

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

As part of a thematic unit on community helpers; students will observe, interview, and video tape individuals in the community. Students will create exhibits and presentations reporting their observations of community helpers at work.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will use his preprogrammed communication device to ask a community helper three questions about their job. A peer will record the answers.
- (2) The student will call information to request the telephone numbers of a list of community helpers written by a peer and develop a personal directory of how to access each community helper.
- (3) The student will complete a teacher developed task analysis for appropriately accessing 911 and providing essential information.
- (4) The student will take photographs of community helpers at work.
- (5) The student will locate a library book on community helpers.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will independently use the appropriate rest room during a trip to a community business interview site. [TARGETED SKILLS: critical community activity] {COACH: PERSONAL MANAGEMENT #28, #29, #30; SELECTED ACADEMICS #47, #48}
- (2) The student will present his identification card when asked his name by individuals on community interview site. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #7, #8, #10; PERSONAL MANAGEMENT #32}
- (3) The student will walk up at least five stairs with alternating feet and on foot per stair while holding onto the handrail. [TARGETED SKILLS: motor skills] {COACH: SELECTED ACADEMICS #42, #44, #45}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:

As a part of a science thematic unit on recycling, students will inquire how different businesses within their community recycle and create a booklet of ideas for community businesses. Students will write, illustrate and distribute their recycling guide.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will request assistance of peers to position his wheelchair so that he can participate in visits to businesses involved in recycling.
- (2) When visiting businesses to gather information, the student will correctly identify signs and symbols in the environment and respond appropriately to the message of the sign/symbol.
- (3) The student will ask a question about recycling during each visit to a community site and use a tape recorder to record response.
- (4) With the guidance of a peer, the student will use the "mouse" accurately to access the Internet to and print out information on how businesses participate in recycling.
- (5) With the assistance of a peer, the student will find the listing for the business in the telephone book.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will reach, grasp, and hand push pins to peers who are constructing a bulletin board display of recycling strategies used by community businesses. [TARGETED SKILLS: motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44, #46}
- (2) When visiting businesses to gather information, the student will safely cross streets by independently completing each step in a teacher developed task analysis. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73}
- (3) The student will greet unfamiliar individuals at the business sights in an socially acceptable manner. [TARGETED SKILLS: communication skill, social skill] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #17}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:

As a part of a civics unit on post-secondary options, small groups of students will gather information on educational opportunities at Kentucky colleges and universities, at technical schools, within the armed services, and in programs offered by community agencies and make presentations to peers.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) With peer support, the student will telephone the appropriate community agency and ask to be sent information on "College for Living."
- (2) When visiting a college campus in their community, the student will use a preprogrammed electronic communication device to ask about the availability and accessibility of recreational facilities at the student union.
- (3) The student will use the telephone directory to locate the telephone numbers of a list of community agencies, colleges or universities, or technical schools and add the numbers to her personal directory.
- (4) Find the telephone number of the Department of Vocational Rehabilitation, phone, and set up an appointment to make application for services.
- (5) Call Arc of the Bluegrass and request brochures on available services (e.g., College for Living, supported living).
- (6)
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will complete a task analysis for using a vending machine to get a snack during a visit to a technical school. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: COMMUNITY #77; SELECTED ACADEMICS #42, #45, #46, #47, #48}
- (2) During classroom group activities the student will respect the appropriate social distance between himself and peers. [TARGETED SKILLS: social skill] {COACH: SOCIALIZATION #16}
- (3) When given a numeral orally, the student will depress that numeral on the face of the touch-tone telephone. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #44, #45, #46, #47, #48, #51}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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General Demonstrators of this Academic Expectation which May Appropriate for students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities or Projects:

The student will:

- (1) Turn pages of a book to locate specific item.
- (2) Verbally request assistance.
- (3) Request assistance using alternative mode of communication.
- (4) Gather information by observing signs/symbols in the environment.
- (5) Ask question verbally to gather information.
- (6) Ask question to gather information using an alternative mode of communication.
- (7) Operate VCR to watch a video.
- (8) Use a tangible symbol system in a schedule box to determine which activity comes next (i.e., object as symbol; e.g. a spoon represents lunch, a roll of toilet paper represents bathroom, a toothbrush represents grooming).
- (9) Use a telephone to gather information.
- (10) Use a personal telephone directory to locate an individual's number.
- (11) Find a given word in the dictionary and write the meaning.
- (12) Find his parents' telephone number in the telephone book.
- (13) Find and use the newspaper to determine what movie to see, when, and where it is showing
- (14) Access the Internet using a single switch.
- (15) Access the Internet using a "mouse."
- (16)
- (17)
- (18)
- (19)
- (20)

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

COMMUNICATION: #3, Makes requests; #12, Asks questions of others; SELECTED ACADEMICS: #48, Reads to get information and/or follow instructions.

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education, 2nd Edition. Paul H. Brookes: Baltimore.