

Community Connections:

Build learner knowledge of self, community, and world at large

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Personal and Social Development

- **Advance Academic, Functional and Life Outcomes** for learners with severe cognitive, communication and motor challenges
- **Crossover of multiple content areas:** Social Studies, Literacy, Pre-Vocational, Personal Living and Life Skills
- **Gain skills in planning and delivering hands-on activities** to enable learners to:
 - Generate facts about self
 - Identify (access) to resources in the community
 - Recognize membership in the community and world at large

(Adapted from Sarathy, 2014)



Author - Educational Consultant

Author of multiple books and products
(Website: www.infinitepossibilities-sped.com)

- Books - Autism Spectrum Disorders, Significant Disabilities, Severe and Multiple Disabilities, Paraeducator Training DVD and Early Childhood Education and Transition
- Magical Musical Transitions (a Music CD) and curriculum toolkits
- International presenter and educational consultant
- Founder and President of a Nonprofit Organization –Parent Engagement for Active Child Enrichment (PEACE) to enhance family-child engagement
- Recipient of ‘Promising Practice’ & grant awards.

Books

Serving Students With
Severe and Multiple
Disabilities:

*A Guide to strategies for
Successful Learning
Second Edition*

**Published by LRP
Publications**

**Striking A Balance Between
IDEA and NCLB for Students
with Significant Disabilities
Techniques and Tools for Aligning
Standards-Based Instruction,
Alternate Assessment and IEPs**

Published by LRP Publications

**From Early Intervention...
to Preschool Programs...
School Age Services**

*A Parent's Guide to
Transitioning Young Children
with Special needs*

**Published by LRP
Publications**

**All the books listed
on this page are
available from
www.shoplrp.com.**

**Together We Succeed
Building A Better
System for Transitioning
Preschoolers with
Disabilities**

**Published by LRP
Publications**

Accessing The Curriculum Toolkit



Developed by Padmaja Sarathy
A Treasure Chest of Tools to Promote Active Engagement and
Participation of Learners with Significant Disabilities

From TFH USA - : <http://www.specialneedstoys.com/>

Understanding Learner's Needs

- Understand clearly the needs of learners with significant disabilities to personalize activities, adaptations and supports.
- **Learners may exhibit the following needs:**
 - Communication and cognitive needs
 - Difficulties in generalizing concepts and skills and transferring information from one situation to another
 - Learners with most severe/profound impairment may experience difficulty separating self from the environment
- **Decreased attention span and high degree of distractibility**
- **Presence of visual, auditory and/or medical problems and physical mobility issues**

Instructional Framework: The Essentials

**Serving
Students with
Significant
Cognitive,
Communication
and Motor
Needs to
Access and Attain
Academic
and
Functional
Outcomes**

