Determining What to Teach, How to Teach it and When to Teach it And not go crazy!

Life in a High School classroom for students with Moderate, Severe, and Profound Disabilities

Presentation by: Lynn Heyen, Oconee County Schools
Objectives

Participants will gain an understanding of how to choose skills to teach that incorporate the CCGPS.

Participants will be able to teach a lesson to an entire class of students with a range of disabilities.

Participants will gain an understanding of the organization and the daily schedule inside of a classroom for students with moderate, severe, and profound disabilities.
Me and My Class

I have been teaching Special Education for 21 years. The first 16 were in elementary school and the last 5 in high school. All 21 years have been in a classroom for students with moderate, severe and profound disabilities.

I currently teach at North Oconee High School, in Bogart. In my class I have 6 students. Three students have a moderate disability, one is diagnosed with Autism, one with the eligibility of a severe disability and one with a profound disability.
What to teach?

As you begin to plan your year/month/week, let's start with the basic academic areas:

- **Reading/Writing**
- **Math**
- **Social Studies**
- **Science**

I try and do reading and math everyday. It is just part of our routine. Social Studies and science I alternate, one unit at a time.
I’d love to say that I plan out which books we are going to read at the beginning of the year, however, that is just not part of my reality!

Here are the steps that I take when determining a book.

I normally will go and look at the 9th, 10th, 11th, and 12th grade reading list.

Lists should be online for your school, there are sometimes slight changes per school or district.

Ask the general ed teachers – they can give you some of their ideas and suggestions!
I find a couple of books that my students might like and that we haven’t read in the past few years. Why, you ask??

My students who are have more moderate disabilities will remember parts of the book!

Every few years the dynamics of my class change as well as the individual student’s tastes.

Plus, I get bored reading the same stuff over and over!
There are about 30 books that have already been adapted for the high school level. A list of these are available on the resource board.

Next, I check to see if there is an adapted version that was already created.

Why remake the wheel? Save some time and stress!
If created, I check to make sure that it is an appropriate level for my students. I may have to tweak the adapted version to fit my class‘ needs. I might add some interesting facts or slides to make the book more difficult for my students who are more moderate. I plan and write for the higher students and then adapt for my lower.

There may be some updated photos to use from a new movie of the book.

If I have to adapt it on my own – well, I get started as soon as possible.
Reading Standards that I Display

Just like general ed teachers, I post the standards that we are working on. Mine are posted on the wall. The ones that I use for reading are these standards. I tried to find standards that would be broad enough to cover all the reading activities that I might do throughout the year.

- **EL ACC.11-12.RL.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- **EL ACC.9-10.SL.1**: b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- **EL ACC.11-12.RI.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
To me, math is a difficult area for which to plan. As a teacher we need to work on the CCGPS, but we teach high school and my students really need to work on functional money skills. It is very hard to find a balance.
I wish I could say that I can find the real life functional skill for each of the CCGPS objectives but I just can’t. I do the best I can! My secret is…

I *try* to set aside 2 days a week for only working on money skills.
For the other days, I pick standards that I think would be fun for the kids to learn.

Here is how I determine which CCGPS standards I want to teach.

I look through the GAA manual to find a standard, even if I am not administering the GAA at that time.

I’m not going to spend my time creating materials for a unit and not ever be able to use it for GAA!

It is easier for me to read the GAA manual’s list of standards instead of looking through the website.
Next, I check to see if there are activities already adapted and created for the standard!

Why remake the wheel? Save some time and stress!

The search button on the resource board can be used if you use key words, not standard numbers.
I deconstruct the standard to see if I can determine what it is important for my kids to learn and if they are possible for me to teach.

By figuring out what is important to learn from the standard, you can teach those skills. Is it important to learn how to use the formula for area or for the student to find the area?

There are some math standards that are difficult for me to understand much less teach!
Math Standards that I Display

Just like previously mentioned, I post the standards that I teach. Some of the ones that I have posted before are:

**MCC9-12.F.IF.2**
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

**MCC9-12.G.CO.3**
Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

**MCC9-12.G.CO.6**
Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
There is so much information out there that can be used for teaching social studies and science that the options are great. There are “Youth” books on different historical events and people, as well as great science ideas and experiments.
As stated before, I look at the GAA manual to find a social studies or science standards. There are pages and pages to choose from!

I look for standards that ask for the students to identify, or to explain the importance/difference of things.
Once I find something that I’m interested in teaching, I then check the resource board to see what else has been done on that subject!

Again… Don’t reinvent the wheel!
Finally, make sure that the unit is something that sounds fun to teach. Ask yourself, are there experiments that we could do, or museums we could visit that would enhance the learning of this standard?

If you are not interested in the unit or having fun teaching it, the students won’t be having fun learning it.
HOW I TEACH READING

I make sure that I have plenty of animations and noises throughout the story to keep the students interested.

