

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.

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

Students will develop a taxonomy to classify and identify the birds that appear at the variety of birdfeeders constructed by the students and placed outside the classroom windows.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will use the National Audubon Society, Interactive CD-ROM Guide to North American Birds to describe and identify a bird appearing at the birdfeeder.
- (2) Given an array of colors, the student will point to two different colors that he sees on the birds plumage.
- (3) The student will draw a picture of a bird appearing at the birdfeeder.
- (4) Given a generic picture of a bird, the student will point to the part of the bird identified by a teacher or peer (head, wing, body, beak, eye, tail, legs, feet).
- (5) Given a generic picture of a bird, the student will color the bird to represent a bird seen at the feeders.
- (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 walk to the bird feeder carrying a bucket of bird feed. [TARGETED SKILL: motor skill] {COACH: LEISURE/RECREATION #38; SELECTED ACADEMICS #46}
- (2) The student will use the "mouse" to set the identification criteria and execute the search using the National Audubon Society CD-ROM Guide. [DOMAIN: Recreation/Leisure / TARGETED SKILL: motor skills critical recreation/leisure activity] {COACH: LEISURE/RECREATION #38; SELECTED ACADEMICS #44, #45, #46, #47, #48, #55}
- (3) The student will identify a bird using the sentence, "That bird is a ____." [DOMAIN: TARGETED SKILL: communication skills] {COACH: COMMUNICATION #10}
- (4)
- (5)

EXAMPLE FOR MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.

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

Groups of students will write sections of a guide to teenagers for parents that describes teen actions, such as: specific verbal, nonverbal, and behavioral signs of drug/alcohol use by teens; the impact of peer pressure on dress and behavior; analysis of teen music preferences; analysis of teen jargon; teen suggestions for fair and effective parenting of teens.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will participate in a fashion presentation of peer-appropriate dress and peer-inappropriate dress for school.
- (2) The student will verbally define the appropriate and inappropriate dimensions of photographs or illustrations of teen behavior.
- (3) The student will describe what is meant by the term "peer pressure" and provide an example.
- (4) The student will write a short statement of how to be a good parent for a teenager.
- (5) The student will make age-appropriate, peer-normalizing choices regarding dressing for school.
- (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 function as a contributing member of a small group. TARGETED SKILL; social skills] {COACH: SCHOOL # 65]
- (2) The student will use an adapted keyboard to type the title page of "The Parents' Guide to Teenage Behavior." TARGETED SKILLS: motor skills, functional academic skills] [COACH: }SELECTED ACADEMICS #44, #45, #46, #47, #55]
- (3) The student will ask questions of peers while working within the group. TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #12}
- (4)
- (5)

EXAMPLE FOR HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.

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

Students will spend time with an individual who is not yet a verbal communicateor and develop a guide to his her nonverbal, nonsymbolic communication. Students will then propose strategies to increase the individuals functional communication. Students may spend time with young children or individuals with severe disabilities. Enhancing Nonsymbolic Communication Interactions among Learners with Severe Disabilities by Siegel-Causey & Guess may be an enlightening resource,

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will use nonverbal, nonsymbolic communication modes to interact with peers.
- (2) The student will verbally explain how a individual who is nonverbal may communicate..
- (3) The student will verbally express that there are many ways to communicate and give examples of how individuals who use verbal communication often use nonverbal/nonsymbolic modes of communication.
- (4) The student will respond appropriately to the nonsymbolic communication of a peer who is not yet using symbolic communication
- (5) The student will respond to a familiar nonsymbolic greeting by a peer.
- (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 initiate a social interaction through nonverbal/nonsymbolic communicative behaviors
TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #14}
- (2) The student will establish eye contact with the member of his group who is speaking.. // TARGETED SKILLS: communication skills, social skills] {COACH COMMUNICATIONS: SOCIALIZATION #13, #14}
- (3) The student will vocalize to gain the attention of a peer. TARGETED SKILLS: communication skills, social skills] {COACH COMMUNICATIONS #9: SOCIALIZATION #13, #14}
- (4)
- (5)

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General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Establish visual focus upon an individual within the classroom.
- (2) Visually scan an array of four different objects and make choice.
- (3) Use hands to determine textures of a set of objects.
- (4) Choose a teacher defined object (by touch) from a box of objects that is covered so that he cannot see the contents of the box.
- (5) Observe and identify five different birds at the birdfeeder.
- (6) Observe and identify five different trees in local park in the winter by identifying tree shape and bark formations
- (7) Describe characteristics to be considered and nature of observation of a quality thoroughbred racing horse.
- (8) Match pictures of objects with odors with "smell jars."
- (9) Create an evaluation guide to be used to evaluate/describe a good teaching and good teachers.
- (10) Write a review of a performance of a school play and compare the review with that of peers.
- (11) Identify ten different classical music selections upon hearing familiar theme from the composition.
- (12) Point to the photograph of an individual who is speaking to the student from behind a screen (out of view).
- (13) Establish eye contact with the individual who is speaking when there are a number of potential speakers in view.
- (14) Upon leaving a room, state 10 object hed had seen in the room.
- (15) Follow the directions of the speaker speaking to him when there are a number of other conversations occurring in the room.
- (16)
- (17)
- (18)
- (19)
- (20)

COACH* Activities within this Academic Expectation:

COMMUNICATION: #2, Make choices when given options; #11, Comments/describes , #13;
SOCIALIZATION: #13, Responds to the presence and interactions of others #16, Distinguishes and interacts differently with familiar people, acquaintances, and strangers.
SELECTED ACADEMICS: #47, Identified symbols.

* 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.