

Accessing the General Curriculum

October 2010

Effective Practice: Research-Based Effective Practices for Students with Disabilities that Significantly Affect Function

Effective Practices

For
Students
with
Disabilities
that
Significantly
Affect
Function

Continuum of Research-Based Effective Practices for Students with Disabilities that Significantly Affect Function

COMPETENCE	1 BEST PRACTICE IS NOT EVIDENCED	2 BEST PRACTICE IS EMERGING	3 BEST PRACTICE IS INCONSISTENT	4 BEST PRACTICE IS EFFECTIVE	5 BEST PRACTICE IS UNIVERSAL
CURRICULUM	Characteristics The student receives no general education and participates in only one of the following programs: separate, self-contained, or pull-out.	Characteristics The student receives the general education and appropriate services in only one of the following programs: separate, self-contained, or pull-out.	Characteristics The student receives the general education and appropriate services in only one of the following programs: separate, self-contained, or pull-out.	Characteristics The student receives the general education and appropriate services in only one of the following programs: separate, self-contained, or pull-out.	Characteristics The student receives the general education and appropriate services in only one of the following programs: separate, self-contained, or pull-out.
INSTRUCTION	Instruction Teaching methods, materials, and tasks of instruction are based on the student's individual needs and strengths.	Instruction Teaching methods, materials, and tasks of instruction are based on the student's individual needs and strengths.	Instruction Teaching methods, materials, and tasks of instruction are based on the student's individual needs and strengths.	Instruction Teaching methods, materials, and tasks of instruction are based on the student's individual needs and strengths.	Instruction Teaching methods, materials, and tasks of instruction are based on the student's individual needs and strengths.
SUPPORTS	Supports The student receives no supports in the classroom.	Supports The student receives supports in the classroom.	Supports The student receives supports in the classroom.	Supports The student receives supports in the classroom.	Supports The student receives supports in the classroom.

Predictability

The student is provided an ongoing means to understand where he/she is, the expectations, and when the structure of the environment will change.

The schedule system matches the student's age and level of understanding. Most people who spend time with the student use the schedule.

Positive Behavioral Supports

Environmental supports (schedules, behavioral contracts and social rules defining expectations) that match the student's nature are used across contexts to prevent occurrences of challenging behavior and to promote appropriate skills. Positive behavioral supports, based on a Functional Behavioral Assessment (FBA) are implemented consistently across staff and across settings.

Student Progress

Data is collected in meaningful areas of student programs. Data reflects progress toward identified goals. Program decisions are based on data and changes are made to support ongoing student development.

Communication system

The communication system is consistent with the student's expressive and receptive abilities and preferences, available for continued use throughout the day, understood by others, and can grow with the student's needs. The system incorporates ten or more pragmatic functions. The student and staff receive instruction on how to use the system.

Social Skill Development

Appropriate social skills (imitation, social referencing and joint attention, emotional learning) are taught within many contexts and across staff. Social skills are taught in times of crisis and in non-crisis situations.

Student Organization and Planning

The student knows the requirements and conditions needed for success in each activity, plans for the activity, and carries out the plan in both routine and novel situations.

Student Involvement

Student involvement is active, meaningful, functional and applied to various situations. The student has many choices based on his/her wants and needs, and choices that will assist the student to generalize to future settings.

Family Centered Practice

Families are considered equal partners in ALL activities that focus on their children. Shared responsibility is jointly decided. Families are considered valuable sources of information. Families are provided access to information that is consistent with family style and preference, and promotes meaningful and informed participation in their children's lives.

Instruction

Instruction is based on the individual needs and strengths of each student. Teaching methods, Environmental modifications, and levels of support reflect individual needs and strengths; and change to match each student's progress.

Curriculum

The student's curriculum is linked to general education, incorporates participation in the community, participation at home, and participation in the student's culture. Although different, student is provided this curriculum in a way that is functional and understandable to the student.

