

Curriculum Modification and Student Supports

Does the student have all of the necessary supports (technology, medical, etc)?

Does the student have a way to communicate all day long?

Are all modifications and materials age appropriate?

Are all modifications made keeping in mind the concept of comparable challenge? Highest expectations?

Does the student have the opportunities to give as well as receive support?

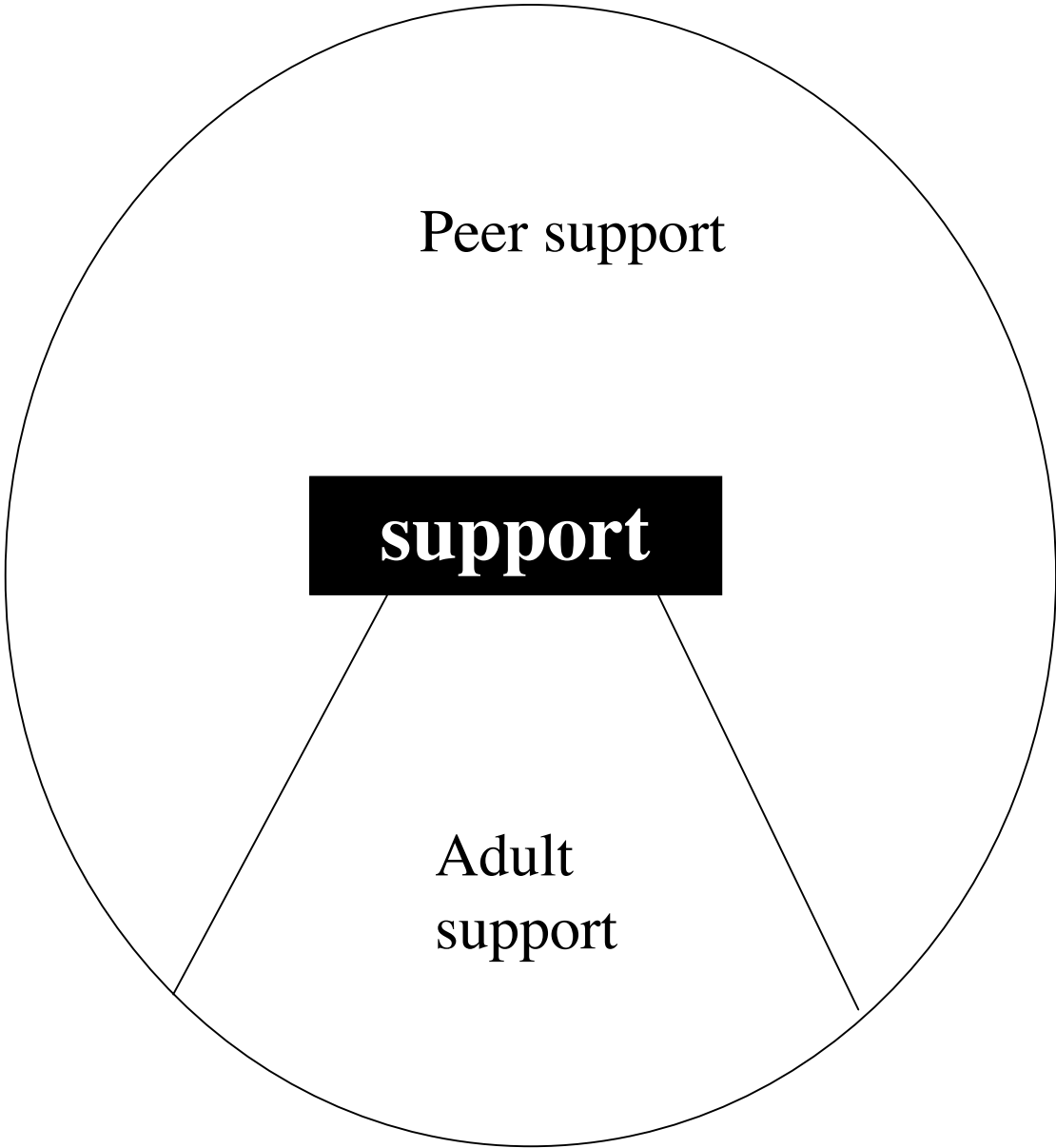
Is the student given opportunities to gain core skills (math, reading, writing)?

Question 1. Can the student participate in this lesson in the same way as all other students?

If YES - stop here.

If NO - go on to question 2.

