Making it Relevant!

Meaningful instruction that integrates the state standards, standards based IEP goals and life skills goals.
Students with the most significant cognitive disabilities

◦ Access grade level content at entry or pre-requisite level
  ◦ Access 1-2 aspects of a standard.
◦ Benefit from instruction in integrated curriculum to effectively access standards
◦ Require instruction in relevant life skills to function in an educational setting.
◦ Will require support services as an adult to live and be employed in community
Schedules

- Course schedule is documentation of enrollment to provide access to the course—the “registrar’s schedule”

<table>
<thead>
<tr>
<th>Homeroom</th>
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</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>9(^{th}) Grade English</td>
</tr>
<tr>
<td>Period 2</td>
<td>Math</td>
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<tr>
<td>Period 3</td>
<td>Biology 1</td>
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<tr>
<td>Lunch</td>
<td>Lunch room</td>
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<td>Period 4</td>
<td>U.S. History</td>
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<td>Period 5</td>
<td>P.E.</td>
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Schedule considerations

• Daily classroom schedule integrates instruction in both access content and relevant skills

• Community based instruction—consumer and vocational training is essential

• Integration with general education peers desirable
Instruction

• Includes both access to the standards and relevant life skills instruction
• Should link academics to relevant life skills and experiences
• Should consider standards and elements that can have meaning to students.
• Embeds IEP objectives into context of state standards
• Increases awareness, vocabulary, and interests that can in turn increase leisure interests and skills
Instruction should Link Skills

Life Experiences

Relevant Life Skills

Leisure

Academics
<table>
<thead>
<tr>
<th>Scheduled Activities</th>
<th>Georgia Performance Standards</th>
<th>IEP Objectives</th>
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<tbody>
<tr>
<td><strong>Arrival</strong>—Greetings, Share news from home, schedule</td>
<td>Language Arts, Reading, Writing</td>
<td>Communication, choice making, Follow daily schedule</td>
</tr>
<tr>
<td><strong>A.M. Group Activity</strong> Participate in reading a story, current events, answering comprehension questions,</td>
<td>Science, Language Arts, Social Studies, Math</td>
<td>Answering questions, making choices, increasing vocabulary, counting,</td>
</tr>
<tr>
<td><strong>Lunch:</strong> Choose foods, prepare food, eat <strong>Pay for food</strong></td>
<td>Language Arts: acquire new vocabulary, Mathematics (algebra), Social Studies, Science</td>
<td>choice making, reading(recipe), counting, 1:1 correspondence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eating, Handwashing Toileting Setting table Cleaning up area Communication</td>
</tr>
</tbody>
</table>
Choose Standards/Elements that can have Meaning and Relevance:

- Investigate arrangement of Periodic Table
- Create equations in one variable and use them to solve problems.
- Apply rational decision making to personal spending and savings.
- Investigate properties of solutions.
- Calculate and interpret avg. rate of change of a function.
- e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.
Look for the “Big Idea”

- Student Skills (IEP goals)
- Relevant Life Skills
- “Big Idea” of the Standard
- Instructional Strategies
Looking at the Big Idea

Knowledge: Learning Facts

Understanding: Applying knowledge in relevant situations

What did you “teach”?  What did student “learn”?  What can student “apply”?
Looking at Relevance

- Relevance can involve relationship to personal experience.
- This can include personal location,
  - Relevant life skills
- Relevance can also be created through shared stories or literature
Use the content of the standard/element to illustrate a relevant activity

• Tell a story that can relate to a life lesson
  – SSUSH2 c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
  – Relates to transition planning, self determination.
US History: Benjamin Franklin
And Self-Determination

SSUSH2 The student will trace the ways that the economy and society of British North America developed.

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

Ben Franklin had many ideas that made life good for himself, his country, and us!

Ben Franklin had a good life in Philadelphia:
- He had a son named William.
- He married Deborah. Read in 1730.
- Ben and Deborah worked hard. The owned a print shop, a store, and a book store.

Ben Franklin—US History—Kayse Harshaw, GaDOE
What can the student do to move himself from being a student to a worker? What are good work readiness skills and work habits? What does the student want to do when he gets out of school?