Curriculum

- **Same for all students regardless of cognitive or academic ability**
 - Students experience the curriculum based on their individual strengths and needs.
 - Greatest challenge is making the curriculum meaningful and useful in the present and in the future
- **Curriculum should be age/grade appropriate**

1

Reading

Writing

Mathematics

Science

1. Identify the activities within the general education curriculum that allow the student to work on the selected skills
2. Make the appropriate accommodations and modifications for the three levels of students.
3. Define how data will taken for each skill Define the number of opportunities
 - Define an accurate answer
 - Define the levels of assistance

Reading
Data

Writing
Data

Mathematics
Data

Science
Data

Redefining READING

Reading = gaining meaning from a tangible source

Drink (words)	An actual cup (object) (representing drink)
 (symbol representing drink)	 (photograph of a cup representing drink)
 (texture that represents "drink")	 Braille represents c-u-p

Redefining READING

Reading = gaining meaning from a tangible source



Listening to the story via tactile sign language

Redefining WRITING

Writing = creating meaning by producing a tangible product

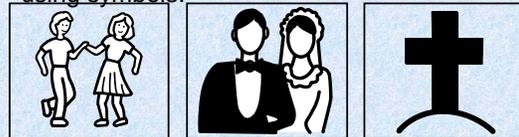
If a student is reading Romeo and Juliet, a student can summarize by writing the story using pictures:



Redefining WRITING

Writing = creating meaning by producing a tangible product

If a student is reading Romeo and Juliet, a student can summarize by writing the story using symbols:



Redefining WRITING

Writing = creating meaning by producing a tangible product

If a student is reading Romeo and Juliet, a student can summarize the story by writing using objects:



Description of Students at Three Ability Levels

Higher Level Learners

- Able to write simple sentences
- Some understanding of sight words
- Can read books with railroad text
- Works best when materials are organized

Middle Level Learners

- Uses photographs and MJ symbols
- Has very limited use of sight words
- Creates text with symbols

Lower Level Learners

- Understands concepts best when they can see, touch, and move things that are concrete
- Uses objects as a means to read
- Has no/very limited understanding of print, MJ symbols or words
- May not know functional letters
- Creates text using objects
- Can make some choices with limited choice of 2 (correct answer & non answer)

Reading Skills

Answering simple questions about a story's content.

Retelling or ordering key events in a story

Identifying or describing the main character's physical characteristics.

Writing Skills

Identifying the title and author of the text.

Describing contents/ideas, events, characters and/or settings

Using punctuation to clarify meaning

Selecting the appropriate word to use in context of one or more sentences

Reading: Higher Level Student
 Answering simple questions about a story's content

Modification

Using MJ pictures or text the student answers the question.

1. What did Chester eat? *Chocolate*
2. What did Chester drink? *Soda*
3. What happened to the newsstand? *Fire*

Assessment

Alternate 1: The student answers the questions by choosing a MJ picture and places it next to the question.

Alternate 2: The student writes in their answers. Data is taken out of 3 opportunities.

Reading: Higher Level Student
 Answering simple questions about a story's content



What did Chester eat? _____

What did Chester drink? _____

What happened to the newsstand? _____

Reading: Middle Level Learners
 Answering simple questions about a story's content

Modification

Use movie stills/scene photos to answer the questions

- On a dry erase board with boxes drawn on it for a cue
- Felt board
- Put in a shoe box
- Magnets*
- On a book report form

Assessment

The student answers the question by choosing a photograph from a field of two photographs. Data is taken out of 3 opportunities.

* Staples has magnetic "paper" that can be printed on to allow magnetic symbols or photos to be used as manipulatives

Reading: Middle Level Student
 Answering simple questions about a story's content



Reading: Lower Level Student
 Answering simple questions about a story's content

Modification

Use a tactile question mark to convey a QUESTION



What is the function of the tactile question mark?
 It lets the reader know that a response is expected.

Reading: Lower Level Student
 Answering simple questions about a story's content

Modification

Use a tactile question mark and objects associated with the text.

What did Chester eat?

Q: tactile question mark, cricket and spoon
A: chocolate, rock

What did Chester drink?

Q: tactile question mark, cricket and cup/straw
A: soda can, sock

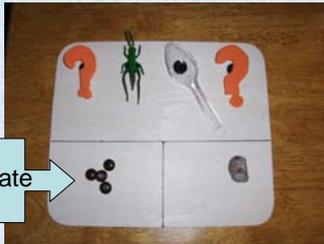
What happened to the newsstand?

Q: tactile question mark, cricket and newspaper
A: hot packet/siren, block

Assessment

The student answers the question by choosing the object that represents the answer. Data is taken out of 3 opportunities.

Answering simple questions about a story's content



Reading: Lower Level Student with limited vision
Answering simple questions about a story's content

Modification: ADD SOUND

Cricket

Place the cricket on a sound-producing base such as a Big Mac Switch . When student touches cricket, it CHIRPS loudly

M&Ms

Place chocolate in a container that allows the reader to smell the aroma of the chocolate

"Fire"

Use objects that produce "heat" (hot packets) on a sound-producing base such as a Big Mac Switch. When student touches the "fire" it produces a siren sound.