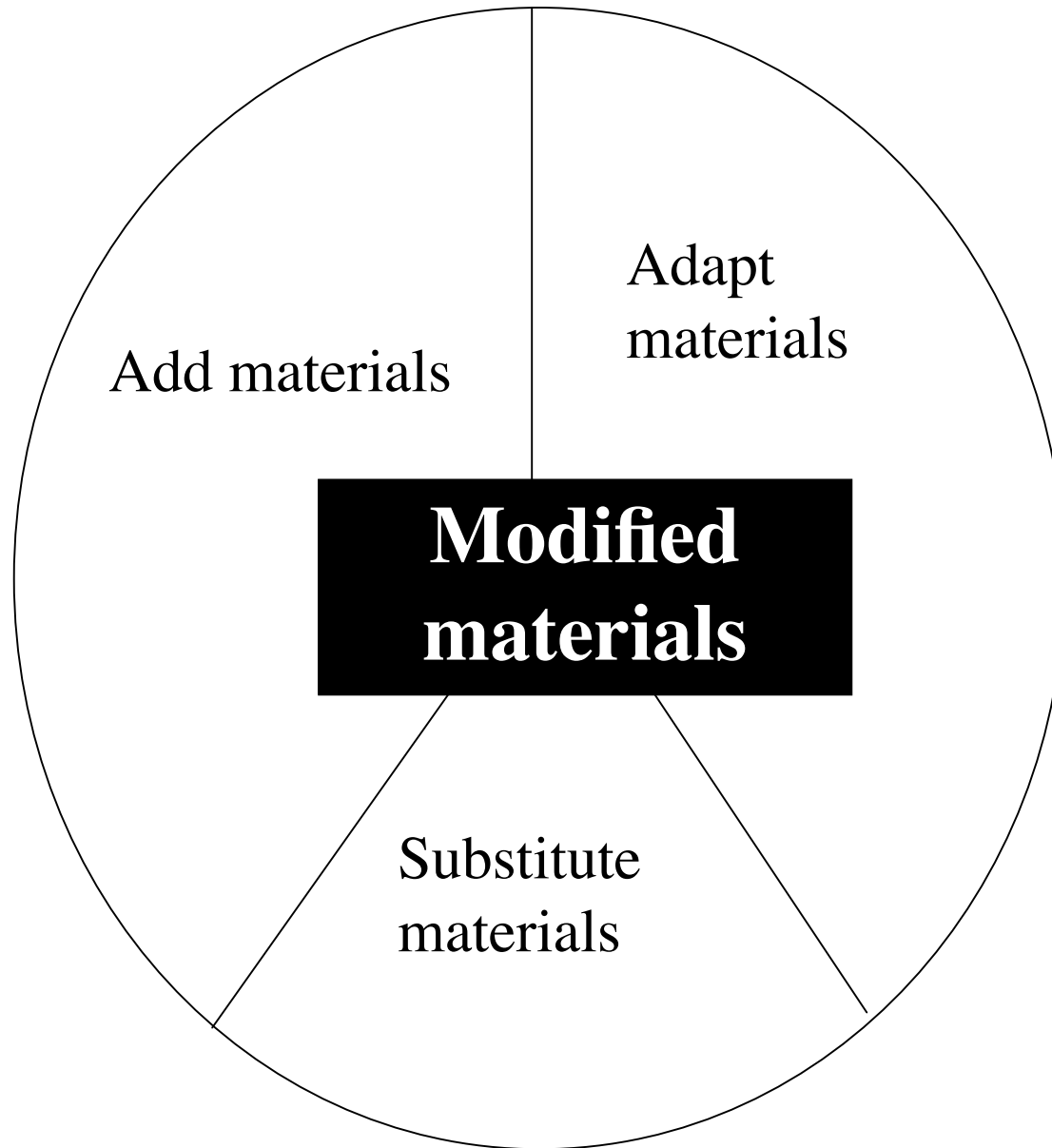
Question 2. Which of the following supports and/or modifications are necessary for the student to participate and learn in this lesson?



