Incorporating Functional Skill Development into the Gen Ed Curriculum

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RSE-TASC

BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Key Principles

- Students engage in self-advocacy and are involved in determining their own educational goals and plan.

- Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

- Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

- Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

- Schools provide multi-tiered systems of behavioral and academic support.

- Schools provide high quality inclusive programs and activities.

- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/BlueprintwithCoverPage.pdf

Session Objectives

- Participants will:
  - Identify skills needed to increase functional success in school and for postsecondary success; and
  - Identify resources/tools to assist in the development of skills that facilitate success in the contexts of education, employment and independent living.

New York State Next Generation Standards

*Prepare our students to become **lifelong learners** and **thinkers**, as well as active participants in civil, community and professional endeavors.*

ALL STUDENTS HAVE A

RIGHT TO

Access to General Education Curriculum

Functional Skills

What are the underlying skills that allow the student to apply learning and use it in a **FUNCTIONAL** manner?

- Work in and with the content and the context
- Use context knowledge and skills across settings and in real life situations
  - What skills are needed to be successful in the context of:
    - Education (academics, future learning)
    - Employment (CDOS Learning Standards, work based learning, career)
    - Independent Living – (daily living skills, thinking skills, communication, interpersonal skills, etc.)
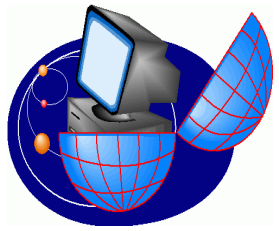
Basic Skills

- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly

Thinking Skills

- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

Technology

- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

Interpersonal Skills

- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

Career Development and Occupational Studies
Standard 3A
Universal Foundation Skills

Systems

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

Managing Information

- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

Managing Resources

Understands how to use:
- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking

Personal Qualities

Demonstrates:
- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities

Identify the Skills the student needs to develop/ strengthen

- – Collaboration with general ed teachers (content experts)
  - Demands of the classroom/ curriculum/activities
  - Content specific skills needed
  - Planning time dedicated to identification of "major learning"
- – Formal and informal information gathering
  - What are the results of their psychological assessments/standardized assessments?
  - What is the demonstrated functional performance?
  - What deficits are contributing to identified needs?

Take a minute of "I" time to look through the Handout entitled "High Frequency Words within the Common Core Standards"

High Frequency Words within the Common Core State Standards

K-5				6-12			
ELA		Math		ELA		Math	
Understanding	33	Represent	47	Analyze	73	Solve	66
Read	28	Understand	40	Determine	50	Understand	54
Write	22	Solve	36	Develop	41	Interpret	47
Demonstrate	19	Recognize	27	Research	33	Relationships	45
Clarify	18	Interpret	22	Clarify	32	Find	43
Develop	18	Find	21	Write	31	Graph	39
Produce	17	Explain	20	Relationships	30	Represent	38
Relationships	16	Compare	19	Demonstrate	28	Apply	34
Describe	14	Describe	18	Understanding	27	Describe	24
Compare/contrast	13	Write	14	Create	26	Explain	23

Bellanca, Fogarty & Pete (2012). How to teach thinking skills within the common core. Solution Tree: Bloomington.

	Read	Write	Think
Science	**When scientists read, they** • Ask "Why?" more than "What?" • Interpret data, charts, illustrations • Seek to understand concepts and words • Determine validity of sources and quality of evidence • Pay attention to details	**When scientists write, they** • Use precise vocabulary • Compose in phrases, bullets, graphs, or sketches • Use passive voice • Favor exactness over craft or elaboration • Communicate in a systematic form	**When scientists think, they** • Tap into curiosity to create questions • Rely on prior knowledge or research • Consider new hypotheses or evidence • Propose explanations • Create solutions
History	**When historians read, they** • Interpret primary and secondary sources • Identify bias • Think sequentially • Compare and contrast events, accounts, documents and visuals • Determine meaning of words within context	**When historians write, they** • Create timelines with accompanying narratives • Synthesize info/evidence from multiple sources • Emphasize coherent organization of ideas • Grapple with multiple ideas and large quantities of information • Create essays based on argumentative principles	**When historians think, they** • Create narratives • Rely on valid primary and secondary sources to guide their thinking • Compare and contrast or ponder causes and effects • Consider big ideas or inquiries across long periods of time • Recognize bias
Math	**When mathematicians read, they** • Use information to piece together a solution • Look for patterns and relationships • Decipher symbols and abstract ideas • Ask questions • Apply mathematical reasoning	**When Mathematicians write, they** • Explain, justify, describe, estimate or analyze • Favor calculations over words • Use precise vocabulary • Include reasons and examples • Utilize real-word situations	**When Mathematicians think, they** • Consider patterns • Utilize previous understandings • Find connections • Estimate, generalize, and find exceptions • Employ mathematical principles
English Language Arts	**When students of English read, they** • Understand how figurative language works • Find underlying messages that evolve as theme • Assume a skeptical stance • Pay attention to new vocabulary or words used in new ways • Summarize and synthesize	**When students of English write, they** • Engage in a process that includes drafting, revising, and editing • Use mentor texts to aid their writing craft • Pay attention to organization, details, elaboration and voice • Rely on the feedback of others • Avoid formulaic writing	**When students of English think, they** • Reflect on multiple texts • Ask questions of the author • Consider research or others ideas • Discuss ideas and themes • Argue both sides of a point

