# Making All the Difference by Making It Different

Karen Barineau
Libby Rush

## Why Grade Level Content for our kids?

- ***Required by law***

No Child Left Behind

- Why not?
  - Who are we to say our students can't be exposed to the same content their peers are exposed to?
  - We are not teaching the standard, but
    ALIGNING
    ACCESSING
    EXPOSING in a meaningful / functional way
- **NCLB** must address grade level standards

## Using Grade Level Content with Those with Significant Cognitive Disabilities

- **Access to grade level materials, activities, or environments supports children with significant cognitive disabilities being perceived much like others in their age group.**
- **Participation in activities at grade level provides functional or meaningful experiences that improve the quality of life and promote self-determination.**
- **Ideally the perceptions of others will be positively affected when individuals have more age-appropriate topics about which to converse.**
- **Teachers are expecting more from students and getting it!**
- **The most meaningful benefit could be the more normal relationships that result from interactions with peers, teachers and family.**


Our job is

To provide instruction to meet IEP

Using grade level content

Aligning instruction with grade level standards in a functional / meaningful way

## Designing Relevant Tasks

- Instructional tasks should be RELEVANT to the student:
  - Pick and choose the most relevant standards/elements
    *(Not every standard in the general curriculum must be taught for students with significant cognitive disabilities.)*
  - From these standards, relevant activities can be developed in which to embed IEP objectives

## Educators Role

- Not to question if they will achieve the ability to read, write and comprehend the standards in traditional ways

## Educators Role

- Instill the "Desire"
- Expose and formally introduce the standards
- Enhance the development of the child's social, cognitive and communicative opportunities


IEP drives instruction

**Need to add:**

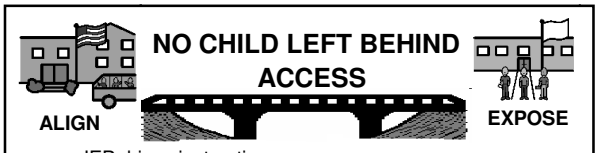
| | | |
|---|---|---|
| Grade Level Standards | Team Up for support Special Ed. & General Ed. | Students & IEP |
| Adapt Grade level materials | Assistive Technology | Best Practice |

## Critical Questions

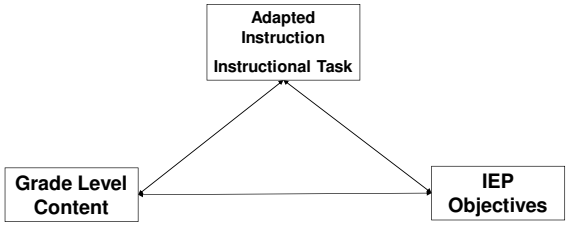
1. Are any standards reasonably achievable for my students as written?
2. Are any of the standards reasonably achievable for my students if adapted?
3. Can I integrate IEP objectives with the identified standards to make them functionally appropriate for my students?

## Assistive Technology (AT)

- Assistive Technology (AT) plays a MAJOR role in providing access to the tasks for students with significant cognitive disabilities
- AT should be provided to give the student information needed to complete the task, *and* for the student to actively participate in the activities.