Presentation of objects is important and individualized

Reading: Lower Level Student
Answering simple questions about a story's content



Reading: Higher Level Student
Retelling or ordering the key events in a story

Modification

Using MJ pictures the student is provided with a predetermined number of items to order:

1. Mario and Tucker met Chester.
2. Chester ate chocolate.
3. Chester met Harry.

Assessment

The student orders the key events by putting the pictures in the correct order. Data is taken out of 3 opportunities.

Reading: Higher Level Student
Retelling or ordering the key events in a story



Reading: Middle Level Student
Retelling or ordering the key events in a story

Modification

Using MJ pictures the student is provided with a predetermined number of items to order:

1. Mario
2. Fire
3. Bell

Assessment

The student correctly puts the pictures in the correct order. Data is taken out of 3 opportunities.

Reading: Middle Level Student
Retelling or ordering the key events in a story



Reading: Lower Level Student
Retelling or ordering the key events in a story

Modification

Object box for a student with vision. Present single objects to retell the events.

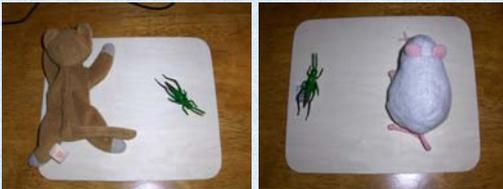
What order did Chester meet people?

- Mario/Chester – plastic person, cricket
- Chester/Tucker – cricket, mouse
- Chester/Harry – cricket, cat

Assessment

The student orders the characters Chester met by putting the pictures in the correct order. Data is taken out of 3 opportunities.

Reading: Lower Level Student
Retelling or ordering the key events in a story



Reading: Lower Level Student
Retelling or ordering the key events in a story



Conveying Concepts to Students Without Vision

Objects for students without vision

- Representing a.m.= placing morning events on a denim background, light color
- Representing p.m.= placing evening events on a flannel background, dark color

Writing

Writing: Higher Level Student
Identifying the title and author of the texts

Modification

Using MJ pictures the student is provided with book report form to fill out.

Assessment

The student puts the title and author of the text in appropriate place of the book report. Data is taken out of 2 opportunities.

Writing: Higher Level Student
LT 2.1a Identifying the title and author of the texts

Book Report

Name: _____

The title is: _____

The author is: _____

My favorite character is: _____

I like the book. yes no

Writing: Higher Level Student
Identifying the title and author of the texts

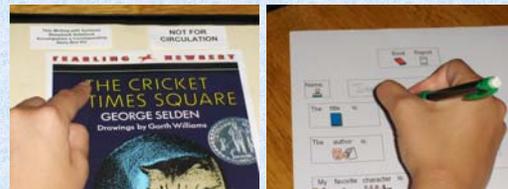
Modification

Student points to the author and title on the book and then copies the information onto the adapted book report form.

Assessment

Data is taken on the student writing the author & title on the book report. Data is taken out of two opportunities.

Writing: Higher Level Student
Identifying the title and author of the texts



Writing: Middle Level Student
Identifying the title and author of the texts

Modification

Student uses an adapted book cover to take off the title and author and place it on their modified book report.

Assessment

Data is taken on the student writing the author & title on the book report. Data is taken out of two opportunities.

Writing: Middle Level Student
Identifying the title and author of the texts



Writing: Lower Level Student
Identifying the title and author of the text

Modification

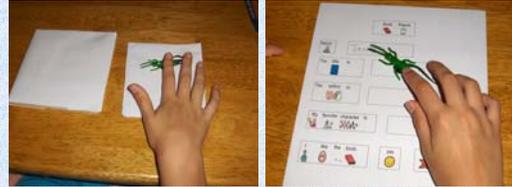
The student has a choice between a cricket on a book (representing the cricket in times square book) and a blank note card to identify the title.

The student has a choice between a plastic person with the name George Seldon on him and a blank note card to identify the author.

Assessment

Data is taken on the student writing (using objects) the author & title on the book report. Data is taken out of two opportunities.

Writing: Lower Level Student
Identifying the title and author of the text



Writing: Higher Level Student
Describing content/ideas, events, characters
and/or settings

Modification

Students can describe content/ideas, events, characters and/or settings using MJ pictures.

Assessment

Data is taken on the student describing each character with one attribute each.