**Universal Design for Learning (UDL)
To Make Learning Accessible to Meet
Needs of Diverse Learners**

**Partial Participation
to Promote Learner Independence**

**Engaging and Interactive
Instructional Delivery
for Active Engagement and Learning**

**Technology Aids
(both Mainstream and Assistive
Technology (AT) to Support Learners**

**Age-Appropriateness
in Activities and Materials**

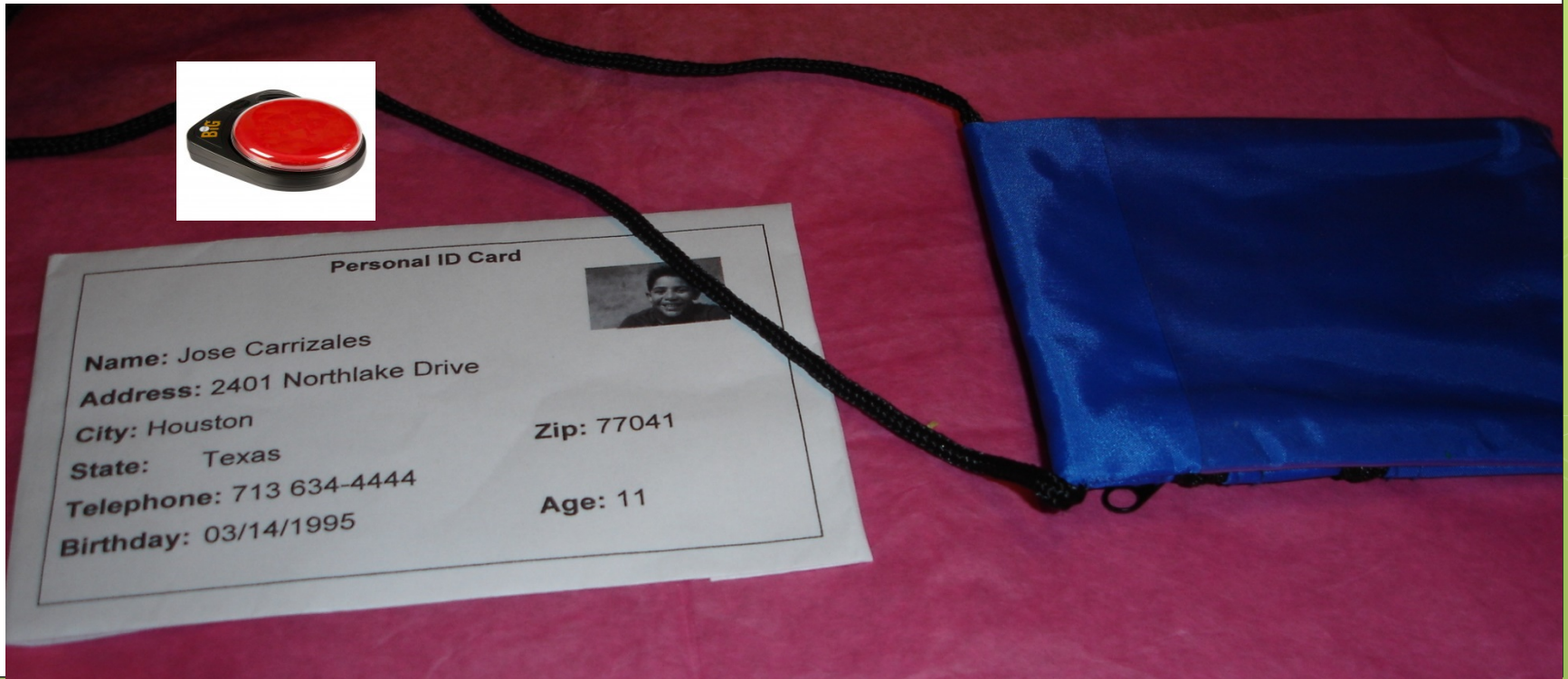
Designing and Delivering Instruction

- **Ensure accessibility, adjust task complexity level and foster active learner participation** with a diversity of tools applying Universal Design for Learning (UDL) and technology supports.
- **Begin with a clear vision of your learning objectives.**
 - Break individual steps into sub-steps as needed.
 - Adjust task complexity level.
 - Provide student-specific adaptations.
 - Offer diverse ways for student to communicate his/her thoughts and experiences.
- **Facilitate partial participation** if the student is able to perform 1-2 steps in a task independently and not the entire task.

Activity # 1

A Personal ID card

- ✓ Students create their personal ID card using a power point presentation template (aided with peer mentor/teacher help.
- ✓ Student types in the information or inserts (moves) words from a word bank. Print the slide, laminate it (and insert it in a pouch).
- ✓ Student introduces self touching, pointing, or eye-gazing the badge.
- ✓ **“My name is...”** (Programmed into an AT device and student shows ID).