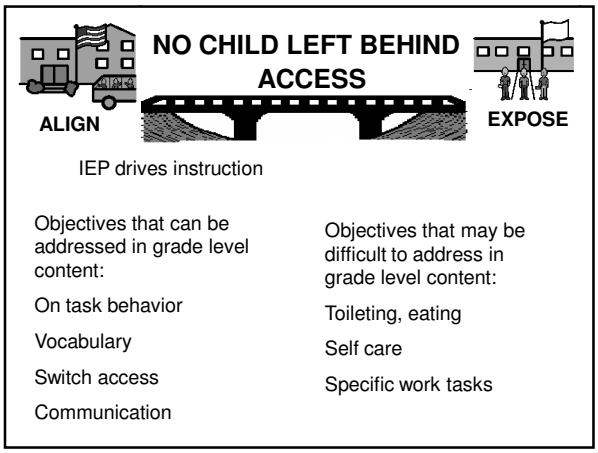

IEP drives instruction

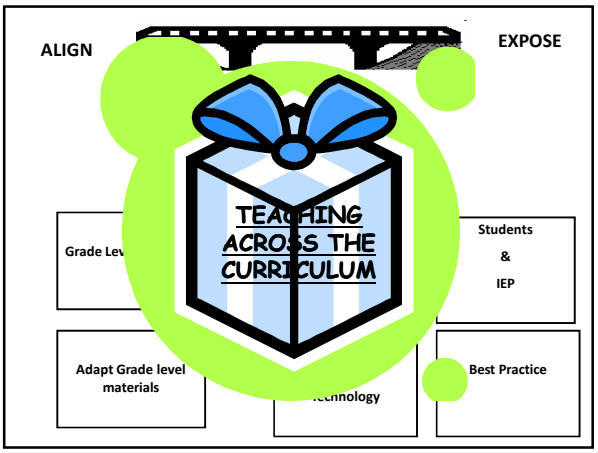



## Embed IEP objectives

- IEP objectives continue to be important skills for the student to learn during the school year.
- Objectives need to be embedded within the instructional task, and progress documented.

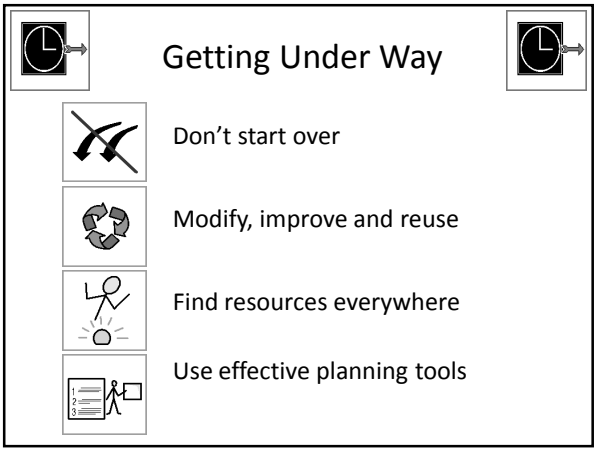
***The ultimate outcome of any instructional task for students with significant disabilities should be progress on the skills written in the IEP!***

