


LEARNING MODULE #4

Part 1 of 3

CURRICULUM PLANNING

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Introduction To The Module

This module will focus on building a schedule or timetable to support your student's learning and day-to-day program planning needs. It is important that you include your student's IEP objectives in your schedule. In your readings, you will be looking at practical tools for modifying activities and samples of what these could look like. Through the readings, you will be learning about different perspectives regarding inclusion and levels of participation. This module consists of readings, references, a coaching activity and an applied activity for your student from which you can receive feedback from your coach for this section. You are encouraged to participate in the coaching activity to provide feedback for yourself, which will assist in the completion of the applied activity for this module.

Specific Learning Outcomes

At the completion of this module, participants should be able to:

- Work with their student's trans-disciplinary team to build a flexible timetable.
- Create an activity matrix or schedule that reflects the student's personal objectives.
- Understand the holistic and constructivist influences in the current learning environment and how this supports curriculum modifications through co-operative learning, whole language instruction and the use of thematic teaching units to support parallel learning centres.
- Incorporate both routine activities, jobs, and centre activities in their student's schedule which make use of co-operative learning and small group work.
- Modify existing age appropriate activities for the student with severe multiple disabilities which provide active participation.
- Create modified age appropriate activities by building on thematic units.
- Create learning activities that are motivating, meaningful and purposeful for your student and other classmates (making use of multiple intelligences theory).

- Establish a system for meeting or communicating regularly with the teaching assistant, classroom teacher and special education teacher (i.e., LA teacher or resource teacher) to program plan for changing classroom activities.
- Understand how switches can be used to help some students partially participate, instead of using their hands.

This module will be posted in 3 sections to assist with downloading:

Part 1 will include the following topics:

Introduction

1. What Are The Objectives That The Student Is Working On At School?
 - 1.1 Functional Vision Assessment
 - 1.2 Aspects Of Hand Function
 - 1.3 Backward Chaining To Reinforce Hand Use
 - 1.4 Levels Of Prompting For Hand Use
 - 1.5 Gross Motor Objectives

Part 2 will include the following topics:

2. How Do We Ensure That An Inclusive Activity Is Meaningful To The Student?
 - 2.1 Identifying Student Specific Motivators
 - 2.2 A Multi-Sensory Approach Increases Motivation
3. Functional And Purposeful Jobs And Routine Activities
4. Environmental Scan
5. Building A Time Table Or Schedule
6. Modified Versus Adapted Activities
 - 6.1 Adapted Activities
 - 6.2 Modified Activities
 - 6.3 Universal Design
7. Switches Used In Modified Activities

Part 3 will include the remaining topics:

8. Adapting & Modifying Music, Art And Drama Activities
9. Reading And Listening To Stories
10. Instead Of Workbooks
11. Gym Adaptations & Modifications
 - 11.1 Full Participation
 - 11.2 Adapted Participation
 - 11.3 Parallel Participation
 - 11.4 Supportive Participation
12. How Do We Keep The Student's Planning Tools Current With The Changing Regular Classroom Activities?
 - 12.1 Communication Through On-going Program Planning Meetings

12.2 Informal Communication

12.3 Communication Through Long Term Planning

12.4 Communication With The Student's Therapists & Itinerant Teachers

Conclusion

Recommended Readings

Text Including Students with Severe and Multiple Disabilities in Typical Classrooms,
June E. Downing, Paul H. Brookes Pub. Co., 2008

- Chapter 2 - Instruction In The General Education Environment: The Age Of Accountability
- Chapter 5 - The Elementary School Student
- Chapter 6 - The Middle School or Junior High School Student
- Chapter 7 - The High School Student

References

- Musselwhite, 1985. Songbook: Signs and symbols for children, Don Johnston Development Equipment, Inc. www.donjohnston.com
- 10 Low Tech/No Tech Ideas by Susan Blockberger, M.A., S-LP. (c). Vibrations. Nov. 1993. Volume 22, #7 (*Internet access to article is no longer available*).
- Moving To Inclusion series from the Ministry Of Health. For more information, write to CIRA/CAHPER, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4. Telephone: 613-748-5639 http://www.ala.ca/Images/PDFs/MTIintro_e.pdf

Reference Folder


- Why is Robbie In Your Classroom? Reference from Sooke School District
- Purpose of Schedules, (2002) written by R. Vitale, Highschool Resource Teacher, previously at Lambrick Park Secondary, Victoria School District
- Why Switch
- Switch Data
- Switches With Appliances
- Spinner
- Objectives For Verbal Planning
- Secondary Schedule
- Secondary Time Table
- Sample Environmental Scan
- Powerlink Switch Elementary
- Powerlink Switch Secondary
- Instead Of Workbooks
- Instructions AbleNet Powerlink
- Homework Activities
- High School Team Meetings

