

LEARNING MODULE #4

Part 2 of 3

CURRICULUM PLANNING

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

2. How Do We Ensure That An Inclusive Activity is Meaningful To The Student?

We need to continue to assess what has meaning or is motivating for our students, particularly as we move up through the grades. For activities that are cognitively beyond the student's level of functioning, we need to incorporate motivating factors into these activities in addition to providing opportunities for the student to practice his/her own objectives. Some activities may have these factors **already built in**. In other situations (e.g., providing comprehension questions on a voice output device to peers at a learning station) we may **need to build in extra reinforcement** (e.g., attaching a sensory experience such as a fan or vibrator to an interface such as the AbleNet Powerlink). In this way, we are **pairing a sensory motivator with a social motivator** such as working with peers. Some students are more motivated by sensory experiences than social experiences. We need to pair the sensory motivators with social situations to hopefully build a positive association when working with peers. Students who are acting out, often need to be engaged in activities that have motivators that are specific to their needs.



This high school student is practicing using her switch and the AbleNet Powerlink to run the tape recorder, as well as running the back massager. This provides her with lots of sensory feedback, both of which are motivators for this particular student. However, do not assume that all students enjoy the same kinds of vibrations.

2.1 Identifying Student Specific Motivators

Those who know the student best (e.g., often the family and the teaching assistant) need to be involved in brainstorming what is motivating to the student. The teacher or facilitator for this list also needs to take on the role of “detective” by asking these individuals **what is it about this activity or person that makes it so motivating?** For instance, the family may indicate that the student enjoys swimming at the local pool. What is it about this activity that makes it so motivating? (e.g., water? one-to-one interaction with someone else? total body movement? the echo noises in the pool room?) These aspects may then be used to generate other similar motivating activities and options for the student, (e.g., what other activities might the student enjoy that involve water?) This brainstorming activity can be explored in the student’s long range planning or at the IEP meeting.

Often if the student is not participating in an activity or is engaging in unwanted communicative behaviours, the activity we expect the student to participate in may just not be motivating for the student. However, before we abandon the activity (if it is potentially socially or functionally valuable for the student) let's see where we can build in or increase the motivators for the student. We also need to be aware of the student’s dislikes (or least preferred activities) and to remember to incorporate both motivating and non-motivating options into choice making. In this way, students who may at times not be clear in their choice making will sometimes experience the consequence of not making a conscious choice.

Reference Folder

- Refer to the reference folder for this module for "Age Appropriate Motivators" for a list of motivators for a sample student with corresponding age appropriate activities. http://www.pisp.ca/learningmodules/mod4_age_appropriate_motivators.pdf

Points To Ponder

- What is most motivating to your student?

- What is it about these motivating activities that appeals to your student? (Be a detective!)
- Are there some common themes amongst these motivating activities? What might they be?

2.2 A Multi-Sensory Approach Increases Motivation

For many students with special needs, a multi-sensory approach is more motivating when presenting materials and experiences. For this reason, activities at the secondary level such as electives often offer the student more opportunities for multi-sensory experiences through concrete activities. (For example, in cooking, allow the student to see, taste, smell and feel some of the ingredients as they are being added to the mixture.) Sometimes these multi-sensory features need to be added to activities that peers are involved in, to help motivate the student to do his/her job in the activity (e.g., add vibration or massage to a Powerlink when the student is providing instructions for peers at a centre activity).



These students are involved in many sensory experiences in this group cooking activity.

- Touching
- Smelling
- Tasting
- Listening to appliances
- Using vision to track items for the recipe

The following are some suggestions for **multi-sensory** involvement in a **math activity** for a sample student who may have some very beginning number recognition and comprehension.

Auditory

- The student could listen to a number of beats on a drum and answer by selecting the corresponding number.
- The student could also be requested to identify a number by shaking some bells for a designated number, which is depicted on a number card.

Visual

- Some students may be best working with concrete objects where other IEP objectives (e.g., hand skills or choice making) can be incorporated into the counting activity (e.g., counting kits, counting books in the library, sorting cutlery, matching cans, packages or treats in the vending machine, etc.).