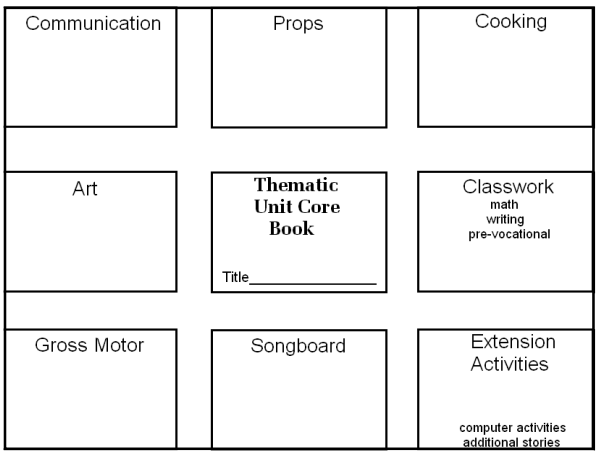


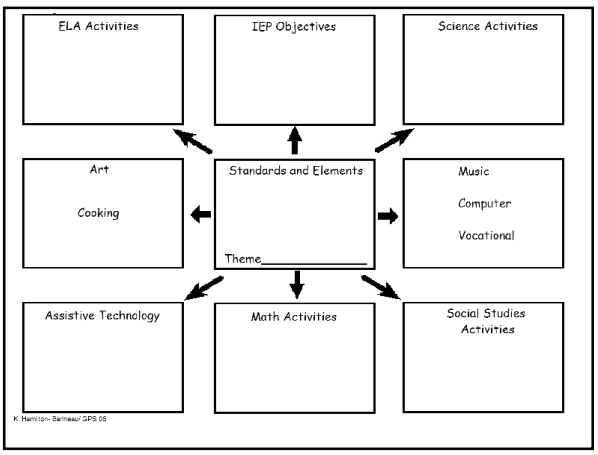




## Unit Planning
## Teaching across the Curriculum

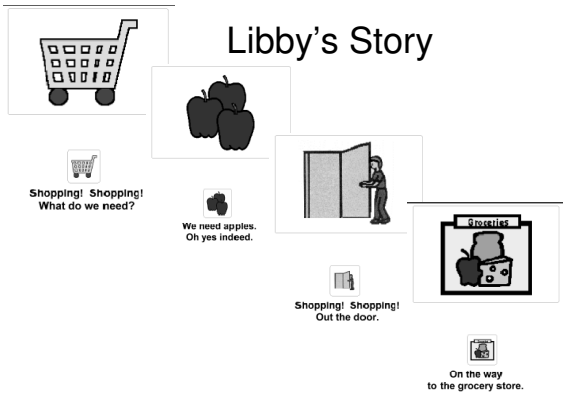
- Many topics/themes naturally lead to a variety of follow-up activities.
- Extend themes into other areas of the curriculum with ELA, science, social studies, math, cooking, art, drama and/or music.
- Repetition is the key! Kids with "ID" it takes 250 times to learn a skill.
- Use the same framework so the activities become routine.
- Familiarly lends itself to learning!



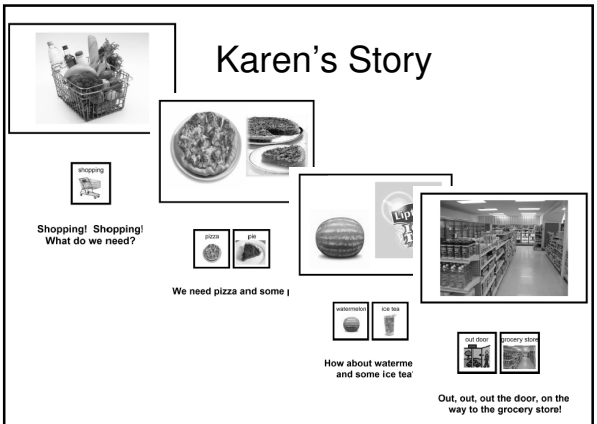



## Libby's Story




## Karen's Story



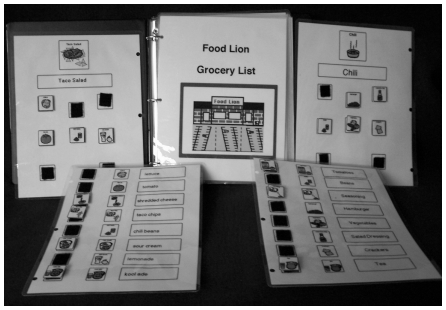

## Conditions for learning:

- The material/content has to be meaningful in some way to the student.
- There has to be purpose to the activity.
- Students must be actively engaged in instruction.
- Materials may have to be adapted for individual student needs.
- Expectations must be clearly defined.
- Success doesn't look the same for all students.
- Tips to help learning happen- graphics/ symbol sets, matching, sorting, sequencing, one to one correspondence, and color coding