- Gym Adaptations
- Functional Academic Objectives
- Elementary Time Table
- Drama Skill List
- Cooking Skill List
- Checklist Schedule
- Block Schedule
- Age Appropriate Motivators
- Academic Objectives

Internet Readings

- Stopka, C., Goodman, A., Siders, C. Activity Ideas for Students with Severe/Profound/Multiple/ Disabilities. Palaestra, Fall (1997) Volume 13, Number 4, Issued Quarterly. URL: <http://www.palaestra.com/featurestory.html>
- Universal Design to Support Access to the General Education Curriculum. The Access Center - Improving Outcomes for All Students K-8. http://www.k8accesscenter.org/training_resources/UniversalDesign.asp
- SET BC - Universal Design Project <http://www.setbc.org/setinfo/BCUDL/>
- Supporting Participation In Regular Classrooms For Students Who Use AAC (Notes Taken At Pat Mirenda's Video Conference Feb. 2007) <http://www.pisp.ca/strategies/strategies101.pdf>
- Participation Kits - Academic, located on the PISP website www.pisp.ca or http://www.pisp.ca/kits/index_academic.html

Curriculum Planning
Part 1 of 3
Moving The IEP Into The Classroom

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Introduction

The purpose of all education is to prepare students to participate fully in rich and rewarding lives. The levels of participation will vary for each individual. Each student needs to develop the objectives to participate in life to the fullest. The focus in the educational setting should be on functional objectives, which improve the student's ability to interact with the environment both immediately and in the future. Functional objectives not only lead to less restrictive alternatives for the student, but are learned more quickly as they carry the intrinsic motivation of increasing the student's level of participation in familiar activities.

We as educators need to continue to examine both the environments in which we place our students and the tasks we expect them to do. Within the daily routine, there is a wealth of learning opportunities for the student to be an active participant. All those working with the student need to develop the objectives in identifying opportunities for the student to practice functional objectives throughout the school day in real activities that occur in the classroom and school. Many routines of the day hold the potential for learning and increasing students' participation in and control over their lives. It is our job as educators to facilitate this participation through modifications in age appropriate activities and curriculum. This approach supports all diverse learners.

1. What Are The Objectives That The Student Is Working On At School?

We first need to be clear about the objectives that the student is working on through classroom, school and care activities. The objectives are reflected in the student's IEP under the key goal headings and goal statements. They also need to reflect what the student is actually expected to do (i.e., his/her active participation). The "Skills" sheet (in the reference section for this module) summarizes some sample objectives for a student. Teachers need to ask the student's therapists what it is that we can expect the

student to participate in, within each particular domain (e.g., fine motor with hands or switch use, gross motor, vision, communication, etc.). It is also important to review the student's objectives with peers periodically, both formally and informally as appropriate opportunities for learning occur. This helps to keep the student's peers informed and motivated to reinforce these objectives with the student.



Classmates are helping to program the voice output device (i.e., a Step-by-Step Communicator) for this student so that she can participate in her job of asking the teachers in the school for their attendance. This is then brought to the office.

We need to ask for each activity throughout the day: **"What is my student's job?"** This may include the following:

- Attending visually to an object, activity or picture.
- Exploring the use of hands with sensory experiences and with switch use.
- Using hands in functional activities.
- Making choices and practicing communication objectives.
- Moving to various routine destinations with some independence.
- Practicing early academic objectives within real jobs and concrete activities (e.g., sorting, matching, sequencing, colours, number symbol recognition, number sets comprehension, letter/sound recognition, familiar word recognition, symbol recognition, understanding of opposites – big/small, wet/dry, fast, slow, etc.)