Either through an animated GIF or through adding animation in PPT
I try and do a graphic organizer with each story.

I make sure that I have different levels of the organizer available for the different levels in my class.
I create a communication board with each story. It can been used by everyone as a communication opportunity or as a visual reminder of the characters and plot.

Again, different levels for different kids.
I make sure that there is some type of group activity that everyone can do that helps with understanding what we have read.

It can be done either before, after, or during the story.
I try and have a repetitive line or at least a comment that can be made throughout the story to help include members of the class that might not be verbal.

You can use a switch interface for the computer to allow a student to turn the page for you!
Reading Activity Demo
As I’m introducing a new math unit, I usually make a big deal about it being Coordinated Algebra or Geometry. I will then tell them what we are going to be working on and that it might sound hard, but I will show them how it can be easy. It gives my students a little thrill.
For each CCGPS unit, I try and come up with at least 3 different leveled activities.

One level for my students who are functional readers and can use the calculator.

Another level is for students who need more matching type of activities and smaller numbers.

Finally, the last level would be for the students who are most involved. These are usually enlarged print, Velcro pieces, and can be errorless if needed.
As I start looking for a new unit, I look for standards that I can understand. I look for terminology in the standard that includes words like “formulas”, “solve”, or “use”.

For example:

MCC9-12.F.IF.2 – Use function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.

Let’s break this down: Use function notation, evaluate functions for inputs in their domains: This means use the function to solve for the variable. Honestly – it is substituting the variable with the numbers and solving it’s function.

Interpret statements: answer questions about the problems you just solved!
Once I understand what the standard is asking about, I start to create materials. I start with a story or real life situation to base the activity around.

**Lunchroom Bill Balance**

Each day when you eat lunch in the lunchroom it costs you $3.00. By using function notation, we can determine how much money you spend on lunch for 5 days, 25 days or even 30 days.

= $3.00

* Make sure you have your calculator!

**Bake Sale Money**

Each Thursday our class sells snacks for $.75 a piece. We sell brownies, cupcakes and cookies. By using function notation, we can determine how much money we earn after selling 1 item, 3 items or even 25 items.

= $.75

* Make sure you have your calculator!

This will help the student make a connection, but also give you some ideas for manipulatives for the students who are lower functioning.
Now I create an example of what is expected and give the students a chance to practice.

Let's do an example of a function notation table.

If we have been in school 2 days, change the “n” in the formula to a 2.

\[ f(2) = 2 \times 3 \]

\[ f(2) = 6 \]

Use your calculator and type in: \( 2 \times 3 \)

<table>
<thead>
<tr>
<th>( n )</th>
<th>( f(n) ) or ( n \times 3 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Complete the table by using the function notation formula and determine how much money you will spend for lunch after the number of days listed on the table.

Don't forget your calculator!

<table>
<thead>
<tr>
<th>( n )</th>
<th>( f(n) ) or ( n \times 3 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$</td>
</tr>
<tr>
<td>2</td>
<td>$</td>
</tr>
<tr>
<td>3</td>
<td>$</td>
</tr>
<tr>
<td>4</td>
<td>$</td>
</tr>
<tr>
<td>5</td>
<td>$</td>
</tr>
</tbody>
</table>
Don’t forget the second part of the standard...answer questions (or interpret statements.)

Using the table or that you completed, answer the following questions.

1. Money spent for lunch by day 3 or $f(3)$ was ________________.

2. Money spent for lunch by day 1 or $f(1)$ was ________________.

3. Money spent for lunch by day 4 or $f(4)$ was ________________.

4. Money spent for lunch by day 2 or $f(2)$ was ________________.

5. Money spent for lunch by day 5 or $f(5)$ was ________________.
Now, what do we do about materials for students who can’t use a calculator?

I am going to use the same basic real life situation. It makes it easier on me, and the kids can be in the same group while I am teaching! I will make the amounts easier, I know these kids need manipulatives and I know they are going to need a number line to help count.

**Lunchroom Bill Balance**

Each day when you eat lunch in the lunchroom it costs you $1.00. By using function notation, we can determine how much you will spend in 1 day, 2 days or even 3 days.

= $1.00
Create the problem page, making sure that you have manipulatives. Here is the spot for the dollar bill manipulative. This solves the problem.

Create a number line in which the students can match up the number of bills. They will pull the number below the bills and then place the number on the problem sheet – answering the question.

\[
f(n) = n \times \$1 \\
f(1) = 1 \times \$1
\]

Day 1

Remove the dollar and place it on the number line. Find the number, and fill in the blank.

After day 1 you spent: \( f(1) = \)
Still too difficult for your student??

Use a switch with the options!