Tactile

- Our hands provide us with additional information about the environment. The student could be encouraged to reach, hold, grasp, release or push objects as they are being counted during math to reinforce hand skills.
- If the student can grasp, s/he could be presented with a number of objects and be requested to take a specific number of them. (Care would need to be taken so as not to immediately reinforce after the correct choice. It would be important to allow time for the student to indicate completion of the activity and choice.)
- If water is a motivator for the student, the assistant or peer might splash his/her hand down into the water two times and ask the student to do the same, counting with the student. This activity could also occur naturally during bath time, washing lunch dishes or swimming.
- The physiotherapist might also be able to incorporate some number concepts on a tactile level by counting out some of the exercise movements using various parts of the body (e.g., "I'm going to move your leg 3 times. Let's count them.").

Taste And Smell

- Cooking provides concrete and reinforcing opportunities for counting and using numbers in functional contexts (e.g., hand function objectives, choice making with objects or pictures, matching objects to pictures, use of language, etc.).
- The student could play a game where s/he gets to eat the number of items if the correct number is selected. The reverse might occur after the student has had more exposure with number groups, where s/he eats three items one at a time, and then must choose the number card to indicate how many were eaten.

In all of these situations, it is useful to look for naturally occurring opportunities to **reinforce functional academic concepts** where appropriate. In addition to specific work times, there are many other situations which can occur incidentally throughout the student's day (e.g., getting out equipment, putting away materials, clean up, meal time, bathroom activities, handing out materials to peers, etc.). It is important to take advantage of these functional situations and not to rely solely on classroom "work time". These situations provide opportunities to incorporate learning into **real contexts**. In this way, if the student does not retain number concepts, we will still have spent valuable time on other objectives (e.g., choice making, hand objectives, switch work, turn taking, language/communication objectives, etc.)

3. Functional And Purposeful Jobs And Routine Activities

Once we have determined the motivators and objectives for the student, we need to survey the environment for activities that **routinely** occur. Routine is often an important component for success in the learning situation for students with severe cognitive disabilities. Your student's learning should be incorporated into **functional**

activities that s/he can carry into adulthood. Sometimes when modifying regular classroom activities, individuals can become preoccupied with completing the activity in a designated time and lose sense of the **objectives** that the student is actually working on within the activity. We need to remember that the **activity is the means** for the student to work on his/her objectives.

Parallel participation that reflects different classroom themes allows the student to work on objectives with peers while **building variety** into the student's program of skill development. Our focus is on **modified activities**, where the **learning outcomes are different** than classroom peers.

View the handouts and **Tutorial** on the PISP website by clicking on this link:
http://www.pisp.ca/video/video_tutorials.html

And click on the video for the FAQ:

How can my student participate in regular classroom activities?



Reference Folder

- Refer to "**Parallel Activities**" in your reference section, while viewing the tutorial above.

http://www.pisp.ca/learningmodules/mod4_parallel_activities.pdf

- Refer to the link called "**Participation Kits - Academic**" on the PISP website www.pisp.ca and also located at this link:

http://www.pisp.ca/kits/index_academic.html

Many students with severe cognitive disabilities may not be working on academic objectives. However, most students can work within these academic activities to practice their own objectives with peers in a social context. For those students who may be able to work on some **simple academic objectives**, this needs to occur within **functional contexts** to help make the concept and activity relevant for the student, reinforce other needed objectives, and help prepare for transitions into home, community and adult environments later on. The following are some examples of some **beginning academic objectives explored within functional activities**.

- Collect and **sort** white/coloured paper for recycled bins. (**Possible Skills**: Use Sign Language for "**white**" and "**colours**"; program voice output device to ask each teacher for the recycle bin; moving through the halls with less verbal prompting).

- **Empty** coffee mugs, **fill** wash bin and **wash** and **dry** mugs in staff room. (**Possible Skills**: Reinforce with pics or signs - opposite concepts such as empty/full, wet/dry, etc. Use math concepts to count number of mugs **before** and **after** washing, (i.e., **counting** and **same** concept). Use math concepts to **measure** how much dish detergent to add.)
- Sharpen classmates' or office staff's pencils with an electric pencil sharpener. (**Possible Skills**: A voice output device or picture board could be used to ask: "Do you have any pencils to be sharpened today?" The student could count the number of pencils for each person and return that number to that individual, (**counting** concept).
- Water plants in the school or classroom. (**Possible Skills**: The student could work on the "opposites" concept of "wet/dry", as well as post a question on a voice output device or picture board: e.g., "Would you like me to check your plants today?" The student could **measure** the amount of water in the watering container and determine with signs or pics when it was **full/empty**.
- The student could help collect and put away equipment in the gym with classmates. (**Possible Skills**: The student might work on **matching** various equipment with Pic symbols or signs, as well as learn to **sort** which equipment goes where (e.g., the student could determine if the balls were "**big**" versus "**little**", etc.).