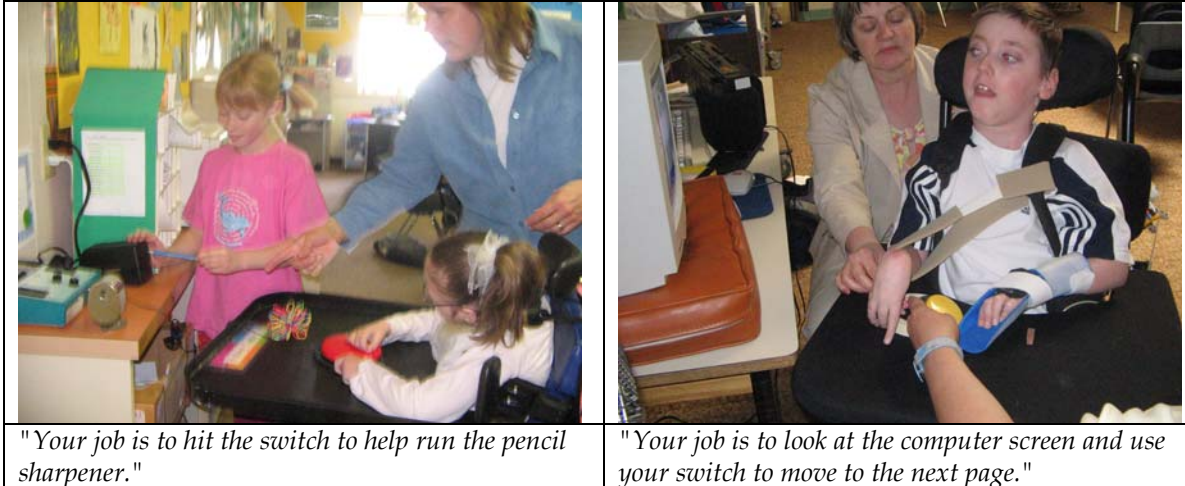
Reference Folder

- Refer to "Functional Academic Objectives" for examples of early academic skills.
http://www.pisp.ca/learningmodules/mod4_functional_academic_skills.pdf

Prepare the student for the upcoming activity. Talk with the student about his/her job before engaging in an activity, (e.g., **"your job is to sit up and look at the pictures when I am reading this book"**). The student may need reminding throughout the activity.

When working with the student, it is important to keep three things in mind:

- Remind the student of his/her job before and throughout the task.
- Reinforce the student when doing his/her job.
- Provide lots of verbal feedback and encouragement (e.g., "Let's give it one more try.")



A list of the student's objectives is a teaching tool to:

- Share with peers.
- Share with teachers.
- Share with staff so they see the student as a learner.
- Share with other assistants the student is with during the day.
- Share with those in the community who come into contact with the student regularly.

The student's family, assistants, therapists or resource teacher can be invited to do some periodic inservice with the student's class. Do staff and peers know why the student is at school? What is s/he working on at school? It is very helpful for resource/LA teachers to pull together an information sheet for teachers (particularly those in electives) so that they understand why the student is in their class and what s/he is there to work on and learn.

Reference Folder

- Refer to the reference folder for this module for "Why Robbie Is In Your Classroom" for a sample information sheet that was created by S.D. 62 to share with classroom teachers about the student. (SD62 Sooke School District has allowed us to share this reference tool.) http://www.pisp.ca/learningmodules/mod4_why_is_robbie.pdf
- Refer to the reference folder for some sample lists which take IEP objectives and place them in a user-friendly one-page format for classroom teachers:
 - Drama Skill List http://www.pisp.ca/learningmodules/mod4_drama_skill_list.pdf
 - Cooking Skill List http://www.pisp.ca/learningmodules/mod4_cooking_skill_list.pdf

Review the handouts and **Tutorial** on the PISP website for the FAQ:

What might educational skills look like for students with severe multiple disabilities?

Click on this link to download:

http://www.pisp.ca/video/video_tutorials.html



Points To Ponder

- What are some of the objectives that I expect my student to work on?
- When I look at each of these objectives, do they indicate my expectation for the student's active participation? If not, how can I re-phrase them to reflect my student's actual job?

1.1 Functional Vision Assessment

When determining the objectives for the student (particularly communication objectives involving choice making) if you have some questions regarding the student's vision, it is important that you request a **functional vision assessment** from your local teacher of the visually impaired. This information will assist you and your speech and language pathologist in providing quality strategies for communication and other program activities. Some of the following questions may need to be addressed for your student through this type of assessment:

- Do pictures have meaning for the student?
- If so, under what conditions? (e.g., size, complexity, colour, shape, contrast, movement, etc.)
- Does the student perceive objects better than pictures?
- Are there any conditions to consider regarding the presentation of objects? (e.g., size, distance, field of vision, familiarity, stationary versus moving, angle and height for presentation of materials, etc.)
- What is the student most attracted to visually, or what does s/he attend to?
- What impact do other multisensory factors have on the student's use of vision?

1.2 Aspects Of Hand Function

Our hands help us to explore the environment around us. They enable us to interact with others and they are essential for gaining some independence over our physical lives. When exploring ways to encourage more purposeful hand use some areas to consider for students with multiple physical disabilities, are:

- Body position and how this impacts the student's ability to use their hands.
- Physical ability to coordinate reach in a variety of directions.

- Ability to grasp (and sustain grasp) of an object for purposeful use within activities.
- Ability to release and place objects.
- Ability to use fingers to point or press.
- Motivation to perform the task.

This student is washing the pieces of the rubber puzzle after using them, as he has some issues with drooling. He is practicing using his hands in a functional way in this activity with hand over hand assistance.