Consultant (Direct/ Indirect)

- How can I work with the general ed teacher to embed instruction of functional skills into the content curriculum?
- How do I make students aware of <u>HOW</u> they read, write, think and do in each context/ content area?
- What tools are needed to scaffold instruction for the students? Are the tools selected being tailored to the content area demands?
- What accommodations does a student need to allow them to participate in the curriculum?

Resource Room

- How do I provide supplemental instruction on the content specific skills the students need to learn?
- How do I make students aware of HOW they read, write and think and do in each context/content area?
- What tools are needed to scaffold instruction for students? Are the tools selected being tailored to the content area demands?
- What accommodations does a student need to allow them to participate in the curriculum?

Self-Contained Setting

- How do I teach the student skills to help them close the gap so they can access gen ed?
- How do I make the students aware of HOW they read, write and think and do in the context/content area?
- What tools are needed to scaffold instruction for students? Are the tools selected being tailored to the content area demands?
- How can I maximize a student's opportunity to access the general education curriculum?

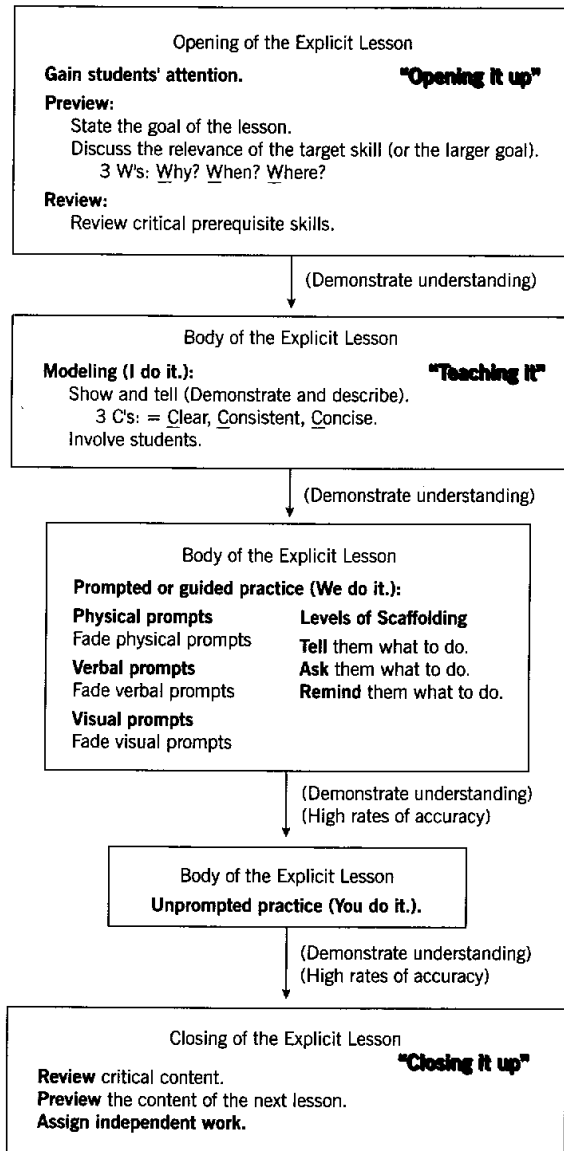Explicit Direct Instruction of Skills that Foster Academic and Post-School Success

Instructional Design

Augmenting/ Infusing Information

Seizing Teachable Moments

FIGURE 2.2. Structure of an explicit lesson.

Opening of the Explicit Lesson

Gain students' attention.   **"Opening it up"**
Preview:
   State the goal of the lesson.
   Discuss the relevance of the target skill (or the larger goal).
      3 W's: Why? When? Where?
Review:
   Review critical prerequisite skills.

(Demonstrate understanding)

Body of the Explicit Lesson

Modeling (I do it.):   **"Teaching it"**
   Show and tell (Demonstrate and describe).
      3 C's: = Clear, Consistent, Concise.
   Involve students.