Recognition of Self and Peers in Class

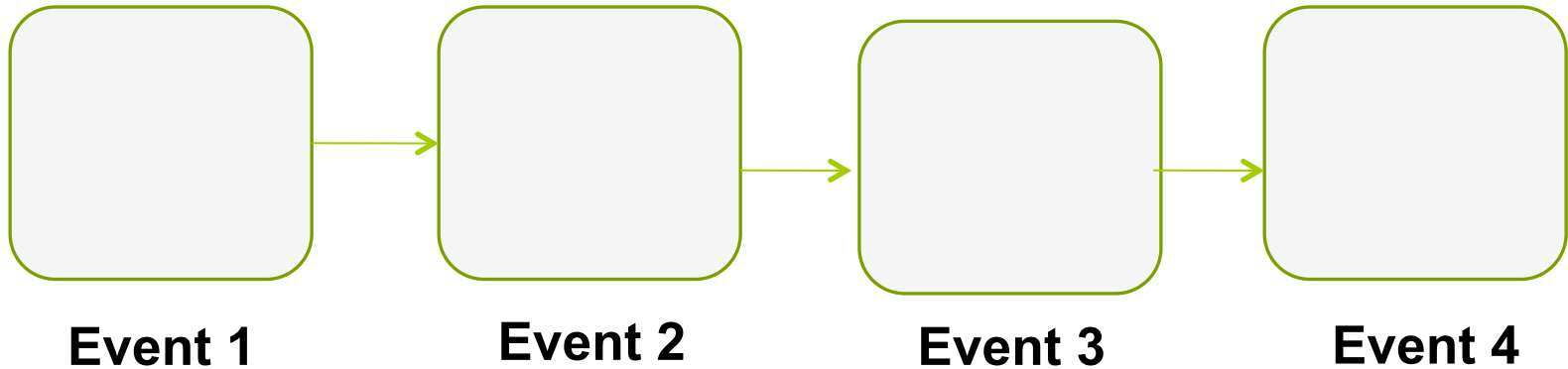
- Help students to create power point slides pairing photos with student names.
- Students take turns in presenting the PPP to class to assist with recording attendance.
- Students either verbally respond to indicate presence or hold up/point to their ID card when they see the slide with their photo and name.
- Student practice daily recognizing and naming self and peers aided by the slide show.
- Or students can use an attendance display chart paired with student photos and names.
- Provide AT support as needed.

PowerPoint®
Presentation



A Timeline

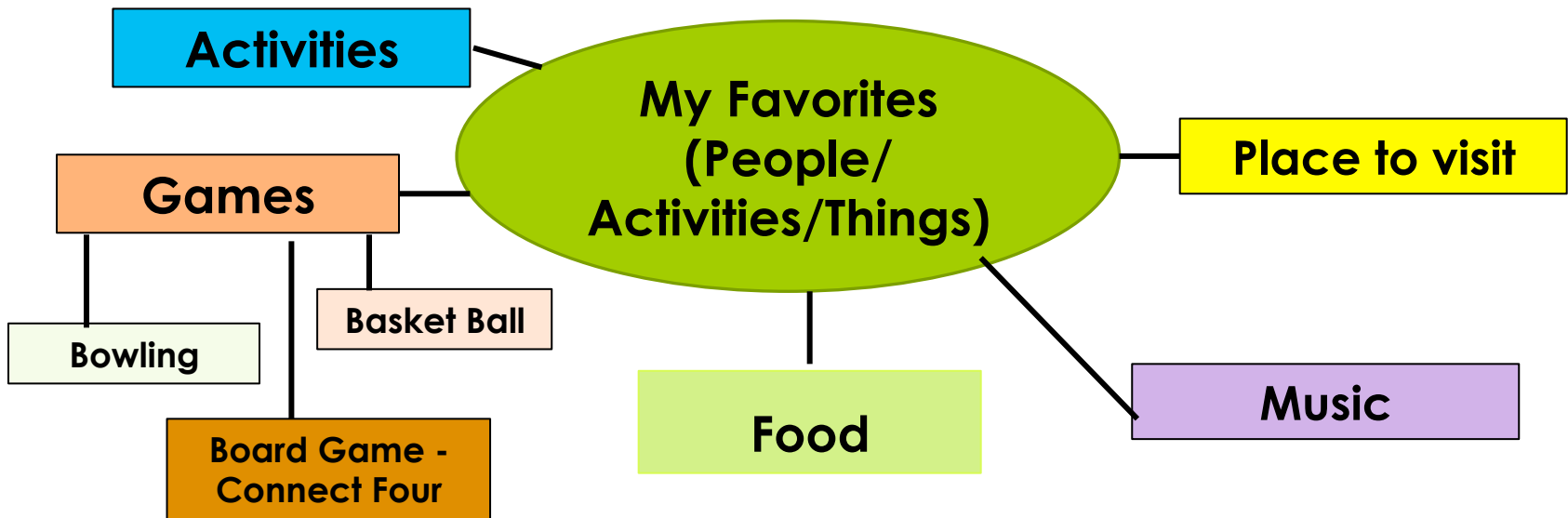
- Get student to create personal life story: a timeline of events with photos paired with text.