Reference Folder

- Refer to the reference folder from Module 2 for the "Functional Arm and Hand Activities List" for examples of hand functions that you think your student may be able to perform without hand-over-hand assistance. Your local occupational therapist should be consulted to provide specific outcomes for your student.
http://www.pisp.ca/learningmodules/mod2_hand_skills.pdf

Points To Ponder

- Does your student have any volitional use of hands?
- How is your student an active participant using his/her hands?
- What do functional hand objectives look like in real jobs and activities for your student?
- What about the student who can use his/her hands but uses them in dysfunctional ways (e.g., hitting, biting self, pushing objects off tables, etc.) How can we re-direct these behaviours to become more socially appropriate and functional for the student? (Refer to the Behaviour Section for more suggestions around behaviours, on the PISP website - http://www.pisp.ca/strategies/index_behaviour.html)

Click out the link on the PISP website: http://www.pisp.ca/kits/index_shredder.html
To view a high school student using her switch in her palm to run a paper shredder as one of her jobs in high school. Click on the video clip called: **Shredder Demo Video**

1.3 Backward Chaining To Reinforce Hand Use

Backward chaining is a way of introducing a new skill or routine so that the student is asked to participate in the **last part of the task**. This strategy works well to increase hand function objectives within functional activities. The student is able to **finish the task**, get praised at a natural time for participation, and have a sense of accomplishment and pride in what has been done. Your local school occupational therapist should be

able to demonstrate this to you. Refer also to the PISP website for more information on this strategy here: <http://www.pisp.ca/strategies/strategies111.pdf>

An example of backward chaining is for the helper to put on part of the student's jacket sleeve. It is the student's job to finish the task by pushing his arm out through the sleeve, with assistance or verbal cueing if needed. When the student is doing the last step with minimal cueing he then begins to participate more in the next to last step. This process continues until the student is actively participating in the entire task.



1.4 Levels of Prompting For Hand Use

Levels of prompting should be discussed with input from both your speech and language pathologist as well as your occupational therapist. In order to promote your student's independence, it may be necessary to provide prompts. (This also enhances motivation!) Different types of prompts can be used:

- **VERBAL** prompting, such as "What do you do next?"
- **GESTURAL** prompting, such as placing the student's hand on the object to be used.
- **PHYSICAL** prompting such as hand-over-hand or hand-under hand.
- **EYE CONTACT** such as looking at the hook on the wall where the student is to hang the coat.
- **PEER** prompting, by having peers engage in the same activity to model the activity.


By becoming aware and noting the prompts the team uses, everyone can begin to see the student's improvement as various prompts are reduced and hopefully eventually eliminated. All adults and peers should **use the same prompts** with the student.

Consistency is important for the student to learn. A suggested starting point for a student learning to use a switch or voice output device, may be:

- Provide a verbal request or prompt.
- **Count slowly to 10** (in your head to give the student enough time to get his/her body organized to respond).
- Repeat the verbal prompt along with a physical cue starting at the elbow, for example, and move down to hand-over-hand if needed. You might also try lifting the student's hand part way onto the object and allow the student time then to complete the activity.

Ideally, the least invasive prompt should be used first, such as gesture or verbal request.

For more information on levels of prompts, refer to the PISP website - strategies - fine motor: http://www.pisp.ca/strategies/index_finemotor.html and review some of the handouts for the FAQ: How can I prompt or assist my student in activities in the least intrusive way?

<p>This student is being physically prompted to activate the voice output device (i.e., Step-by-Step Communicator) to request "more" music.</p>	
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1.5 Gross Motor Objectives

Gross motor objectives can vary a great deal with students who have multiple physical disabilities. In some cases, students' abilities to use their existing gross motor skills may be impacted by their cognitive levels. Some students may be mobile but dependent on cues to move successfully from one destination to another, due to very low cognitive abilities. Other higher functioning students may be very mobile and at risk for getting themselves into potentially harmful situations. These students may be dependent on others as well in a different way. For these students, **behaviour detective work** is essential. For other students who do in fact have physical disabilities of some sort, it is best to **consult your local physiotherapist** to ask what kinds of activities the student can actually be expected to participate in. When creating IEP objectives and classroom participation, a good question to ask your physio is: **Where and how can this student be an active participant in this gross motor activity?** What is the student's actual job in this gross motor activity?

Reference Folder

- Refer to the list of **Functional Gross Motor Activities** in the IEP module's reference folder. Some of these you may already have worked into your IEP for your student. You may also ask your local physiotherapist to identify some specific outcomes for your student that reflect his/her active participation.

http://www.pisp.ca/learningmodules/mod2_motor_skills.pdf

- Refer to the "**Stepping Stones For Communication**" reference tool located in the IEP module for examples of communication objectives and objectives when building your IEPs and incorporating these into your student's schedules and/or activity matrix.

http://www.pisp.ca/learningmodules/mod2_communication_skills.pdf

Coaching Activity

- Refer to the questions for the coaching exercise for this module in the Activity Section, to help clarify objectives and skills, which truly reflect your student's participation and learning.