**ENGLISH/LANGUAGE ARTS**
TASK & MATERIALS EXAMPLES

*for students with significant cognitive impairments*


## Menu and Shopping List



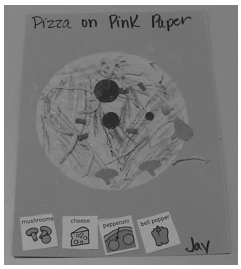

ELA4LSV1; ELA5LSV1

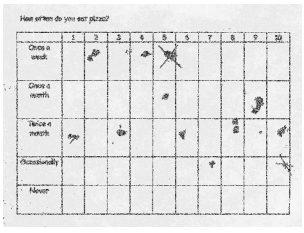
-Asks relevant questions

-Responds to questions with appropriate information

-Displays appropriate turn-taking behaviors

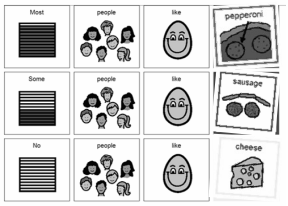
-Actively solicits another person's comments or opinions




Pizza survey and materials created by Marti Yelverton, Lee County PS, 2006 using Boardmaker PCS by Mayer-Johnson, LLC

## … And Using a Pizza Survey for English/Language Arts




ELA5R1 – For informational texts, the student reads and comprehends in order to develop understanding and produces evidence of reading that:

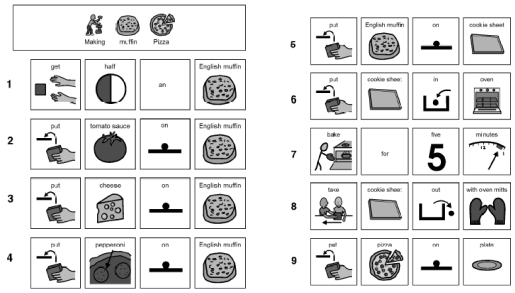
c. Identifies and uses knowledge of common graphic features (e.g. charts, maps, diagrams, captions, and illustrations.

ELA5W2 – The student produces informational writing that:

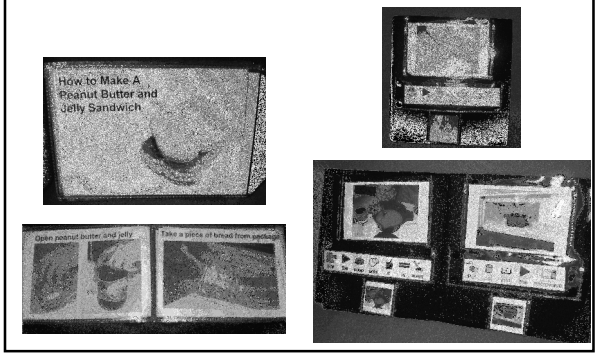
d. Includes appropriate facts and details.

ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

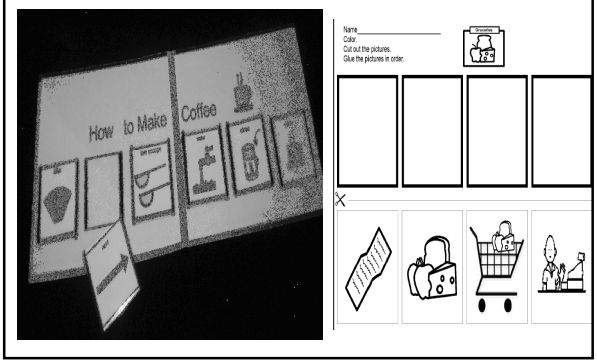
e. Follows multi-step instructions to complete or create a simple product.




## Refillable Recipe Books

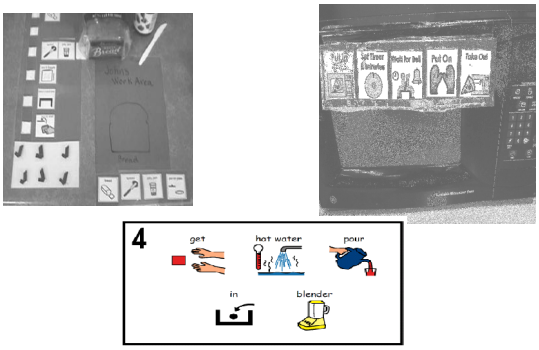



## Sequencing and Measuring




ELA7R1

f. Understands and explains the use of a simple device by following technical directions.