In addition to a multi-sensory approach, functional activities for students with severe multiple disabilities need to occur within **social contexts**. Classroom activities incorporating **co-operative learning**, aspects of **whole language** instruction, and use of **thematic teaching units**, offer these students the kinds of social learning environments they need to learn.

Recommended Reading

- Main Text, by June Downing, **Including Students With Severe Multiple Disabilities In Typical Classrooms**, 3rd Edition. 2008
- Chapter 5: The Elementary School Student, pgs. 117 - 152
- Chapter 6: The Middle School or Junior High School Student, pgs. 153 - 180

Reference Folder

- Refer to the reference folder for this module for "Academic Objectives" for sample lists of functional academic and literacy objectives. Many of you likely have similar lists available to you.

http://www.pisp.ca/learningmodules/mod4_academic_skills.pdf

The following questions may assist the student's team when attempting to determine if activities are truly functional for the student:

- Is this a **real job**? Does it really need to be done? Does the activity provide something for others that needs to occur?
- Is this a job that an **age appropriate** peer might do?
- Is the student **helping out others**? (i.e., either in the class, school, other classes, or the community).
- Does this activity occur in its **natural context**? (e.g., matching cans in front of the vending machine, as opposed to matching these items in a room, away from the actual machine).
- How would we visualize the student using this skill as an **adult**? Let's practice it in that context now, to make it functional.
- Is the activity **transferable** to other environments, people and related activities?
- Does the activity increase the student's level of **participation** or independence?

4. Environmental Scan

When building a meaningful schedule for the student, we need to brainstorm activities, which may occur within the classroom and school at large. We also need to look at activities within the community when working at the secondary level. When brainstorming this list or "environmental scan", we need to refer to our list of:

- Features that make an activity **purposeful** and functional for the student.
- Jobs or **activities within the regular age appropriate classroom, around the school** or local community (both existing and potential particularly when entering high school).
- **Leisure activities** within the home, school and community.

Once we have completed this list, we then need to review potential functional activities to see if they also include ...

- **Motivators** or components, which make the activity meaningful for the student .
- Opportunities for the student to practice at least one or two **objectives**.

Other factors need to be considered such as the physical environment, opportunities for social interaction, and use of assistive technology where appropriate.

Reference Folder

- Refer to the reference folder for this module for "**Sample Environmental Scan**" for a list of sample jobs in classrooms, schools, community or home.

<http://www.pisp.ca/strategies/documents/EnvironmentalScan.pdf>

- Refer to the Transition module, if you wish, for a look at some Environmental Scans related to activities within the community. (e.g., Nelson Secondary and Ft. Nelson.)

e.g., Community Activity Matrix:

http://www.pisp.ca/learningmodules/mod6_community_adult_activity_matrix.pdf

e.g., Sample Internet Environmental Scan using Google

<http://www.pisp.ca/strategies/strategies160.pdf>

• Refer to the reference folder for lists of practical and real activities that can occur at school or at home from “Homework Activities?”

http://www.pisp.ca/learningmodules/mod4_homework_activities.pdf

Points To Ponder

• What are some possible jobs around your school or in your classroom that might reinforce some of the IEP objectives for your student?

Click here on the following link to view the handouts and Tutorial on the PISP website:

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

And click on video link to download for FAQ:

What might a modified program look like for students with severe multiple disabilities?



5. Building A Time Table Or Schedule

Sometimes after IEPs are completed, teaching assistants are left to their own devices regarding the day-to-day program planning. Some assistants are not aware of the upcoming activities within the classrooms they are involved in, let alone know how to adapt or modify the activities they are expected to include their students in. The ability to spontaneously modify and adapt activities varies from person to person. A timetable, which aligns with the class' schedule, is a support mechanism for the teaching assistant to provide some expectations and ideas for inclusion.

These time tables or day plans need to reflect the following:

- **Care Activities**

(e.g., toileting, mealtime, medications, dressing, etc.)

- **Modified Classroom Activities**

(e.g., parallel centres, small segments of academic subjects such as using a voice output device to start off a math drill, or creating a collage on a science topic that reinforces matching and sorting objectives, etc.)