Peer support

support

Adult
support

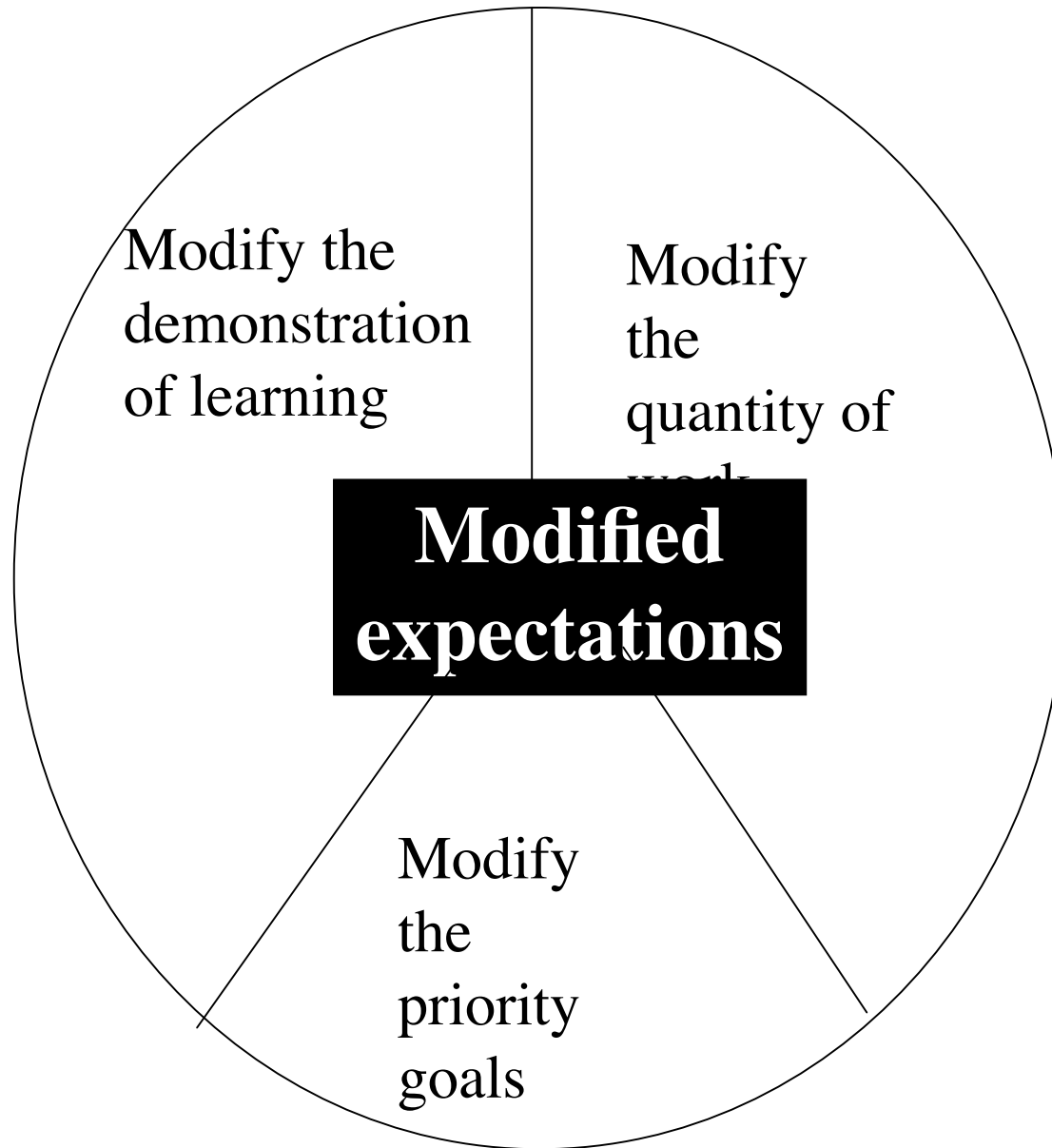


Add materials

Adapt
materials

**Modified
materials**

Substitute
materials



Lesson Planning for Supports and Accommodations

What is the
Inclusion
Facilitator's
role?

Instruction

<p>When the teacher is lecturing.....</p>	<p>The student will need these supports...</p> <ul style="list-style-type: none"> - Age appropriate sensory item to keep himself occupied - Aide pulls back; Derek sits with students -Preprogrammed response and/or question on communication device - Teacher asks/comments to him once every five minutes to keep him on track - Balancing seat to put on top of chair to occupy his sensory needs - A way to signal he needs a break to the teacher (programmed on device, "I need a break" card, raise hand, sign it to teacher)
<p>When students are working in cooperative groups.....</p>	<p>The student will need these supports...</p> <ul style="list-style-type: none"> - Aide pulls back while Derek is with his classmates in a group - Ask kids to brainstorm Derek's role - Teacher and inclusion facilitator come up with something that the group can not do without Derek -Use 4 quadrant board for questions and interaction and pre-program device

What is the Inclusion Facilitator's role?

