

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

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

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

Each student will be asked to describe an animal without naming it and ask peers to draw the animal based upon the speaker's description. The illustration will be grouped by description and the class will discuss which aspects of the animal were described clearly and strategies for providing descriptions of the aspects that were unclear.

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 describe an animal for his peers to draw.
- (2) The student will take on the role of announcer and introduce each classmate to the class to describe his/her animal.
- (3) The student will express a desire to continue to participate in the activity using a nonsymbolic mode of communication.
- (4) The student will be given a picture of an animal and he will describe the animal on his illustration to see how accurately his classmates can draw the animal from his description.
- (5) The student will choose his favorite illustration of the animal that he described.
- (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 remain seated, quiet, and responsive during each of the presentations. [TARGETED SKILLS: social skills, behavior skills] {COACH: SOCIALIZATION #18; SELECTED ACADEMICS #41, #42, #44; SCHOOL #66}
- (2) The student will choose the appropriate color marker when told what color to use by the peer [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7}
- (3) Works with peers to clean up work areas after project is [TARGETED SKILLS: social skills, critical vocational activities, critical domestic activities] {COACH: COMMUNICATION #7; SOCIALIZATION #18, #19, #20; SCHOOL #65, #67; VOCATIONAL #81}
- (4)
- (5)

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

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

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

Each student is asked to conduct an interview of his grandparent or other senior citizen and audio tape the interview. Each student will be asked to review the strength and weaknesses of his own skill as an interviewer.

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

- (1) The student will listen to his own taped interview of his grandparent and state the strengths of his interview technique.
- (2) The student will take part in a verbal vocal/verbal turn-taking interaction relating to the content of a peer's taped interview (i.e., answer basic questions with one or two word response, answer a series of four "yes/no" questions asked by a peer).
- (3) The student will dictate a series of questions with the support of a peer and then assist the peer in programming each question into his communication device so that the questions can be asked individually using a pressure switch.
- (4) A peer will ask the individual questions to determine the questions the student would like to ask his grandparent the student will answer with nonverbal means such as smiles, frowns, head nods, or vocalizations.
- (5) The student will express affection toward his grandparent through nonverbal means ,such as, gestures, cuddling in her lap, smiles, holding hands, vocalization.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

- (1) The student will operate the tape recorder to play his taped interview and that of his peers. [// TARGETED SKILLS: motor skills, communication skills, critical recreation leisure activities] {COACH: COMMUNICATION #7; LEISURE/RECREATION #35 SELECTED ACADEMICS #42, #44, #45, #46}
- (2) The student will sit in a chair without the support of arm rests for five minutes to a watch a peer interview a special visitor. [TARGETED SKILLS: basic motor skills] {COACH: selected academics #42 }
- (3) The student will accept unexpected the changes in routine without biting his hand. [TARGETED SKILLS: social skills, behavior skills] {COACH: SOCIALIZATION #18, #22}
- (4)
- (5)

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

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Each student will work with a group of peers to produce a video for Earth Day 1998 and develop a criteria for evaluating the presentations.

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

- (1) The student will depress a sequence of keys on a preprogrammed communication device to interview a community figure regarding the community recycling program for his group's video.
- (2) The student will practice and recite a short preplanned statement about clean water.
- (3) The student will maintain appropriate facial expression, voice quality, volume, and hand and arm position during his presentation within the video produced by his group.
- (4) The student will act as a director and provide instructions to peers regarding the filming of a segment on preserving clean water.
- (5) The student will hold a conversation with a peer sharing what he has learned about the need for clean water and strategies for preserving the earth's water supply.
- (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 all steps of a task analysis for using a VCR. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: LEISURE/RECREATION #35; SELECTED ACADEMICS #42, #44, #46}
- (2) During his part of the presentation, the student will get to the standing position with the assistance of a peer and remain standing using his walker for four minutes. [TARGETED SKILLS: motor skills, social skills] {COACH: SOCIALIZATION #18}
- (3) With the help of a peer, the student will use a telephone to arrange visits to the community water purification/sewage-treatment center. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical community activity] {COACH: COMMUNICATION #6, #8, #9, #10 #11, #12; SOCIALIZATION #14, #15; APPLIED ACADEMICS #46; COMMUNITY #80}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

General Demonstrators of this Academic Expectation which May Appropriate for Individuals with Moderate or Severe Disabilities and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Turn his head to the left for "no" and to the right for "yes."
- (2) Verbally request assistance.
- (3) Relate an experience by pointing to appropriate line drawings.
- (4) Tell a familiar story using the illustrations from the book as a guide.
- (5) Greet a peer by pushing the appropriate key on a speech production electronic communication device.
- (6) Ask a question to gather information using an alternative mode of communication.
- (7) Make a presentation to a small group of peers and then answer their questions.
- (8) Make an appointment to see a physician via the telephone.
- (9) Maintain a multiple turn taking vocal interaction.
- (10) Use a gesture or touch to request the attention of a peer.
- (11) Complete a social initiation, greeting, cordial comment, and end the interaction.
- (12) Express thanks for the caring actions of a peer in a nonsymbolic manner.
- (13) State his name, address, and telephone number in a clear manner that can be accurately perceived by an unfamiliar listener.
- (14) Join in the singing of the words to an age appropriate, social appropriate song.
- (15) Verbally accept a compliment in a gracious manner.
- (16)
- (17)
- (18)
- (19)
- (20)

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

COMMUNICATION: #1, Expresses continuation or "more"; #3, Makes requests; #4, Summons others; #5, Expresses rejection/refusal; #6, Expresses greetings and farewells; #8, Sustains communication with others; #9 Initiates communication with others; #10 Responds to questions; #11 Comments and describes; #12 Asks questions of others.

SOCIALIZATION: #14, Initiates a social interaction; #15, Sustains a social interaction; #16, Terminates a social interaction; #24 Advocates for self.

* 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.