- **Activities Or Jobs Within The School Or Community**
(e.g., using a switch to provide announcements, sharpen pencils, deliver messages, read a story as a big buddy, work in a centre activity in the resource room; sorting recycling; grocery shopping for a cooking activity, etc.)
- **Objectives That Can Be Incorporated Within Each Of These Activities** (e.g., communication, fine motor, gross motor, functional academics, etc.)
- **Breaks And Support For The Teaching Assistant**
(e.g., where trained staff within the school can take over if necessary or students may be working together to free up one of the assistants)

This applies to high school timetables as well, with the difference often being more emphasis on community activities and most "classroom" involvement occurring in the electives, where activities provide high sensory feedback and the opportunity to engage in concrete activities that are more motivating.

Reference Folder

- Refer to the reference folder for this module for examples and different formats of the following schedules and timetables for various grades:

- "Elementary Time Table"

http://www.pisp.ca/learningmodules/mod4_elementary_time_table.pdf

- "Checklist Schedule"

http://www.pisp.ca/learningmodules/mod4_checklist_schedule.pdf

- "Block Schedule" http://www.pisp.ca/learningmodules/mod4_block_schedule.pdf

- "Secondary Schedule"

http://www.pisp.ca/learningmodules/mod4_secondary_schedule.pdf

- "Secondary Time Table"

http://www.pisp.ca/learningmodules/mod4_secondary_time_table.pdf

6. Modified Versus Adapted Activities

An **activity matrix** is another planning tool that can supplement or replace a schedule. A matrix is often detailed with specific suggestions for very specific themes and classroom activities. Some school teams have created a **general activity matrix for the year** as part of the IEP with some suggestions that could be incorporated into classroom subject areas. Some teams may also consider developing a more **specific activity matrix on a weekly or bi-weekly basis**. Here individuals can brainstorm ideas for the student's involvement into specific themes and activities in the regular age appropriate class. It is essential that a resource teacher, classroom teacher and teaching assistant meet frequently to accomplish this. Therapists can be invited to brainstorm for parallel activities as well. This can occur at the student's IEP meeting. Below is an example of

an activity matrix brainstormed by a student’s team for one primary grade subject: Language Arts - studying about fables.

Small Sample From An Activity Matrix

Subject	Class Topic	Student's Modified Activity
Language Arts	Fables	<ul style="list-style-type: none"> • The student answers questions from a story if capable. The story relates to a topic or theme from the class' Fable study (primary level). Answers can be in the way of picture or object choices. Give the student a choice of two relevant books. • The student can listen to a story or make a book with a classmate or with the assistant on themes from a fable, by answering simple questions to indicate comprehension and practice choice making. • Trip scrapbook: the student could collect souvenirs from trips to the store or field trips, which can be glued into a book. These can be reviewed with a classmate and questions or comments posed on a voice output device for conversation. Field trips can parallel with key characters, objects or themes within various fables. (e.g., Princess & the Pea involves a trip to the store to purchase a package of uncooked peas for an activity with the class.) • Cooking: The student can make cookies in the shape of various fable characters. Choice making can occur with objects or pictures. A switch is used to operate the mix master, with the AbleNet Powerlink. A voice output device can be programmed with recipe instructions for peers to help.

When brainstorming inclusive activities for the student, they may be broken down into two categories:

- a) Adapted Activities
- b) Modified Activities

6.1 Adapted Activities

Adapted activities and IEP objectives have the same learning outcome as other students. Adaptations are made to the activity such as using different equipment or materials, adjusting the length of the assignment, etc. The following are some examples of adapted activities:

- The student could use a computer to answer questions after reading a story that is at or close to grade level.
- The student might use a wheelchair while participating in gym activities.
- The student might engage in an art activity with peers with adaptive cuffs provided by the Occupational Therapist to help manage the brushes.

Recommended Reading

• 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>

6.2 Modified Activities

Most students in the dependent handicapped category require modified educational programs. Students in modified programs generally have **different learning outcomes** than peers in the age appropriate class. Program planning should **parallel with classroom themes** in order to meaningfully incorporate the student working on his/her objectives. At other times, it may be more appropriate to look beyond the immediate class to identify activities, which are meaningful and reinforce good skill reinforcement for the student. A **parallel centre** is an example of a modified activity, which is created to supplement the class' socials, science or seasonal themes of study.

The following is an example of a **Parallel Centre Activity**:

Parallel Centre: Here, a theme is identified for the next few weeks, (e.g., **Ecology**). A centre is set up on a table in the classroom, where classmates can rotate through during the course of a week. The student with special needs is in some way connected with this centre (e.g., comprehension questions for classmates about "Ecology" could be recorded on a voice output device at the centre with recyclable and unrecycled artifacts). The student would use the voice output device for classmates to get the questions. This could be a homework assignment that is handed in after a week. Peers could prompt the student to use the switch to get their questions.