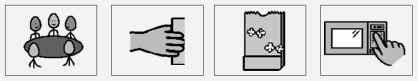



## Listening/Speaking/ Viewing

***making choices/request***

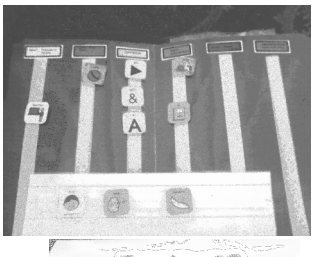
*Indicating comprehension through the use of informational text to follow a picture recipe.*

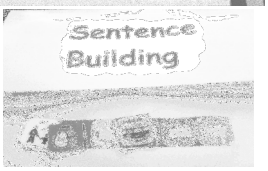
We put the popcorn bag in the microwave to cook.



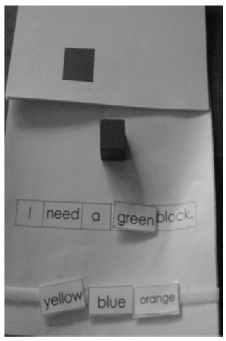
What do we use to cook the popcorn?


*Popcorn* materials created by Christy Smith, Gordon County School System, 2006 using Boardmaker PCS by Mayer Johnson, LLC. and PowerPoint by Microsoft.






ELA10W1
e. Writes texts of a length appropriate to address the topic or tell the story.

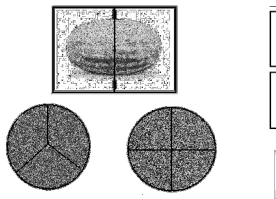


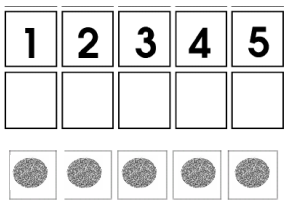

MATH

TASK & MATERIALS EXAMPLES

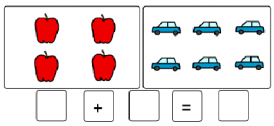
*for students with significant cognitive impairments*

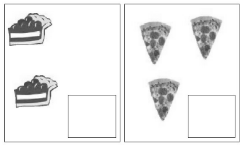
- Use manipulatives related to stories/units
- Picture graphs
- Use number lines for 1-1 correspondence
- Numbers on the floor to line up
- Tasks numbered or coded
- Vocational tasks – sorting objects by size, matching
- Counting out items for snack
- Embedded in activities and/or games
- Calendar – symbols, voice output
- Quantitative concepts more/less, big/small, etc.
- Count EVERYTHING – repetition is key



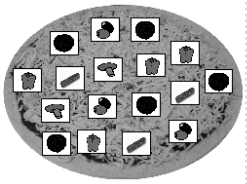

**M2N4 Students will understand and compare fractions.**

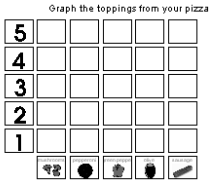


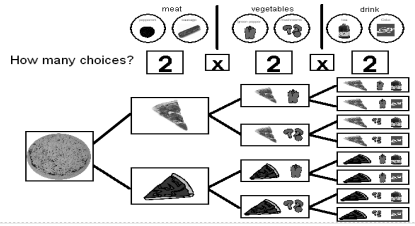
**M3N2 Students will further develop their skills of addition and subtraction and apply them in problem solving.**

**All Grades**






**8th Grade M8D2a Tree Diagram to find outcomes**

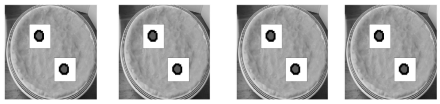


## Multiplication

My friend went to the grocery store and bought ☐ pies. Each pie has ☐ toppings. How many toppings do the pies have?

