

# Learning Modules

## DEVELOPING FUNCTIONAL CURRICULUMS

MODIFIED PROGRAMS K-12

### Provincial Integration Support Program

#### Outline

##### Coaches

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**Feedback for activities or assignments for this section is available only to those individuals working with students with severe multiple disabilities within British Columbia, Canada.**

Course Outline  
**Developing Functional Curriculums –  
Modified Programs k-12**  
Full Year Online Course

Instructors/Contacts:

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Preparation Activities.

- Exploration in your own district with hands-on involvement with switches & augmentative communication devices
- Preview video: Integration – Meeting The Challenge on this website

Reference Text:

- "Including Students With Severe & Multiple Disabilities in Typical Classrooms", June Downing, Paul Brookes Pub. ed. 1996
- Video "Integration - Meeting The Challenge" (contact for purchase: [twendorf@sd61.bc.ca](mailto:twendorf@sd61.bc.ca) or view on this website)
- Strategies will be included in the content areas for each module
- Most articles recommended through the Internet noted online

Preferred technology Word (Documents submitted requested saved in rich text or word) (e.g., schedule.rtf)

## **Introduction & Learning Outcomes**

This learning module is designed for practicing regular and special education teachers who are developing strategies and activities for students on modified programs with functional applications, throughout the school year. Participants will become familiar with terms to be used in this field and demonstrate evidence of their understanding of and applications of ideas and concepts from their readings. Participants will become familiar with specialized equipment (e.g., augmentative communication devices & tools). Participants will demonstrate evidence of the analysis and synthesis of ideas regarding key concepts as they learn about and develop meaningful inclusive curriculum planning strategies and tools, as well as practical social strategies for their students that apply to their specific classroom and school environments. Participants will demonstrate critical and reflective thinking about issues and key concepts related to learning how to integrate communication, fine motor and gross motor skills into age-appropriate functional classroom activities. Participants will also develop strategies and use critical thinking to assist in monitoring and reporting their student's progress and transition plans.

## **Learning Module Activities**

This learning module will walk the participant through various activities and concepts which will assist with long range planning, IEP development, development of communication strategies, classroom specific modified curriculum planning, meaningful integration with peers, behaviour detective work, monitoring and reporting progress, transition plans and related team building activities. Hence, it is important that participants have a student who is on a non-academic program, to work with throughout the year. The learning module format will encourage participants to view readings from articles, manual and text, engage in student-team related learning activities, participate in Internet searches and practical student-related activities, which will impact on the quality of program planning for their student. Learning Outcomes are listed for each of the module areas identified.

It is suggested that participants move through each of the modules in sequence to maximum benefit and understanding.