Developing Middle School Units for Students with Significant Cognitive Disabilities

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I.D.E.A.S. Conference Summer 2015
Learning Objectives

• Apply the concept of integrated unit planning to any standard/theme/literature.

• Demonstrate ways to integrate IEP goals and objectives into standards based instructional units

• Create meaningful hands-on activities to implement an integrated unit
WHY integrated unit instruction?

- Provide instructional access to multiple grade bands and content areas within a single interdisciplinary plan.
- Provide multiple opportunities for exposure, repetition and practice over 4-to-6 weeks of thematic unit instruction.
- Embed IEP goals and objectives.
WHY integrated unit instruction?

- Generalize concepts across settings and people by including other teachers, related service and support staff in planning and teaching

- Streamline planning and instructional time

- Incorporate Communication - choice making, answering questions, making comments, learning new vocabulary
HOW to create unit materials?

Use a structured format when planning such as the thematic unit planning guide.
ELA/Reading: Literature
- Charlie Flip Book
- Event/Character/Setting Template
- Comprehension question file folder

ELA/Reading: Informational
- Chew & Blow Bubble Gum Info (refer to text)
- Chew & Blow Bubble Gum Info Text with Comprehension Questions
- Chew & Blow Multiple Comprehension Questions
- Cocoa Bean to Chocolate Bar

Writing
- Bubble Gum Writing
- Character Trading Card
- Writing Wheel

Science
- Biome Activity PPT & Flip Book (7th)
- Biome PPT (7th)
- Conserving Natural Resources PPT (6th)
- Conserving Natural Resources Frayer (6th)
- Potential and kinetic Energy Set (8th)

Social Studies
- Personal Money Management PPT and activity sets

Math
- S'mores Algebra
- Dot Plot & Survey Activities
- Favorite Wonka Candy Survey
- Let's Write Ratios using recipes
- Wonka Candy Function Graphs

PE/Art/Music/Cooking
- Chocolate Smoothie
- Smores
- Instant Oatmeal Mix
- Craft: Decorate Mix Jar w/ recipe card

Community/Pop Culture
- Shop for Groceries
- Shop for craft supplies
- Watch video clips from original movie
- Watch video clips from new movie
- Use switch to select and listen to music clips from movies

Functional/Speech/OT/PT Vocational
- Counting / Matching / Using a Jig
- Packaging / Measurement / Switch use computer / Switch use environmental control / grasp and release

Notes:
While using the planning sheet…


2. Brainstorm and jot down activities related to the selected theme.

3. Incorporate life skills/recreation components - cooking, movement, art, music, CBI, technology, etc...

4. Look at where you can embed individualized IEP goals and objectives.
What is an IEP objective you use in your room?
Examples of Common IEP Objectives

- Count 1-10
- WH questions
- Increase sight word vocabulary
- Attend to a task
- Sort items by attributes
- Follow directions
- Complete a task to completion
- Share personal information
- Cause and effect
- Follow a visual schedule
- Use a switch to make a choice
- Copy from a model
- Match items
- Deliver a message
- Clean up work area
- Package items
- Turn head toward sounds
- Choose items from an array of two

Can you Think of more?
Planning Tips and Tricks...

• Become familiar with the standards. Make sure you know what the standard means. (ex: Ocean and Oceania) (Creating a standards document helps me.)

• Plan with the end in mind. What would you like the student(s) to be able to do at the end of the instructional unit?

• The planning sheet is dynamic. Jot down additional ideas as you plan and collaborate with others.

• Talk to general education teachers.

• Do a web search.
Planning Tips and Tricks…

• Hang out on pinterest.

• Brainstorm with paras, OT, PT, SLP etc...Greater staff "buy in" equals more FUN.

• Create materials.

• Develop lesson plans and a timeline.