Show me the function of 1 lunch = $1.00
Teaching functional money skills

In my functional money skills group, I have a wide variety of kids. I have a student who can count money but won’t and a student who can’t count but match, and then everything in between. Coming up with an activity for them all is difficult to say the least.
I do a lot of activities to practice money skills. Including grocery store math
And “Keep The Change”
Math Activity Demo
There are so many fun activities that go along with social studies and science. I’ve seen diorama’s created, clay figures made, and community based instruction trips taken to museums and state gardens. When teaching these subjects, think outside the box!
The first thing I do is create a story or power point for the unit.
History is easy to create a story about, it is already done! The thing I try to remember about history is that most of the pictures you will find will be in black and white.

These can be really boring to some of our kids or even difficult to see. This is where you need to be creative.
To draw attention to important aspects of the story there are several things you can do...

- Change the color of a picture or part of a picture to highlight the important facts.
- Add constant animations to the picture to emphasize the concept.
- Draw arrows to direct attention.
You can add noises to slides to emphasize what has happened.
For SS, if appropriate, I try to incorporate a classroom timeline that is a Velro activity that we can add to as we learn about it.

Henry Ford
Opens Ford Motor Co.
The Model T is created
Took 12 hours to make a car
Created the assembly line
Took 93 minutes to make a car
Built a truck
For science units, I always try to come up with experiments and models that we can do!

We created a model of a DNA strand

Testing our saliva in the chemistry lab to determine if it is an acid, base or a neutral
Take really cool trips that can be used as generalization or to emphasize learning!

- Go to the zoo, to talk about animal adaptations
- Recycling plant to talk about conservation
- Botanical gardens to talk about plant adaptations
Scheduling everything is one of the hardest things you will do. You are expected not only to teach the academic areas, but also teach functional life skills, collect data, do state mandated assessments, write IEP’s and work on transition plans. All within a “regular” work day!
Secret to being a good teacher is to realize…

No one ever gets all those things accomplished everyday of every week. Seriously, no one!
My goal is to do most of these things at least 2-3 times during the week.

It’s been a good week if on Friday I can say I didn’t lose anyone on CBI, I didn’t get bodily fluids on me, and we actually learned something.
Scheduling

There are 2 types of schedules that High Schools use:

Block Scheduling – which allows for 4 segments a day of 90 minutes each.

Periods – allows for 6-7 segments a day of 50-60 minutes each.

No matter which schedule your school uses, you will ultimately design your own segments except your planning.
6 Tips to remember when scheduling...

Tip 1: Keep it short and sweet

Our kids will not be able to focus any longer than 45 minutes on a subject. And even that should include a movement activity.

Any movement activity will do, whether it is getting out of their chairs or cutting and pasting, or acting out a part.
Tip 2: Consistency – it’s not just for autism!

Our students do better both academically and behaviorally when they know what to expect.

We all work on a schedule – if not our lives would be chaos. Think about how stressed out you get when you are running late!

It provides students with a sense of control as well as promotes independence.
Tip 3: Time to leave the building!

When planning CBVT/CBI, remember to include transport time and wheelchairs.

I usually allow for 1.5 hours for eating out.

Too much time is often worse than too little.
CBVT and CBI’s

Keep the time consistent throughout the week.

Schedule the locations for what the kids need not necessarily what is easiest for the staff.

When you don’t have kids going out – schedule something in the school.
Scheduling your CBVT/CBI time is a totally different ballgame. You have to determine where the student wants to work and what skills are needed and then go from there.

Here is just my CBVT/CBI schedule board
Tip 4: Use what you got!

Use your assistants for something other than copies. They are there to help you – not be your maid.

If necessary, create a daily list of activities for them to do with the kids. I call mine “Joe’s Daily Hygiene Checklist” or “Carla’s Daily Objectives Checklist”.

Explain the data collection system you want to use, and then occasionally share the data with them. Model exactly how you want it done!
Tip 5: It’s all about those groups

Make sure your small groups are doable - no more than 2 kids who are different levels at one time!

Arrange your seating so that you are not having to get up and give chase constantly.

Don’t waste yours and their time by having the equipment and materials for the tasks within arms reach and ready to go.
Scheduling Group Activities

Reading and the social sciences are easy to schedule as whole group activities.

Arrange your room where each of your more involved students can get support easily.

Always have fidgets ready that go along with the story.

Have switches ready to go!
Tip 6: Always plan ahead

Lesson Plans keep you organized. They let you know what needs to be done in preparation instead of running around right before the activity.

They make you decide ahead of time what each student needs to work on.

