

# Putting The Teacher Into The Driver Seat

Participants work through a sample curriculum development in groups using students with severe multiple disabilities. This includes: identifying the student's skills to be reinforced in activities; brainstorming functional routine activities within the classroom, school and community; and identifying those factors that are motivating to specific students.

Facilitator:

Date/Time:

Location:

Host/contact: R.S.V.P.

Email:



## Role of the Classroom Teacher...

1. **Inservice** classmates through formal lessons and informal explanations. Teach peers how to interact meaningfully with the student on his/her **skills**. (10 min.)

- Skills sheets (Primary, Cooking Class, Woodworking Class)
- Video Question: What kinds of inservices (formal or informal) are occurring for Michael in his classroom?

2. **Provide opportunities** for the student to work on his/her skills with peers in either small group workstations (which reinforce opportunities to work on concrete activities and dialogue) or in the class at large. (10 min.)

- What does participation look like in the classroom? **Parallel Activities**
- Peers as **motivators**
- Which kinds of activities, sensory experiences, people, or places motivate your student? What is it about these things that make them motivating? Common themes? Refer to Motivator Sheet
- Video Question: What are some of Todd's motivators?

3. **Model** interactions with the student for peers (e.g., providing choice making; facilitating switch use and hand use; interpreting the student's vocalizing and gestures using scripted routines from the **personal dictionary** in front of the class.) 10 min.

- Personal Dictionary Sheet
- Video Question: How does the teaching assistant and classroom teacher model interactions with Justin for his peers?

4. Help **plan modifications** for activities with the EA and resource teacher, using theme related stations and centre activities with small group work. (15 min.)

- **Environmental Scan** of routine activities
- Sample Timetables for Primary, Intermediate and Secondary students
- Video Question: Identify a modified activity that has been created for Joy within the classroom, the school at large, a community outing, and the home environment.

5. Help **assess and report** on the student's progress with input from therapists, resource/LA teacher and EA (15 min.)

- Sample Long Term Goals and **IEP** objectives
- Reporting Progress Guidelines

**Additional Handouts for voice output and switches at the end of this package.**