Accessing the General Curriculum

October 2010

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

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.
<table>
<thead>
<tr>
<th><strong>Student Progress</strong></th>
<th><strong>Communication system</strong></th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
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<tr>
<th><strong>Social Skill Development</strong></th>
<th><strong>Student Organization and Planning</strong></th>
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<td>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.</td>
<td>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.</td>
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<th><strong>Student Involvement</strong></th>
<th><strong>Family Centered Practice</strong></th>
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<td>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.</td>
<td>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.</td>
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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

Redefining READING
Reading = gaining meaning from a tangible source

<table>
<thead>
<tr>
<th>Drink: beverage</th>
<th>An animal: object</th>
</tr>
</thead>
<tbody>
<tr>
<td>(symbol: representing drink)</td>
<td>(symbol: representing object)</td>
</tr>
<tr>
<td>(symbol: representing cup)</td>
<td>(symbol: representing cup)</td>
</tr>
<tr>
<td>(image that represents &quot;drink&quot;)</td>
<td>(image that represents &quot;object&quot;)</td>
</tr>
</tbody>
</table>

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
- Can recognize characters and plot development
- Can retell or order key events in a story
- Can write stories with coherent plot
- Can use symbols to convey meaning
- Can accurately retell stories even when they are simple

Middle Level Learners
- Can identify characters, settings, and main events
- Can retell or order key events in a story
- Can write stories with a clear plot
- Can use symbols to enhance writing
- Can accurately retell stories

Lower Level Learners
- Can identify characters, settings, and main events
- Can retell or order key events in a story
- Can write simple stories
- Can use symbols to convey meaning
- Can retell simple stories

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
Mathematics Skills

| Identify the larger of two written numbers
| Add like/unlike coins together to match coin combinations to dollar and cents notation.
| Identify the larger of two written numbers
| Represent and number small collections (1-4 items.)
| Demonstrate how to make more and less of a quantity.

Examples

Adapting Curriculum for different learners

A Cricket In Times Square

Description of the Standards-Based Lesson:

Students will experience *A Cricket in Times Square*. Students will apply reading skills after reading/listening to a defined amount of pages (based on individual student need). Students will apply writing to create a book report. Students extended their learning in an extension activity that involved everyday problems involving school store purchases of specially stocked key items in the story (newspapers, soda, cricket house, and mulberry leaves).
**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.

**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

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

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

**Modification**
Use a tactile question mark to convey a QUESTION

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

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

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

Modification: ADD SOUND

Chester
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.

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: 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

|漫画|卡通|铃铛 |

**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.

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**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

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**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: 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: 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: 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

Modification
Using a purchasing template with MU 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

Modification

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

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.

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