• Adapt plans as needed through ongoing assessment of student progress.
<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>STANDARD</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Reading: Literature</td>
<td>Grade 6 ELACC6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution. Grade 7 ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot Grade 8 ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
<td>Charlie Flip Book Event/Character/Setting Template Comprehension question file folder activity</td>
</tr>
<tr>
<td>ELA/Reading: Informational</td>
<td>ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC7RII: Cite several pieces of textual evidence to support analysis</td>
<td>Chew &amp; Blow Bubble Gum Info (refer to text) Chew &amp; Blow Bubble Gum Info Text with Comprehension Questions Chew &amp; Blow Multiple Comprehension Questions Cocoa Bean to Chocolate Bar</td>
</tr>
</tbody>
</table>
WHAT do the materials look like?

Examples based on the adapted book “Charlie and the Chocolate Factory.”
Adapted Book with Tactile Enhancements

Willy Wonka owns the largest chocolate factory in the world. He starts a special contest.

Violet Beauregarde

gets Wonka Bar for present

Inside five Wonka chocolate bars...
ELA: Reading - Literature

Flip Book

Comprehension Questions
Writing

Charlie Trading Card

Role in story: A young man who loves his grandpa and hopes to win the grand prize.

1. He and his family are very poor.

2. He finds a dollar on the sidewalk.
ELA: Reading - Informational

Adapted Book, Questions, Tactile Cards
Math

Functions, Dot Plots, Histograms
Math

Problem 1:

What is the ratio of hot chocolate mix to peanut butter?

Ratios
Science

Potential
The boy is on the diving board.

Kinetic
The car is moving down the hill.

Do we conserve air?
Use less electricity.
Don’t use chemical sprays.

Water, air and soil are natural resources.
Let’s Look at Creating Materials for a New Unit
SHOW Examples from Adapted Book

See Slide 37 to learn how to order the adapted book.
Remember
You don’t have to re-create the wheel!

• Use ideas and concepts from other units and resources as a template or starting point to create custom educational activities.
Remember
You don’t have to re-create the wheel!

BLANK TEMPLATES
Flip Book
Character Trading Card
Setting / Episode / Character Response
Writing Wheel
Group Activity

Let’s Brainstorm!
The following slides depict the awesome ideas noted during our group brainstorming session. Each slide represents one box from the unit planning guide.
ELA/Reading: Literature

- Sequencing re-telling story
- Character / Plot / Setting
- Character Trading Card
- Folder Game: Comprehension Card
- Read & make predictions
- Compare & contrast how character changes over time
- Story mapping-character traits
- Predictions
- Cause & effect using story events
- Vocabulary / Key words
- Cite textual evidence
ELA/Reading: Informational

- Informational Text: Moose-habit & characteristics
- Survival Skills
- Canada
- Hatchet-uses
- Map Skills
- Read articles about survival
- Read informational text about: planes, fire, survival, radios, signals, animals, camping, map skills
- Research animals
- Make a diorama
Writing

- Travel brochure
- Fill-in-the-blank writing
- Writing Wheel: different adventures and feelings
- Missing Poster
- Writing survivors manual
- Research & write about biomes
- Journal write from Brian’s point of view
- Letters to parents
- Keep a diary as you read the book
- Write a newspaper report
- Write what student would pack to go on a trip
- Create books about animals

- Sensory Writing: I see, I hear, I feel, I smell, I taste, etc…
Science

• Biomes
• Body Systems
• Simple Machines
• Food webs and food chains
• Edible plants
• Habitats
• Different Climates
• Weather
• Phases of the moon / Constellations
• Adaptations of animals
• Mutualism / parasitism
• Physical/chemical changes
• Canadian animals / habitats
• Parts of a fish
• Fish life cycle / bird life cycle
• Tornados
• Rocks
• Water cycle
Social Studies

• Canada
• Buying/purchase trip items
• Wants vs. needs
• Tactile map
• Passports
• Research: history of airplanes & their safety
• Landforms
• Supply and Demand
• Diorama
• Map skills: location of Canada/U.S./distance from Georgia to Canada
• Economics
Math