4 2 8 10 6

☐ x ☐ = ☐



## Shapes

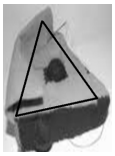
Grocery Store\Shapes.pptx

It's a watermelon. Its shape is an _____.

oval

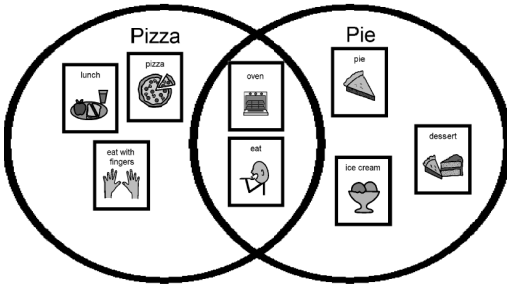
It's a pie. Its shape is a ____.

triangle



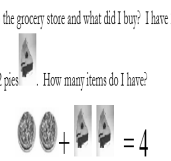
Kindergarten, 1st Grade, and 2nd Grade,3rd Grade, M3G1a-d, M4G1, M4G2, M4G3, M5G1

## Venn Diagram




## Algebraic Equations

I went to the grocery store and what did I buy? I have 2 pizzas and 2 pies. How many items do I have?



$X + 2 = 4$

$X = \_\_\_$

$3 + 2 = x$

6th Grade 46A3 algebraic expressions, 7th Grade MCA1, 8th Grade M8A1

Kindergarten MKM3a,b,c, 1st Grade, M1M2a, 3rd Grade M3M1, and 11th Grade Measurement and Geometry Standard 7 and 9

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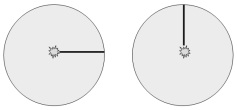
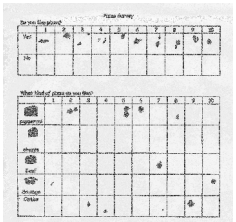


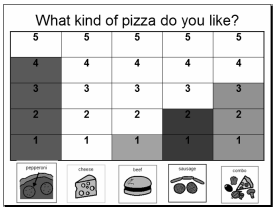
A radius starts in the center, and goes to the side. It doesn't matter which direction.

M5G2

## *Using a Pizza Survey for Mathematics…*

*M5P5* - Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.



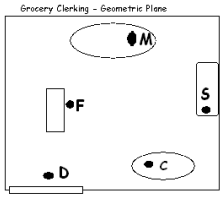



*M5D1*- Students will analyze graphs.
a. Analyze data presented in graphs.

*M5D2* - Students will collect, organize, and display data using the most appropriate graph.

**Middle School 6th Grade Geometry and Spatial Reasoning.** The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of rational numbers. The student uses coordinate geometry to describe location on a plane. The student is expected to: (A) locate and name points on a coordinate plane using ordered pairs of integers (QCC, GPS, ITBS) **4th Grade M4G3b, 7th Grade, M7G2B, M7A3, and High School Standard 30 Measurement and Geometry**

Grocery Clerking – Geometric Plane



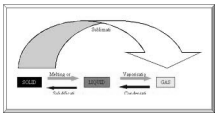

D Point D is the door
M Point M is the meat department
C Point C is the cart storage
S Point S is the shelves
F Point F is for the cashier

D Point D is the door
S Point S is the shelf
C Point C is the cart storage
M Point M is the meat department
F Point F is the cashier

**SCIENCE**
TASK & MATERIALS EXAMPLES

*for students with significant cognitive impairments*

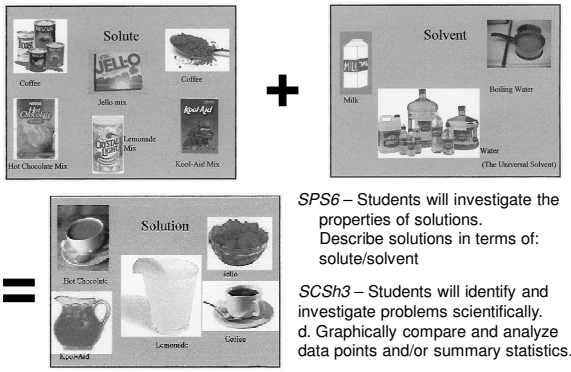
Cutting a pizza in slices is a physical change.



