**The Results:**  
**“The Impact of T.H.E. P.A.C.T.”**

- ✓ **Instruction time decreased** for each learner to learn the classroom content and then demonstrate their knowledge
- ✓ **Teacher prep time significantly decreased**

**NOTE:** Staff reported that the learners spent more time in the general studies classrooms and also increased their participation in classroom lessons. In addition, they reported that their engagement and cooperation in their instruction significantly improved.

AboutTHEPACT.com Macomber, 2013-15



**Content Area:**  
Language Arts

**Grade 2**



**Book:**  
Grady Gets Glasses  
By Dede Rittman

**Standard:**  
Determine the meaning  
of words & phrases  
using reference tools



AboutTHEPACT.com LaRocca, Macomber, & Rittman 2016



**Content Area:  
Language Arts**

**Grade 2**



**Book:  
Grady Gets Glasses  
By Dede Rittman**

**Standard:  
Determine the central  
message, lesson, or moral  
of the story**



AboutTHEPACT.com LaRocca, Macomber, & Rittman 2016

**Content Area:  
Language Arts**

**Grade 2**



**Book:  
Grady Gets Glasses  
By Dede Rittman**

**Standard:  
Write informative or  
explanatory texts:  
introduce a topic & use  
facts & details**



AboutTHEPACT.com LaRocca, Macomber, & Rittman 2016

**Content Area:  
Language Arts**

**Grade 2**



**Book:  
Grady Gets Glasses  
By Dede Rittman**

**Standard:  
Recount or describe key  
ideas or details from a text  
read aloud**



AboutTHEPACT.com LaRocca, Macomber, & Rittman 2016

**Content Area:  
Social Studies**

**Grade 8**



**Curriculum Topic:  
Industrial Revolution**

**Standard:  
Determine the meaning  
of words & phrases,  
including vocabulary  
related to  
history & social studies**