- Use the same format for creating a biography (a brief biography of a famous historical person/ character)
- Provide pre-printed labels with text to go in the template. Student can pair it with the corresponding photos.
- Program an AT device with the matching statements to go with the sequence chart.



- ✓ Provide a graphic organizer for student to use to identify favorites.
- ✓ Offer choices to select from if a learner is not able to verbally name it.
- ✓ Attach multisensory items (or photos) to text representing the favorites.
- ✓ Have student prepare a PPP to share with peers.
- ✓ A peer mentor could type the text and add the audio on the PPP.



Choices provided using 'Talking Brix'

- Activity: **Students learn to navigate around the school using a map of the school.**
- Have students begin with identifying locations within the school with peer support
- Gradually, expand to 2-3 specified locations.
- The students can use a school map with small colored tactile shapes to indicate specific locations:
 - The nurse's station (a yellow circle)
 - The principal's office (a small red circle)
 - The restrooms (a green circle), etc.
- Students using wheelchairs can direct where to go using left/right signals. ()



Conduct Interviews to Learn Who's Who in the School Community



- The interviews should be pre-arranged with staff.
- Have students get acquainted with the staff they will be interviewing.
- They can explain their project and request if they can take their photos and conduct brief interviews.
- The interview questions – could be self-generated or selected from a choice of questions. Sample questions:
 - *What do you like about your job?*
 - *What is your favorite thing about this school?*
 - *What do you like to do for fun?*
- For students with communication challenges, they can be pre-recorded on an AT device with peer support.

Resources in the Community:

- ✓ The Mall
- ✓ Fast-food Places/Restaurants
- ✓ Grocery Store
- ✓ Bank
- ✓ Hospital
- ✓ Library



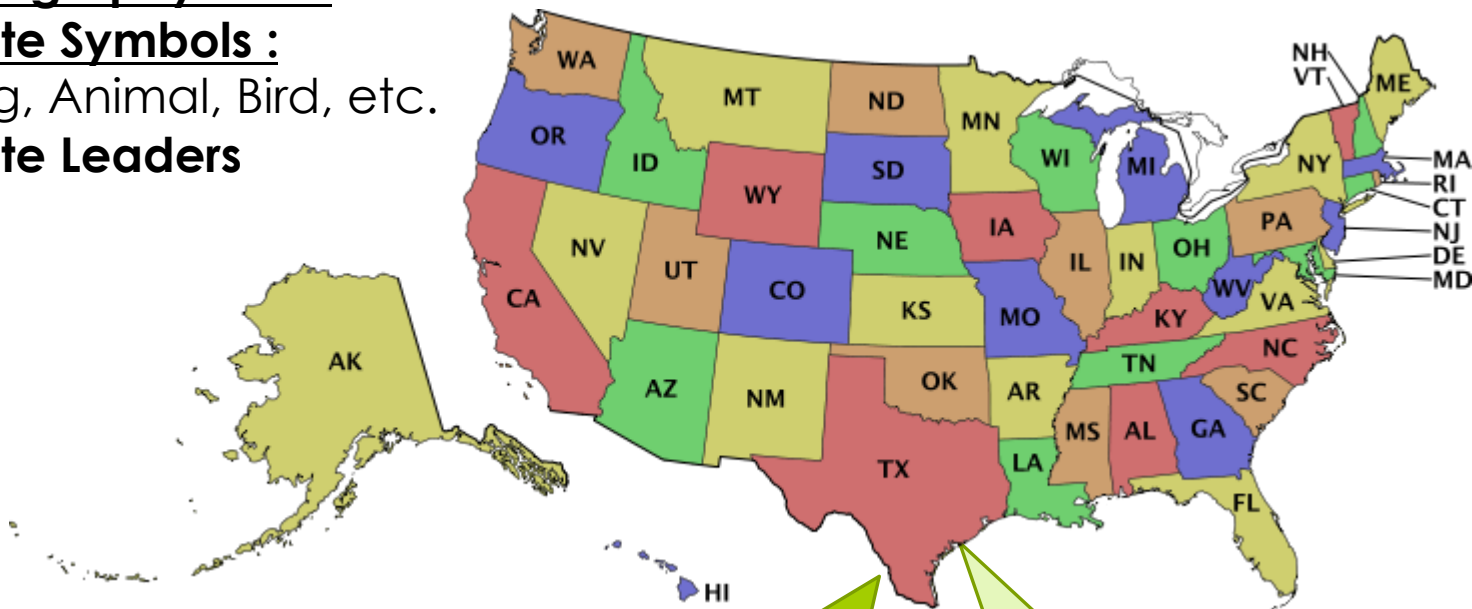
Guide students how to locate places in the immediate neighborhood and in the community.