Ben Franklin—US History & Self Determination—Kayse Harshaw, GaDOE
Be familiar with the standards
Have the standards scrolling through the back of your mind like “wallpaper” as you are planning and implementing activities to help you establish those links between the standards, activities, and instruction.

ELA9RL1  Student demonstrates comprehension by identifying evidence in a variety of texts representative of different genres (i.e., poetry, prose[short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

MM1G1. Students will investigate properties of geometric figures in the coordinate plane.
  ◦ a. Determine the distance between two points.

SSUSH1. The student will trace the ways that the economy and society of British North America developed

MM1D1. Students will determine the number of outcomes related to a given event.
Integrate them into relevant activities

MM1A3. Students will solve simple equations.

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MM1G1. Students will investigate properties of geometric figures in the coordinate plane.
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SSUSH1 The student will trace the ways that the economy and society of British North America developed.

MM1D1. Students will determine the number of outcomes related to a given event.
Implementing an Integrated Curriculum

- Embeds IEP goals and objectives within the activities that provide access to the grade level curriculum
- Emphasizes the relevance of each activity to ultimate student outcome
- Doesn’t restrict content area to a specific period of the day
- Stresses interconnectedness of each activity to others and to skills that are critical for student
- Utilizes assistive technology and communication devices
- Relates activities to skills that are needed for employment, independent living and self-determination
English Language Arts

• ELACC.9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  – a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
My Transition Profile
I would like to be a ___________

Activities I enjoy:

Work Experience:

Things I am good at:

I would like this job because:
• ELACC.9-10.SL.1
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  – c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Coordinate Algebra

- **MCC9-12.A.CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Access Level Examples

• How many chocolate and vanilla cupcakes can you put in the muffin tin that holds 6?

\[ C + V = 6 \]
Analytic Geometry

- MCC9-12.G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

- Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
Social Studies in the General Curriculum

• A study of people.
  – Includes
    • History
    • Geography
    • Government/Civics
    • Economics
  – Students are provided with a basic background and critical thinking skills necessary to become effective and productive citizens.
Goal for all Students

Focus of Social Studies

Focus of IEP

Students become effective and productive citizens
Tell a story that can relate to a life lesson

- SSUSH2 c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
- Relates to transition planning, self determination,
SSUSH2 The student will trace the ways that the economy and society of British North America developed.

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c. Identify Benjamin Franklin as a symbol of social mobility and individualism.
Looking at relevance

• SS3E4
  – The student will describe the costs and benefits of personal spending and saving choices.
  – Examine personal spending
    • What do you want to buy?
    • Do you have enough money?
    • What do you need?
      – More
      – Match coins to correct amount
      – Calculate amount needed
    • How will you get enough money?
      – Save
        » How do you save? Don’t spend any, spend less and save a little at a time
      – Work to earn more

Student Skills:
Answer questions: Yes/No
Increase vocabulary
Money/exchange skills
Less/More: Enough/Not Enough
Token exchange
Economics

• SSEPF1 The student will apply rational decision making to personal spending and saving choices
  • b. Use a rational decision making model to select one option over another.
<table>
<thead>
<tr>
<th>Scheduled Activities</th>
<th>CCGPS</th>
<th>Standards Based Objectives</th>
<th>Life Skills Objectives</th>
</tr>
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</table>
| Self Determination Discussion     | SSUSH2 The student will trace the ways that the economy and society of British North America developed.  
  c. Identify Benjamin Franklin as a symbol of social mobility and individualism. | Given a choice of two pictures/symbols that relate to the content of the lesson and asked a question about the story/lesson, Joe will select the correct picture with 70% accuracy in 3/5 sessions. | Joe will identify skills needed in the workplace |
| Snack time/ food preparation       | SPS6 Students will investigate the properties of solutions  
b. Observe factors affecting the rate a solute dissolves in a specific solvent. | Given a choice of two pictures/symbols that relate to the content of the lesson and asked a question about the story/lesson, Joe will select the correct picture with 70% accuracy in 3/5 sessions. | Joe will follow the steps of a simple picture recipe. |
Think outside the box!

- List relevant activities in a classroom of students with significant cognitive disabilities.
- Select a standard that could be taught at an access level within an activity.
- Create a standards based objective that addresses a student skill needed to access standard based instruction.
- List possible relevant life skills objectives that might be addressed in the same activity.
Keeping it Relevant

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