Making a pie from a mix and putting it in the oven to make a pie is a chemical change.

**5th Grade S5P2a, b, c and**
**8th Grade S8P1**

*Combining High School science standards and tasks with cooking activities*

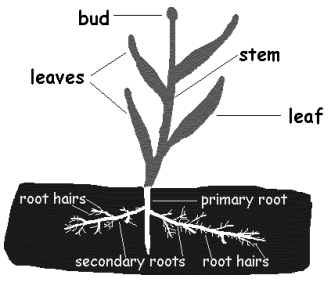



*SPS6* – Students will investigate the properties of solutions. Describe solutions in terms of: solute/solvent

*SCSh3* – Students will identify and investigate problems scientifically.
d. Graphically compare and analyze data points and/or summary statistics.

Solute/solution science activities created by Mandi Whittle, Ben-Hill County School System, 2006

## Parts of a Plant




**SOCIAL STUDIES**
TASK & MATERIALS EXAMPLES

*for students with significant cognitive impairments*

*Working on money skills by making and selling chocolate roses to earn money for classroom purchases and trips*

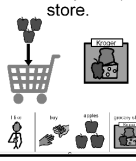
*SSEMI1* – Student will describe how households, businesses and governments are interdependent and interact through flows of goods, services, and money.
b. Explain the role of money and how it facilitates exchange

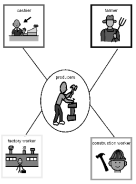
Chocolate roses created by Jessie Moreau's class, Gwinnett County PS, 2000

## Producers and Consumers

The cashier takes my money and gives me my food.

I like to buy appl at the grocery store.



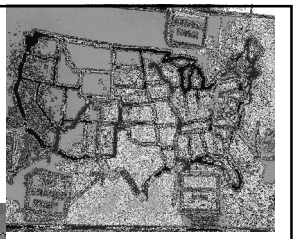


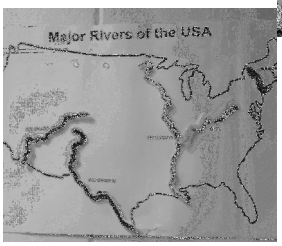
Georgia Entrepreneurs

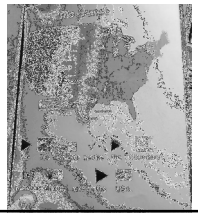
Created by Jessie Moreau, Gwinnett County Public Schools, 2007

SS3G1 The student will locate major topographical features of the United States of America.

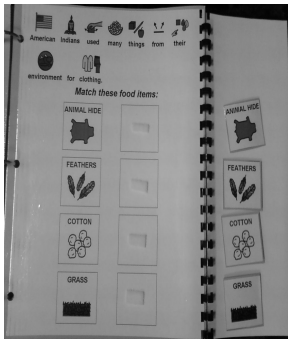
a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.

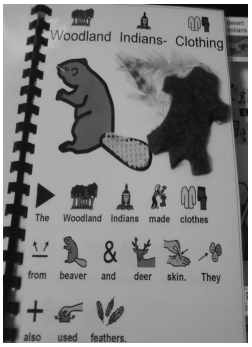




SS4H1 The student will describe how early Native American cultures developed in North America.