Be flexible – the whole lesson might change in the blink of an eye!
## Example of Lesson Plans

### Ms. Heyen's Lesson Plans

**Moderate/Severe/Profound Disabilities**  
**Week of 11/10/14 thru 11/14/14**

<table>
<thead>
<tr>
<th>Time/Block</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 8:15-8:45  | **Standard:** HE.H.S.1  
**EQ:** What do I need to do to make myself presentable to others?  
**Activity:** Breakfast, Hygiene and Morning work (including work samples for IEP recording) | **Standard:** HE.H.S.1  
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**EQ:** What do I need to do to make myself presentable to others?  
**Activity:** Breakfast, Hygiene and Morning work (including work samples for IEP recording) |
| 8:45 - 9:15 | **Current Events**  
**Standard:** MLC.CCC4  
**EQ:** What is happening in the news today?  
**Activity:** Students will read the online about the weather and a daily special education newspaper about what current events are happening. Will look up on the web to find video to match. Topics will change daily.  
**Differentiation:** Students will complete the worksheet in their binder according to their level (circling) | **Current Events**  
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**Differentiation:** Students will complete the worksheet in their binder according to their level (circling) |
| Time         | Activity | CBVT Standard | CBVT EQ | CBVT Activity | CBVT Activity | CBVT Activity | CBVT Activity | CBVT Activity |
|--------------|----------|---------------|---------|--------------|--------------|--------------|--------------|--------------|--------------|
| 9:15 - 11:30 | Job Sites| FCS-FPE-2 a,b | What skills do I need to be a good employee? | Job Sites | FCS-FPE-2 a,b | What skills do I need to be a good employee? | Job Sites | FCS-FPE-2 a,b | What skills do I need to be a good employee? | Job Sites | FCS-FPE-2 a,b | What skills do I need to be a good employee? |
|              | NN and IW| Ci Ci's pizza. They will work on making boxes and opening prep skills for a restaurant. IW will work on working consistently for 2 minutes without pulling back. | | | | | | | | | | |
|              | CF, Blan, Britt | Will stay at school and work on daily living skills and IEP objectives | | | | | | | | | |
|              | AY | Will go to Magnolia and work independently with the residents and in the food services area. | | | | | | | | |
|              | CF, IV and CT | Will go to Stevi B's Pizzeria to do set up activities, make boxes and wipe tables | | | | | | | | |
|              | Blan and NN | Will go to Walmart to go shopping, working on finding particular items, finding best prices and pushing the buggy. | | | | | | | | |
|              | Britt | Will work in the field house working on daily living skills. | | | | | | | | |
|              | AY, HS, and AV | Will work at Talmadge to roll silverware and assist with lunch prep | | | | | | | | |
|              | IV | Will go to Oconee Animal Rescue to help provide socialization with the animals | | | | | | | | |
**Example of Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:45</td>
<td>Hygiene and Morning work</td>
</tr>
<tr>
<td>8:45-9:20</td>
<td>Social Studies/Science</td>
</tr>
<tr>
<td>9:20-11:20</td>
<td>CBVT/CBI or IEP skills</td>
</tr>
<tr>
<td>11:20-11:30</td>
<td>Snack</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Hygiene</td>
</tr>
<tr>
<td>11:45-12:25</td>
<td>Reading</td>
</tr>
<tr>
<td>12:25-1:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-1:55</td>
<td>Math</td>
</tr>
<tr>
<td>2:08-3:12</td>
<td>APE/Planning</td>
</tr>
<tr>
<td>3:12-3:30</td>
<td>Prep to go home</td>
</tr>
</tbody>
</table>

Don’t worry about the school’s bell schedule. If too distracting, you can use them to signify break time.
Some of My Favorite Websites
that help me create and teach

Animations
Animationlibrary.com
Heathersanimations.com
Animateit.net
Netanimations.net

Activities
Resource board
Pinterest
Teachers pay teachers

Sound Effects
Ilovewavs.com
Sounddogs.com
Soundbible.com
Soundjay.com
Freefx.com
Thanks to the following sites for the graphics, sounds or animations

www.stressrejectersnation.com
allbabyanimalspics.blogspot.com
www.clipartpanda.com
www.reinventcc.com
drawception.com
blogs.msdn.com
www.gpb.org
www.tomcopelandblog.com
www.gonzostoolbox.com
www.pinterest.com
www.clipartbest.com
www.intercontinentalresearchjournals.org
imgarcade.com
burke.ces.ncsu.edu
hp.milfordk12.org
lessonpix.com
hsblp.wordpress.com
autismhasmychild.com
www.organizingsolutions.info
coaching-journey.com
survival.phillipmartin.info
itscindybrock.blogspot.com
catalogicsoftware.com
gjismyp.wordpress.com
teachinglearnerswithmultipleneeds.blogspot.com
commons.wikimedia.org
www.how-to-study.com
www.psychologicalscience.org
blog.games.com
www.randolph.k12.nc.us
cliparts.co
www.clipartbest.com
www.lakeshorelearning.com
pixgood.com
www.thefreedictionary.com
wecleandirtyhomes.com
proncentral.wordpress.com
meditation.dmc.tv
uxyd.deviantart.com