- Guide students to use internet tools to practice locating places in the community.
- Identify and locate the key landmarks in the community.
- Role-play scenarios to practice how to seek help when lost.
- Practice prior to students going on CBI trips and/or volunteer how to access these locations as independently as possible.

My Community, City, State and Country

(is important to me).

- Learn State History and Geography Facts
- State Symbols :
Flag, Animal, Bird, etc.
- State Leaders



Provide choices with an iTalk2 Communicator.

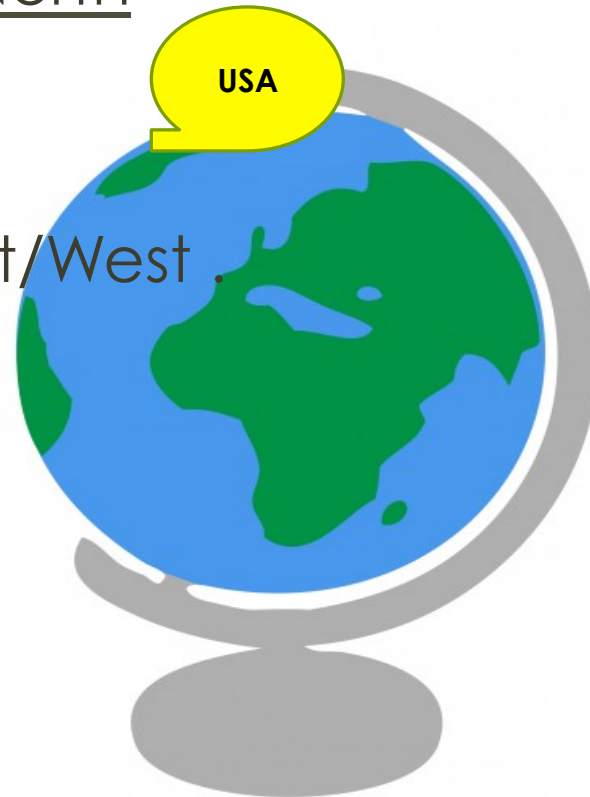
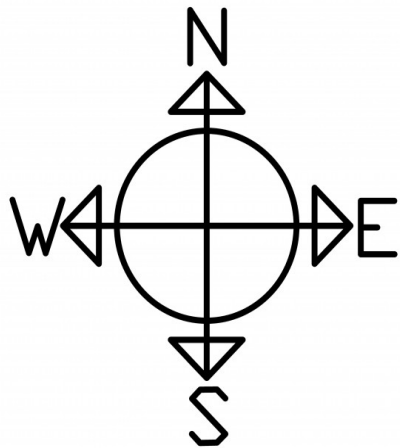


The State that I live in is _____.

The city that I live in is _____.

My Country

- Locate the country (USA) on the globe.
- Mark it with a sticky tag.
- Identify a country in the South.
- Locate a country to the North
- Challenge Questions:
Learn to read directions
Locate a country in the East/West .





- **Promote Self-advocacy**
- Assist student in developing a portfolio.
- Have student include the best examples of his/her work.
- Collect comments about the student from peers, teachers and other school staff. Have student take photos and include them in the portfolio.
- Include descriptions of activities that the student is involved in at school and outside. Provide a template for the student to fill-in.
- Provide pre-printed text labels with the most commonly used/repeated words for student to use in the portfolio.
- Add Clip Art and Board Maker pictures as needed to provide a visual appeal to the portfolio.