Writing: Middle Level Students
Describing content/ideas, events, characters
and/or settings

Modification

Students can describe content/ideas, events, characters and/or settings using movie stills or photographs with a distracter picture added.

Assessment

Data is taken on the student describing each character with one attribute each.

Writing: Lower Level Students
Describing content/ideas, events, characters
and/or settings

Modification

Student describes characters using objects:

- Tucker – tail, small mouse, mouse mask, long nose
- Harry – whiskers, fur, cat mask, small nose, furry tail.



Assessment

Data is taken on the student describing two characters with one attribute each.

Describing the Character: Tucker



Describing the Character: Harry



Writing: Lower Level Students LT 2.1b Describing content/ideas, events, characters and/or settings

Modification

Student describes events using objects. Ideas for objects:

- Travel – suitcase
- Cleaning the newsstand – sponge
- Listening to the radio – radio
- Chester using money for a blanket – dollar

Assessment

Data is taken on the student describing two events with three attributes each. The student has 4 opportunities to correctly describe two events.

EVENT 1: Chester sleeping

Describes event by selecting the following objects: (1) Cricket object, (2) dollar

EVENT 2: Chester traveled to the city

Describes event by selecting the following objects: (1) Cricket object, (2) suitcase or train

Mathematics

Mathematics: Higher Level Student

Identify the larger of two written numbers

Modification

Using a purchasing template, student writes the prices of key items to purchase at the school store and puts an "X" on the larger of each pair of numbers.

Assessment

The student is assessed on his/her ability to identify (by putting an "X" on) the larger of two written number for 3 opportunities.

Mathematics: Higher Level Student NO 6.5 Identify the larger of two written numbers

A Cricket in Times Square	
School Store Purchase	
1. Write in the prices of each item	
2. Circle the larger number of the two prices in each box	
3. Purchase the item that costs the least (smaller number)	
Newspaper _____	Book _____
M & M _____	Marberry Lenses _____
Cricket House _____	Soda _____

Mathematics: Middle Level Student

Identify the larger of two written numbers

Modification

Using a purchasing template with MJ symbols, student takes the price of the 6 items (available next to the items at the school store) and tapes them next to the corresponding items on their template. Student then puts an "X" on the larger of the two numbers within each box- then makes a purchase of the item with the smaller cost.

Assessment

The student is assessed on his/her ability to identify (by putting an "X" on) the larger of two written number for 3 opportunities.

Mathematics: Middle Level Student
Identify the larger of two written numbers

A Cricket in Times Square
School Store Purchase

1. Write the price of each item.
2. Circle the larger number of the two prices in each box.
3. Purchase the item that cost the least (smaller number).

 Newspaper _____	 Book _____
 M & M's _____	 Eggs _____
 Cricket Home _____	 Soda _____

Mathematics Lower Level Student
Demonstrate how to make more and less of a quantity.

Modification

At the school store, the student will be given two items in a bowl with identical items located on the store counter. They will be prompted to feel the bowl, its contents, and the additional items on the counter. They will be prompted to feel the items in the bowl and will be asked to make MORE (perhaps being prompted with the "more" sign also).

Assessment

After student is asked to make more, the student is assessed on their ability to add additional items to the bowl using the following task analysis: 1- Reach for additional item; 2-pick up an item; 3- place additional items in the bowl. Data is taken out of 2 opportunities to make more.

Other Ideas: WRITING

Writing Skill: Using punctuation correctly

Context: In middle school the teams have spirit week. The students pay \$1 to wear pajamas to school to raise funds for a local charity that buys holiday gifts for needy children. At the end of the day, the students write in response to the activity, asking each other questions about the pajama spirit day. Sharon wrote her questions and then asked her classmates about pajama spirit day.

Other Ideas: WRITING

Writing Skill: Using punctuation correctly

Context: Students go to store on a weekly basis to buy necessary supplies for school and classroom activities. Today, the students are shopping for activities related to Reading Week at the school. After returning to school, Sharon wrote questions about the activity, and then asked her classmates what they had purchased.

Modified graphs

- For students who are not successful with paper and pencil graphs, consider a shoe box graph.
- When graphing "favorite books", have students place the collected "data" (real books) in the boxes

4 ○○

3 ○○

2 ○○

1 ○○

Ending Idea

- Choose materials that students like to touch, smell, hold
- Choose visual displays that maximize student's vision
- Involve the student throughout the learning process
- Provide reinforcement immediately
- Keep things interesting

The End