<p>When teachers are asking students questions (in whole group discussion, small groups, or one-on-one....</p>	<p>The student will need these supports... -Set up questions ahead of time and program on device - Ask yes/no or 4 choices questions that Derek can answer on 4 quadrant board - Questions rooted in class content- most important idea or vocabulary</p>
<p>When there is whole class discussion.....</p>	<p>The student will need these supports... -Same as when teacher is lecturing - Derek presents something pre-programmed on device and brings something in to share with class - Sits with classmates when possible and aide pulls back</p>
<p>When students are doing individual seatwork...</p>	<p>The student will need these supports... -Always rooted in what the class is doing and modified- Not parallel curriculum - Always have a few assignments and different work (rooted in class curriculum and modified, not parallel) to keep it varied and hold his interest - Derek does not need to prove himself with repeated work- When he does something, move on to new material</p>
<p>When students are involved in physically active tasks or activities....</p>	<p>The student will need these supports... - Enlist classmates for natural supports while aide fades back - It may look different than his classmates, but that is fine because it is his way- Accept, appreciate, and value this</p>

What is the
Inclusion
Facilitator's
role?

<p>When a classmate is presenting....</p>	<p>The student will need these supports... -Same modifications as when teacher is presenting -A way to ask questions and offer standard student responses- SLP observes class, records standard student responses, and programs them into device</p>
<p>When students are working on worksheets.....</p>	<p>The student will need these supports... - Modified worksheets- SEE ATTACHED LIST - Same modifications as when doing seatwork - Have options to vary it and a couple of things he likes to do (favorite books, headphones, etc.) to relax/take a break when necessary</p>
<p>When students are reading silently....</p>	<p>The student will need these supports... - Book on tape with written book accompanying it - Read a magazine or High interest- Low vocabulary book - Read one of his favorite books * OR watch a video, take a break, go for walk, etc. after starting to read a bit</p>

What is the Inclusion Facilitator's role?

When students are reading aloud.....	The student will need these supports... <ul style="list-style-type: none">- Play a passage recorded on a tape recorder or pre-programmed on device- Choral reading (a few people with Derek read together)- Learn to sign it-A male classmate could read for him as his voice-Buy a book scanner/reading pen with voice output
When students are doing work at the board....	The student will need these supports... <ul style="list-style-type: none">- Work will be modified (SEE LIST) to his priority goals- Use device to say things that a scribe writes on board
When students must orally present to the class.....	The student will need these supports... <ul style="list-style-type: none">- Pre-programmed on device- Use a microphone-Assisted by classmates when possible rather than aide
While in Band....	The student will need these supports... <ul style="list-style-type: none">- Classmate (Circle of Friends) supports him to drum, while aide pulls back and monitors- Derek sits with the other drummers- Potential use of electric drum with headphones (only he hears it) if he does not learn the songs well, so he is participating but not disturbing the song* What about the guitar?? He used to love it, and he could learn to play with an amp and headphones

What is the Inclusion Facilitator's role?

While in Gym....	The student will need these supports... - Accept, allow, and value that he may participate differently- Just let him do it- Do not stop the game for him, etc. - Aide pulls back completely during gym - Derek uses the locker room with all of his classmates- It is a time to bond, and he ought to at least change his shirt- with support from a designated classmate, not aide
During Daily Oral Language....	The student will need these supports... -He can read the sentence to the class using his device -Find something he can correct each time- pre-program on device and teacher knows to ask him each time - Have corrected version on his desk and classmates can come check theirs from him - Use 4 quadrant board to choose correct sentence among three incorrect sentences
During Friday's spelling tests....	The student will need these supports... - Take test with other students each week - Match word to word, word to letter, and/or word to sounds - Use the 4 quadrant board to choose the correct one among 3 incorrect options -Fill in the blank letter- matching, choose from two, use 4 quadrant board, etc. - He has corrected test and classmates correct their tests from him

What is the
Inclusion
Facilitator's
role?

While in Gym....	The student will need these supports... <ul style="list-style-type: none">- Accept, allow, and value that he may participate differently- Just let him do it- Do not stop the game for him, etc.- Aide pulls back completely during gym- Derek uses the locker room with all of his classmates- It is a time to bond, and he ought to at least change his shirt- with support from a designated classmate, not aide
During Daily Oral Language....	The student will need these supports... <ul style="list-style-type: none">-He can read the sentence to the class using his device-Find something he can correct each time- pre-program on device and teacher knows to ask him each time- Have corrected version on his desk and classmates can come check theirs from him- Use 4 quadrant board to choose correct sentence among three incorrect sentences
During Friday's spelling tests....	The student will need these supports... <ul style="list-style-type: none">- Take test with other students each week- Match word to word, word to letter, and/or word to sounds- Use the 4 quadrant board to choose the correct one among 3 incorrect options-Fill in the blank letter- matching, choose from two, use 4 quadrant board, etc.- He has corrected test and classmates correct their tests from him

What is the
Inclusion
Facilitator's
role?

