



Fun & Functional Learning

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Teacher

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... a bit of background

- Teaching in several roles (teaching assistant, resource teacher, classroom teacher, provincial helping teacher, program coordinator).
- Outreach consultant working with students with severe multiple disabilities & their school teams & families throughout British Columbia, Canada.
- Ministry of Education Program Coordinator, leading a team of therapists to provide: onsite consultations, website training tools & handouts, individualized curriculum guides, distance training/mentoring/coaching, etc.
- Designing & teaching online practicum based university courses emphasizing adult learning principles.
- Masters in Leadership & Training, RRU.



Modifications vs Adaptations

Modified Activity with Different Learning Outcome

- use voice output device to call out spelling words to class
- count & sort colored & white paper for recycling
- use arm to hit volleyball to server while in standing frame
- use communication device to answer simple questions from motivating youtube video

Adapted Activity Same Learning Outcome

- spell same words as class using a laptop to print
- reduce number of math questions to be completed
- provide longer time to complete obstacle course
- use text to voice software to answer questions from novel



Tools for Modifications

Answering simple questions for a language arts activity while classmates are using worksheets to answer questions on a novel study.



Tools For Adaptations

Participating in a classroom weather activity using a voice output device.

Why do some individuals disengage from activities?

Causes?

- **No Reward:** The activity has **no personal** motivators in it.
- **No Meaning:** The activity has **no purpose** in the student's real world.

Results?

- Escape
- Avoidance
- Attention
- Stimulation

What does fun look like?



Fun = Motivators

- Person specific
- Sensory?
- Unique
- Social?
- Changing/Evolving
- Story: child who had adults as motivator & distractor



How to be a Motivator Detective?

- **Music** (what type? What rhythms? Can we transfer this rhythm to age appropriate music?)
- **Sensory** (gross motor - fast moving? Bumpy? Vestibular? Swinging?)
- **Visual** (colors? Brightness? Light? Objects vs pictures? things that move?)
- **Auditory** (soft sounds? Loud sounds? Unusual sound effects? Whispers?)
- **Social** (are there specific characteristics about the interactions of those the people the individual is most drawn to?)
- **Taste** (what kinds of foods, snacks, drinks are most motivating?)
- **Smells** (what kinds of scents are appealing?)

Age Appropriate?

- How do we translate personal motivators into age appropriate learning activities?



Activity/Discussion

- What did you enjoy doing as a **child**?
- How do you engage in this activity as an **adult**?



What do motivators look like for teens?

Sustaining a conversation

Hanging out in the hallways

Mutual interests

Attracting others

Story: Cupcake Girl

Motivators For Adults



What does a **functional** activity look like?



Function Has A Real Purpose



What Kinds of Tools Help To Support Function & Participation?



- Communication
- Fine Motor
- Gross Motor
- Vision
- Hearing



Activity/Sharing

- What kinds of challenges have you experienced with families or staff when moving from expectations for academics through paper/pencil desk work to more functional academic learning activities?

Strategies To Assist Families/Staff To Move To Functional Academics

Ask Families ...

- What do they see the person doing with numbers as a teen/adult?
- What do they see the person doing with time as an adult?
- How do they see the person using letter recognition?

... how do they see the future

- Can the person carry on a conversation?
- Can the person answer questions about a movie or social activity?
- Can the person use basic math skills to count, match, sort for shopping?

Review... examine each activity

Fun

- Do you know **all** of the individual's motivators?
- Are there at least 2 motivators in your activity?

Functional

- Is this a job that really needs to occur?
- Does the activity serve a purpose that is real to the individual and others in his/her world?



Fun & Functional Learning

Questions/Comments?

What did you find most meaningful? What resonated for you in this webinar? Any story or insight you'd like to share that illustrates fun & functional learning?



Thanks for your
participation!

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