It is important to identify the different types of situations that may exist in the classroom. This was previously mentioned in the reference material: Parallel Activities.

For example...

- Highly academic **instruction or quiet student seatwork** is occurring for the class (in these situations the student's participation with the group at large may be brief, or doing something quiet alongside in the classroom).
- **Small working groups** whether this be classroom projects, working with other special needs students in the class, or gifted students who have finished their work and could use a challenge activity.
- Opportunities to **contribute to the class at large** during an activity.

Check out the video clip (called "Spelling Video") to view a student using an All-Turn-It Spinner to provide letters for a spelling bingo game for the class:

http://www.pisp.ca/kits/index_spelling.html

Reference Folder

- Refer to the reference section for this module for “**Parallel Activities**” for examples of parallel or modified activities that may work with different classroom situations.
http://www.pisp.ca/learningmodules/mod4_parallel_activities.pdf

6.3 Universal Design

This concept of curriculum planning places emphasis on the classroom teacher creating open-ended learning experiences so that **all students** can participate in their own way, and engage in their own learning. When classroom activities are less structured and are more open to interpretation, there is often less need for parallel activities. Classroom activities that rely on worksheets or textbooks often are less applicable for student with special needs. For more information on Universal Design, check out the readings below.

For examples of theme related activities that utilize concepts of universal design, check out the PISP website -> Participation Kits at <http://www.pisp.ca/kits/index.html> and click on Academic Participation and then Modifications for the particular subject area. In particular, refer to the sample unit plans for:

- Science: <http://www.pisp.ca/kits/documents/ScienceMeasurementUnitPrimary.pdf>
- Socials: <http://www.pisp.ca/kits/documents/SocialsBCUnitPrimary.pdf>

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; pgs.
- **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/>
- 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 Miranda's Video Conference Feb. 2007)
<http://www.pisp.ca/strategies/strategies101.pdf>

Points To Ponder

- What are some of the differences and similarities between the following learning theories and learning styles noted by June Downing on pgs. 28 - 41 for: Cooperative Learning, Balanced/Comprehensive Literacy, Universal Design, Differentiated

Instruction Culturally Response Practice

- What is the difference between an adapted activity and a modified activity?
- In which subject areas could you create a parallel centre activity, which utilizes small group-work for peers?
- What would this activity look like so that both the student with severe multiple disabilities and peers are working on their own learning objectives together?

7. Switches Used In Modified Activities

Switches are sometimes used for those who cannot participate independently with their hands. Your local occupational therapist should be consulted to determine the best type of switch for your student, the location of the switch and how your student will access the switch. Switch use has various functions and benefits for the student beyond understanding cause and effect. Some of these are the groundwork for beginning communication skills. The purpose for switch-use can include the following:

- Having a voice output.
- Enjoying leisure activities.
- Providing service to others.
- Providing more control over the student's environment.
- Increasing independence or partial participation in activities.



This high school student is using her voice output device to participate in the story with her friends.



This student is using his switch and the AbleNet Powerlink to run the mixer in a cooking activity at school.

There are many opportunities to integrate switch use into the curriculum and classroom. A switch can be attached to almost any electrical device. Most often a student's switch is plugged into an interface (e.g., AbleNet Powerlink), which is then plugged into an electrical outlet. Any electrical appliance can be plugged into the Interface and turned on. The appliance or equipment will only run when the student activates the switch. The appliance can be accessed directly or set to run for a specific time.

To learn more about the AbleNet Powerlink features and how to program it, click on the "How To..." video on the PISP website called: [How to use all of the features on the AbleNet Powerlink](http://www.pisp.ca/video/index_how_to_videos.html)
Located on the How to... Link below:
http://www.pisp.ca/video/index_how_to_videos.html



You may wish to approach your local Occupational Therapist and/or Speech and Language Pathologist to view and interact with some of these switches so that you experience hands-on contact with them. A common fan can be converted into a spinner and used with a variety of classroom activities. In the video "Integration – Meeting The Challenge", an intermediate student named Todd is involved in a math drill activity with his grade 5 peers, using a fan that has been converted into a number spinner. This is his participation in this activity and it has purpose for his peers too.