Routines

Morning Exercises...	The student will need these supports... N/A
Listening to Announcements....	The student will need these supports... N/A *8:30 arrival 8:30- 8:45 Sensory activities, Sensory diet ??
Lining Up....	The student will need these supports... -Always with the class - Designated (by him ahead of time) classmate prompts him each time - Teacher, not aide, calls him to line up when she does for entire class
Leaving the Classroom....	The student will need these supports... - Always with the class when they leave -Again, prompted by same classmate * A way to tell the teacher he is leaving just as all students must do- Role model and practice at first until he eventually controls it

What is the
Inclusion
Facilitator's
role?

Bathroom....	The student will need these supports... - Same as above - Get the class pass each time
Coat, Bags, Books.....	The student will need these supports... - Move his locker in group with his classmates- Next to the student who prompts him to line up? Or the students he eats lunch with? Or his friends that he wants to be next to?
Handing in Papers....	The student will need these supports... - He uses a name stamp to write his name on all work - He hands in his work, no matter how much is done to the teacher and not the aide - No more "Derek's work" box in back of room- If using some of same materials, have them with the rest of the class work and teacher or students pass them out when passing out class work

What is the
Inclusion
Facilitator's
role?

Getting out Materials....	<p>The student will need these supports...</p> <ul style="list-style-type: none"> -He is handed out a paper/work the same as the class whenever they do -He has all of the text books available to him and works from them originally -His books and papers are in the same places as the class, not in the back of the room with the aide - Student helps him get materials if necessary
Taking Notes....	<p>The student will need these supports...</p> <ul style="list-style-type: none"> - A scribe - Photocopy a classmate's notes -An outline from the teacher - A fill in the blank outline from the teacher- Use the 4 quadrant board or device to choose the correct terms to fill in
Copying Work form the Board....	<p>The student will need these supports...</p> <ul style="list-style-type: none"> - Same as above
Lunch....	<p>The student will need these supports...</p> <ul style="list-style-type: none"> - Line up and go to lunch with class prompted by designated student - He carries his own lunch card and eats in the cafeteria with his classmates - Phase out the ice cream time back in the classroom- Have a different dessert in cafeteria - Enlist the lunch workers to support him- Make sure they know how he communicates and needs to be supported

What is the Inclusion Facilitator's role?

Recess...	The student will need these supports... <ul style="list-style-type: none">- Encourage him to be with classmates, while aide pulls back and monitors- Adaptive PE teacher develops a game/activity he can do with classmates at recess- Practice during Adaptive PE time- If he needs to relax and watch a movie, etc., do it now
Snack....	The student will need these supports... <ul style="list-style-type: none">- He will get his own snack with prompting if necessary from classmates- They will need to learn how to do this- Sit with classmates- Move to boys' side of room if it is split boys/girls- Bring in great snacks or extra snacks to share with classmates- Ask classmates about this- Things that should be programmed onto his device, ways to include him, etc.

What is the Inclusion Facilitator's role?

Learning Materials and Resources

For Class	Modifications for student
Books 226-2900 - Library for the Blind and Physically Handicapped (ASSETT)	<ul style="list-style-type: none"> - Paraphrased chapters (with main points for discussion and interest intact) attached to original pages of book - Books on tape (complete or abridged) along with written copy - High interest-Low vocabulary books- on same topic, unless students can choose their books -Large print books
Other readings	<ul style="list-style-type: none"> - Highlight the main ideas, vocabulary, and themes -Use picture symbols from Boardmaker to make pre-made books on same topic as class with most important ideas and vocabulary -Always the same as the class with these modifications unless the class can choose their own books
Worksheets/Handouts	-Same as the class with modifications: SEE ATTACHED LIST
Equipment	<ul style="list-style-type: none"> -Always start same as the class -Aide pulls back and students support Derek -Directions for using any equipment are visually enhanced
Computer Hardware/Software	<ul style="list-style-type: none"> -Action-oriented academic programs -Use of touch screen -Intellikeys with letter boards matched to specific classes, situations, and Derek's typing/pointing needs