• Algebra problems (word) # of days, # of meals
• Dot plots
• ratio: packaging/ daily food requirements
• Distance on map
• Coordinate plane & map
• Count how many fish-solve for unknown
• Measurement-how far throw hatchet
• Calculate time missing
• Graphing
• Geometry (3d shapes) cross sections of objects found
P.E./Art/Music/Cooking

- Survival Foods
- Totem Poles
- Tie dye t-shirts with natural materials
- Trail mix
- Create song for comfort
- What foods can eat raw?
- Game: Throw spear at foam fish or velcro
- Hunting
- Campfire cooking & necessities
- Obstacle course of thing he had to endure

- Roasting Marshmallows
- Cooking/grilling fish
- Exercise: Walking, Swimming
- Smores
- Making instruments
- Recipes using eggs
Community/Pop Culture

- Create survivor game
- Canadian Pop Groups
- “I will Survive”
- Rock climbing
- Movie and videos
- First aid-emergency workers, school nurse
- Look around backyard/home and gather items you would use to survive and bring to class
- Create a survivor kit
- Divorce
- Walk in the woods/hiking
- Look at how much we depend on community & families
- Danger signs
- Man vs. wild, survivor
- Shopping for items needed in ideal survival kit
- Shop for food items for recipes
- Travel: budget, how much would it cost to travel to Canada?
• Packaging skills for daily food requirements
• Emergency / non-emergency
• Ham radio/walkie talkie
• Fine motor-fishing
• Emergency-non-emergency: how to handle
• Emotions / Coping
• Fine motor: zippers (ex: sleeping bag)
• Making/using tools
• Sensory Stimulation: plane noises, crackling fire, feeling water, animal noises

• Woodworking
• Hand motions to ask for help
• Scavenger hunt
• Packing an emergency or travel bag
• Health / Heart health / healthy diet
• First Aid / CPR
• Use and maintain a calendar
How to acquire adapted books and activities on CD?

To request a copy of these adapted stories/poems you must:

• Have a legally purchased edition of the book by the author listed (not a photo copy).
• *Public Domain titles do not require a copy of the book.*
• Use it for educational purposes only.
• Use it with students who are print impaired.
• When you receive the CD, the envelope and CD must be attached to the inside cover of the book. (Where the CD goes, the book must follow!)
• You cannot make copies nor sell these items to anyone.
• Copying this CD or using it for non-educational purposes may constitute copyright infringement and may be punishable under federal law.

• Send an e-mail to Jerry Amerson: jamerson@doe.k12.ga.us and include the following sentences:
  
  *I own or have in my possession the following books by the original authors that I am requesting on CD. I agree to not copy or redistribute the CDs*
Access to the CCGPS for Students with Significant Cognitive Disabilities
Electronic Resource Board

To register and receive your password for the access to the CCGPS Resource Board for Students with Significant Cognitive Disabilities, send an e-mail with your first and last name and your preferred e-mail address to the following person:

Debbie Reagin (dreagin@doe.k12.ga.us)

Due to the high volume of requests for passwords it may take up to a week to receive access.

This password will only give access to the Access to the CCGPS Resource Board for Students with Significant Cognitive Disabilities and not to other sites on the GaDOE or GeorgiaStandards.Org websites that require passwords.

The Access to the CCGPS Resource Board contains:

- Free downloadable activities and materials for use with students with significant cognitive disabilities across grade levels and curricular areas
- Resources (internet, literature, etc.) to provide access to the general education curriculum
- Student and classroom success stories
- Adapted stories for all grade levels and directions on acquiring adapted literature
- Instructional strategies and best practice guidelines
- Data Sheets
- Georgia Alternate Assessment (GAA) suggestions/tips
- Georgia Project for Assistive Technology (GPAT) information
Additional Information:

• The revised and updated version of “Hatchet” will be sent to GIMC and can be obtained from Jerry Amerson as outlined on slide . The updated version will note a date of June 2015.

• If you are creating materials for this unit, please email to obtain the graphics and information from the adapted book that you need.

• PLEASE contact me. I look forward to corresponding with you about creating materials for this unit.

• LaWanda Dalton – ldalton@hart.k12.ga.us