Learning Objectives

Learning Objectives linked to Self, Community and the World at large

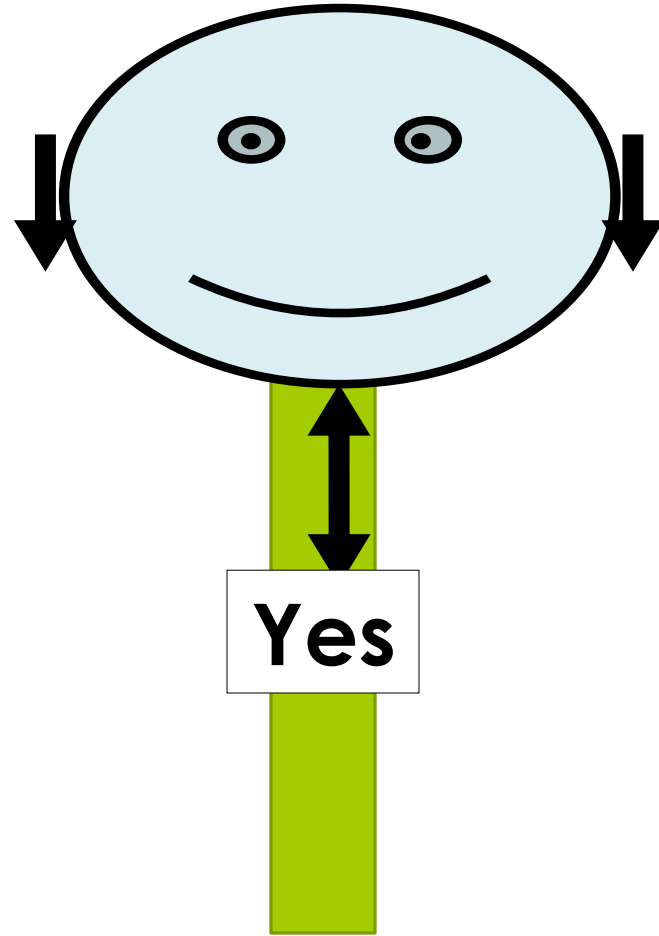
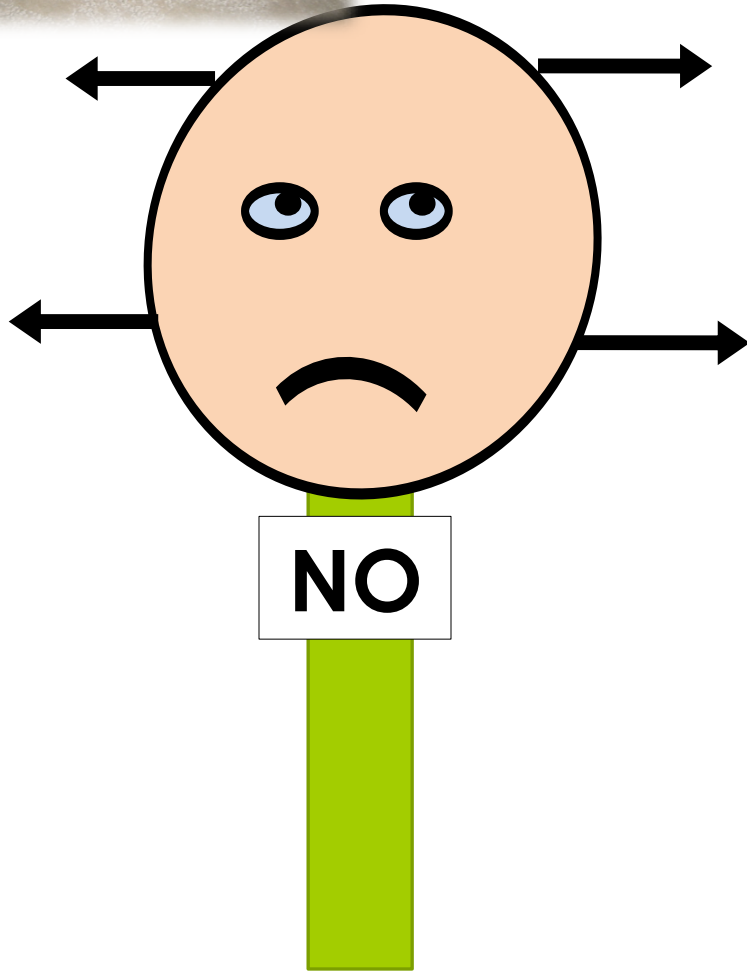
- Identify self in photo and identify photos of peers.
- Generate information about self.
- Identify favorite things given choices.
- Sequence pictures in order to tell a story about self.
- Learn to use a time line to present sequenced events.
- Share information about self with others.
- Conduct interviews of school staff to gather information.
- Identify and access resources in the local community.
- Increase geographical knowledge (city, state and world) and gain map skills
 - Locate city (state and country) that she/he lives in on a map.