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Macomber & Preston, 2016

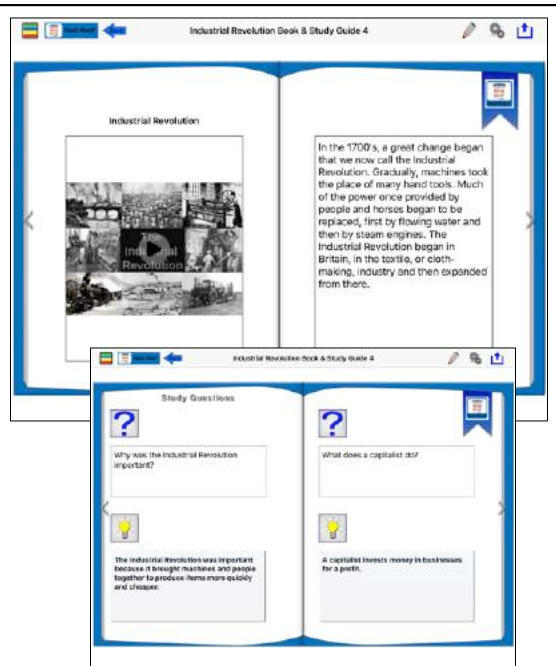
**Content Area:  
Social Studies**

**Grade 8**



**Curriculum Topic:  
Industrial Revolution**

**Standard:  
Determine central  
ideas of a text &  
summarize the key  
supporting details**



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Macomber & Preston, 2016

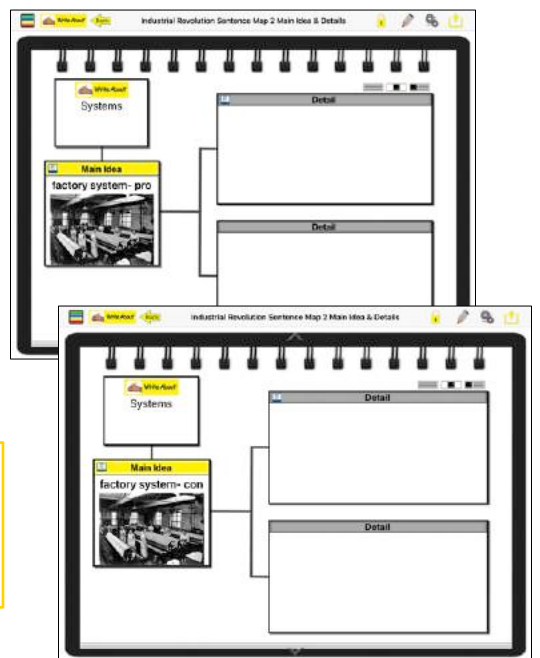
**Content Area:  
Social Studies**

**Grade 8**



**Curriculum Topic:  
Industrial Revolution**

**Standard:  
Produce clear & coherent  
writing appropriate to  
task, purpose, & audience**




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Macomber & Preston, 2016

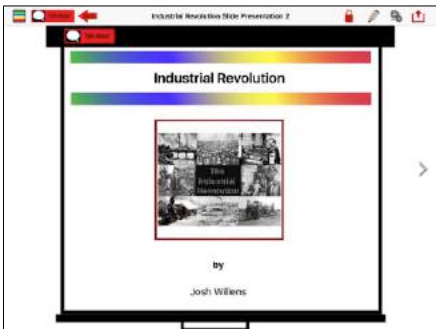

**Content Area:  
Social Studies**

**Grade 8**



**Curriculum Topic:  
Industrial Revolution**

**Standard:  
Integrate multimedia &  
visual displays into  
presentations to clarify  
information & strengthen  
claims**

AboutTHEPACT.com Macomber & Preston, 2016

## T.H.E. P.A.C.T.™ Framework

Learn About

Read About

Write About

Talk About


✓ Founded on Longstanding Brain-Based Research	✓ Research-Based System of Sound Instruction
✓ Provides a Blueprint for Universal Design for Learning (UDL)	✓ Reaches Learners of All Abilities Using Multisensory Teaching
✓ Cultivates Understanding by Design (UbD)	✓ Incorporates Consistent & Predictable Methods of Choice
✓ Directly Aligned to the Common Core Standards	✓ Focuses on the WHAT, WHY, & HOW of Learning
✓ Bridges the Gap Between General Ed & Special Ed	✓ Increases Learner Engagement in “Connect-the-Dot” Lessons

AboutTHEPACT.com Macomber, 2014




# Any Age - Any Subject - Any Topic


### Pre-K




### Elementary School



### Middle School



### High School



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Learn About™

Read About™

# iPACT®

Write About™

Talk About™





AboutTHEPACT.comMacomber, Larson, & Quinn 2014

DEDE RITTMAN ABOUT THE AUTHOR PURCHASE CONTACT BOOK SIGNINGS AWARDS



## GRADY GETS GLASSES

BY DEDE RITTMAN

**About The Book**

GRADY GETS GLASSES is for children 2-6 years old, with or without glasses, who like rhymes, fun illustrations, and bunnies. Grady – the rabbit with glasses – is the narrator, and he describes how his new glasses help him to see the world so much better. Grady even explains “near-sighted” and “far-sighted” in simple terms, and he shows the reader how his glasses help him to see everything in his world clearly!

Dede is working to trademark Grady with glasses and to have a plush Grady bunny made and available for purchase. Dede also plans to have the Grady T-shirt and argyle vest, the red nightshirt and blue nightcap, and other “Grady” items on the market in the near future.

Grady is going to have many more adventures with his glasses! Stay tuned- the next book will tell WHY Grady got glasses, in GRADY GETS GLASSES – THE PREQUEL. The third book will include Grady and friends playing goofy golf!

**Purchase The Book**



\$12.99 + tax + S&H  
International Shipping additional \$4.00  
Special Signature Message

[Order Now](#)

TheCureForTheCommonCore.com



The iPACT App System  
Download on the App Store



**Evidence-Based Teaching - THE PACT**  
Education



**Grady Gets Glasses**  
@gradygetsglasses

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