<http://www.pisp.ca/video/index.html>

Reference Folder

- Refer to the reference folder in this module for "Why Switch?"
http://www.pisp.ca/learningmodules/mod4_why_switch.pdf
- Refer to the "Switch Data Collection" Sheet for more information about using a switch for your student. You should work with your local occupational therapist, physiotherapist and speech pathologist to determine a good switch site for your student. http://www.pisp.ca/learningmodules/mod4_switch_data.pdf
- Refer to the reference folder for this module for "Instructions AbleNet Powerlink". If you wish to try using an AbleNet Powerlink, you might ask your local occupational therapist if one exists in the district.
http://www.pisp.ca/learningmodules/mod4_instructions_abilenet_powerlink.pdf
- Refer to the reference folder for "Spinner", for the directions for making and setting up a spinner for your student to use with games, etc.
http://www.pisp.ca/learningmodules/mod4_spinner.pdf

Here on the next page, are some examples of electrical appliances that could be used with the AbleNet Powerlink in the classroom for those students who require a switch access to participate in their lives:

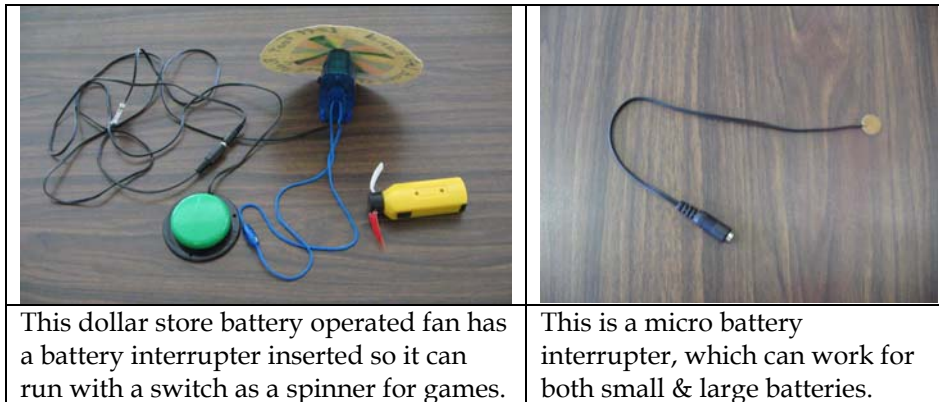
blender	conveyor belt	food processor
juicer	make-up mirror	paper shredder
radio	silent movie projector	tape recorder
can opener	coffee grinder	foot bath
lamp	malt machine	pencil sharpener
sewing machine	slide projector	toaster

card shuffler	desk lamp	hair dryer
magnifier lamp	mixer	popcorn popper
scissors	electric stapler	toaster oven
stereo	fan	hand held massager
vibrating pad	organ	power tools

Switches can also be used with battery-operated equipment or toys. Tips for purchasing battery-operated toys for use in a simple technology system are:

- Purchase battery-operated toys with an on/off switch with AA, C or D size batteries.
- If the toy runs on a track the battery compartment and "on/off" switch must be located on the track rather than on a movable piece.
- Consider the age appropriateness of the toys you buy.

A fan can be modified to act as a spinner. When the student activates the switch, the spinner will spin to a different number. This activity can be incorporated into gym games, math drills, leisure games, etc.



This dollar store battery operated fan has a battery interrupter inserted so it can run with a switch as a spinner for games.

This is a micro battery interrupter, which can work for both small & large batteries.

Reference Folder

- Refer to "**Switches With Appliances**" for switch related activities that involve appliances for use at school or the home.
<http://www.pisp.ca/strategies/strategies60.pdf>
- Refer to the "**Powerlink Switch Elementary**" handout for switch access ideas for elementary classroom use.
<http://www.pisp.ca/strategies/strategies34.pdf>
- Refer to "**Powerlink Switch Secondary**" for ideas for switch access use for secondary schools and classrooms.
<http://www.pisp.ca/strategies/strategies94.pdf>
- Refer to "**Talking Switches For Elementary**" handout for ideas for using voice output at the elementary level. <http://www.pisp.ca/strategies/strategies57.pdf>
- Refer to "**Talking Switches For Middle School & Secondary**" handout for ideas for using voice output at the middle school and secondary level.

<http://www.pisp.ca/strategies/strategies56.pdf>

View the handouts and **Tutorial** that addresses the FAQ: How can I motivate my student to work on his/her skills?

Click on the following link on the PISP website:
http://www.pisp.ca/video/video_tutorials.html