Recommended Strategies

- ❑ **Diverse and complex learner needs are addressed to promote access, engagement and response.**
 - ❑ Instruction is complemented with multi-sensory materials (auditory, visual, kinesthetic & tactile)
 - ❑ Hands-on activities and real-life situations are used.
- ❑ **Paraeducator support is discreet and not intrusive.**
 - ❑ Understands and follows prompt hierarchy to avoid over-prompting the student.
- ❑ **Systematic and consistent use of progress monitoring** occurs in targeted learning objectives.
 - ❑ Re-teaching and re-assessing occurs with modified instructional strategies.
- ❑ **Learner independence is continuously fostered.**
Allow and promote student to perform whatever skills are possible without adult assistance.

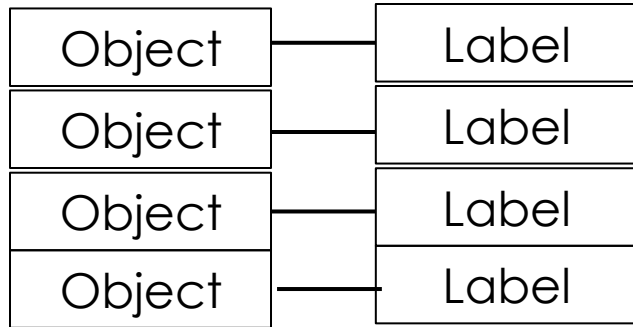
Response Tool

No Yes



Some may respond with a Response-Participation Tool.

Templates and Tools



A 3-column chart

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**Select/Choose
(A choice Board)**

Likes	Dislikes

A 2-column chart

Adaptations and Supports



Talking Brix

**BIG Step-by-Step
with Levels**



**Voice Output
Devices**



iTalk2 Communicator



**A Quick Talker can assist
with supplying a bank of
words (vocabulary) for
writing activities.**



Super Talker can be
used for group
participation activities

Personal Development

- **Help build student's deportment.**
 - Assist student's efforts to build his/her image to positively influence perceptions of others.
 - **Teach the student how to greet others** within school/community - wave, shake hands or nod – a gesture that motor strengths will permit.
 - **Appearance Counts!** Work with the family closely to ensure that the student is always well-groomed and sharp in appearance.
 - **Teach replacement behaviors** that draw less attention and are more acceptable.
 - **Enable student to earn respect.** Create adaptations that allow students to be as independent as possible with minimal adult support.

Resources for Significant Disabilities

- **Serving Students with Severe and Multiple Disabilities: A Guide to Strategies for Successful Learning.** Sarathy, P. (Second Edition, 2014). LRP Publications, PA. (www.lrp.com)
- **Striking a balance between NCLB and IDEA for Students with Significant Disabilities: Techniques and Tools for Aligning Standards-based Instruction, Alternate Assessment and IEP.** Sarathy, P. (2008). LRP Publications
- **Autism Spectrum Disorders: Seven Steps of Support,** - a laminated guide., Sarathy, P. (2015), NPR, Inc.
- **Accessing the Curriculum Toolkit,** Sarathy, P., (2013). Offers diverse tools to engage and enable students with most severe disabilities. Available from TFH USA Ltd: <http://www.specialneedstoys.com/usa/mse-kits/2272-accessing-curriculum-tool-kit.html>.
- **UDL website:** (Center for Applied Special Technology (CAST) <http://www.cast.org/research/udl/index.html>)



Thank You.

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The Next Webinar: April 20, 2016 (11 AM to Noon – CDT)

**Personalized Behavior Supports for Preschool Children with
Autism Spectrum Disorders**