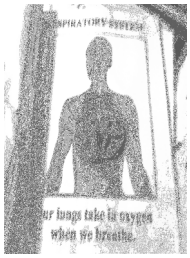


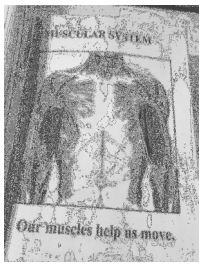




## Ideas for Themes

- Functional Themes
- Science
- Social Studies
- Grade Level Literature
- Principal's Book of the Month

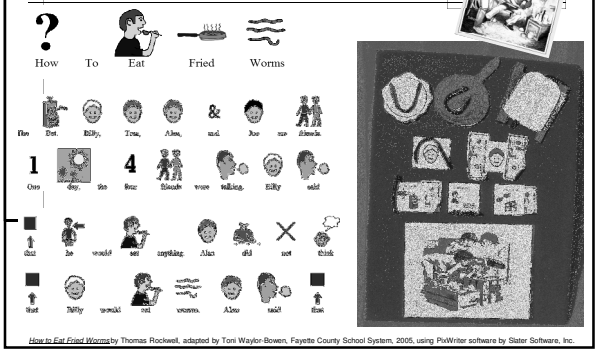
## Systems of the Body




S7L2 e. Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease).

*Adapting grade-level books through use of picture and tactile symbols and computer software to show comprehension*



*How to Eat Fried Worms* by Thomas Rockwell, adapted by Toni Waylor-Bowen, Fayette County School System, 2005, using PixWriter software by Slater Software, Inc.

*ELA5R3* – Student understands and acquires new vocabulary and uses it correctly in reading and writing.

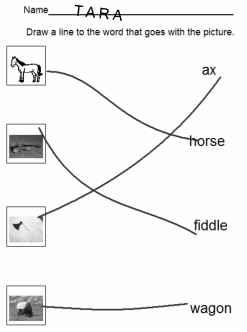
**Little House On The Prairie**

*By Laura Ingalls Wilder*

Retold by Karen Barineau

A long time ago, Pa, Ma, Mary, Laura, Baby Carrie and the family dog, Jack, sold their little house in the Big Woods of Wisconsin. They were going to Indian country.

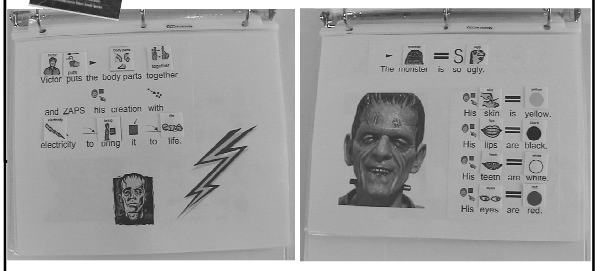
Everything from the little house was in the wagon, except the furniture. They did not need to take these, because Pa could always make new ones. Everyone hugged and kissed them saying goodbye. Pa traded his furs for things they would need on the journey. They were going to Indian country.




*Little House on the Prairie* by Laura Ingalls Wilder adapted by Karen Barineau, DeKalb County PS, 2006 using Boardmaker software by Mayer-Johnson, LLC.

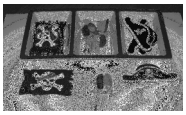
*ELA9,10RL1; ELAALRL1*

Reading a variety of genres of grade-level literature (e.g. poetry, drama, short stories, biography) and demonstrating comprehension (through use of interactive storytelling, adapted books, and use of print, pictures, and picture symbols.)

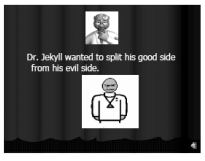


*Frankenstein* by Mary Shelley, adapted by Marla Dewey, Muscogee County Public Schools, 2006 using *Writing With Symbols* software by Mayer-Johnson, LLC.

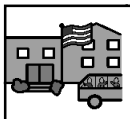
## Treasure Island

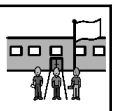
## Dr. Jekyll & Mr. Hyde





**NO CHILD LEFT BEHIND ACCESS**



**IEP still drives instruction**

**ALIGN**

**EXPOSE**

**ENTRY LEVEL** **PRE- REQUISITE LEVEL**

**TOGETHER, WE *CAN* DO IT!**

Thank you for your interest in

## Making All the Difference by Making It Different

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