(Demonstrate understanding)

Body of the Explicit Lesson

Prompted or guided practice (We do it.):

Physical prompts   **Levels of Scaffolding**
Fade physical prompts   **Tell** them what to do.
Verbal prompts   **Ask** them what to do.
Fade verbal prompts   **Remind** them what to do.
Visual prompts
Fade visual prompts

(Demonstrate understanding)
(High rates of accuracy)

Body of the Explicit Lesson
Unprompted practice (You do it.).

(Demonstrate understanding)
(High rates of accuracy)

Closing of the Explicit Lesson
                        "Closing it up"
Review critical content.
Preview the content of the next lesson.
Assign independent work.

Throughout lesson: Involve students. Monitor performance. Provide feedback.

1. Set the stage: activate background knowledge

2. Discuss it: introduce the strategy and describe the steps

3. Model it: show how to do it

4. Support it: collaborative practice (large group)

5. Support it: guided practice (small group)

6. Support it: independent practice to promote generalization with continual feedback

Which do you prefer?

Motor learning is the change in capacity to perform skilled movements that achieve behavioral goals. A fundamental and unresolved question in neuroscience is whether there is a separate neural system for representing learned sequential motor responses. Defining that system with brain imaging and other methods requires a careful description of what specifically is being learned for a given task.

A chiffon cake replaces butter- the traditional fat in cakes- with oil. A fundamental and unresolved question in baking is when to make a butter cake and when to make a chiffon cake. Answering this question with expert tasting panels and other methods requires a careful description of what characteristics are desired for a cake.

Wellingham, Daniel (2009). Why don't students like school?

Explicitly Instruct the skills using

- Things they already know….

    ## FOCUS ON THE SKILL

    – Compare and contrast the difference between a car and a truck
    – Analyze the difference between The Voice and American Idol

    Before transfer to authentic learning opportunities.

Some skills/knowledge may need to be taught…..

- Explicitly
  - Ensure mastery of content
  - Identify students that need more
  - Accommodations/modifications

- To the group as whole

- Individually

- Repeatedly

- In different contexts/environments
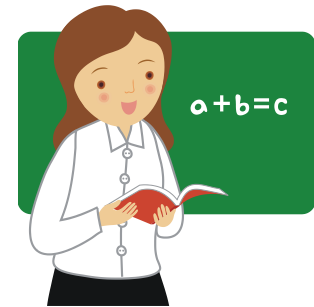
5 R's of Engagement

- Reality
- Relativity
- Rigor
- Relationships
- Revelry

Dr. Sandra Covington-Smith, National Dropout Prevention Center for Students With Disabilities

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**	II. Provide Multiple Means of **Action and Expression**	III. Provide Multiple Means of **Engagement**
1: Provide options for perception	**4: Provide options for physical action**	**7: Provide options for recruiting interest**
1.1 Offer ways of customizing the display of information	4.1 Vary the methods for response and navigation	7.1 Optimize individual choice and autonomy
1.2 Offer alternatives for auditory information	4.2 Optimize access to tools and assistive technologies	7.2 Optimize relevance, value, and authenticity
1.3 Offer alternatives for visual information		7.3 Minimize threats and distractions
2: Provide options for language, mathematical expressions, and symbols	**5: Provide options for expression and communication**	**8: Provide options for sustaining effort and persistence**
2.1 Clarify vocabulary and symbols	5.1 Use multiple media for communication	8.1 Heighten salience of goals and objectives
2.2 Clarify syntax and structure	5.2 Use multiple tools for construction and composition	8.2 Vary demands and resources to optimize challenge
2.3 Support decoding of text, mathematical notation, and symbols	5.3 Build fluencies with graduated levels of support for practice and performance	8.3 Foster collaboration and community
2.4 Promote understanding across languages		8.4 Increase mastery-oriented feedback
2.5 Illustrate through multiple media		
3: Provide options for comprehension	**6: Provide options for executive functions**	**9: Provide options for self-regulation**
3.1 Activate or supply background knowledge	6.1 Guide appropriate goal-setting	9.1 Promote expectations and beliefs that optimize motivation
3.2. Highlight patterns, critical features, big ideas, and relationships	6.2 Support planning and strategy development	9.2 Facilitate personal coping skills and strategies
3.3 Guide information processing, visualization, and manipulation	6.3 Facilitate managing information and resources	9.3 Develop self-assessment and reflection
3.4 Maximize transfer and generalization	6.4 Enhance capacity for monitoring progress	
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

Designing Instruction

Address real life skills

Make curricular content more meaningful and relevant

Tie into Academic Standard

Real Life Skill

(Fraction skills embedded in cooking class)

Tie into Real Life Skill

Academic Skill

(Lesson on angles related to building stairs)

NSTTAC
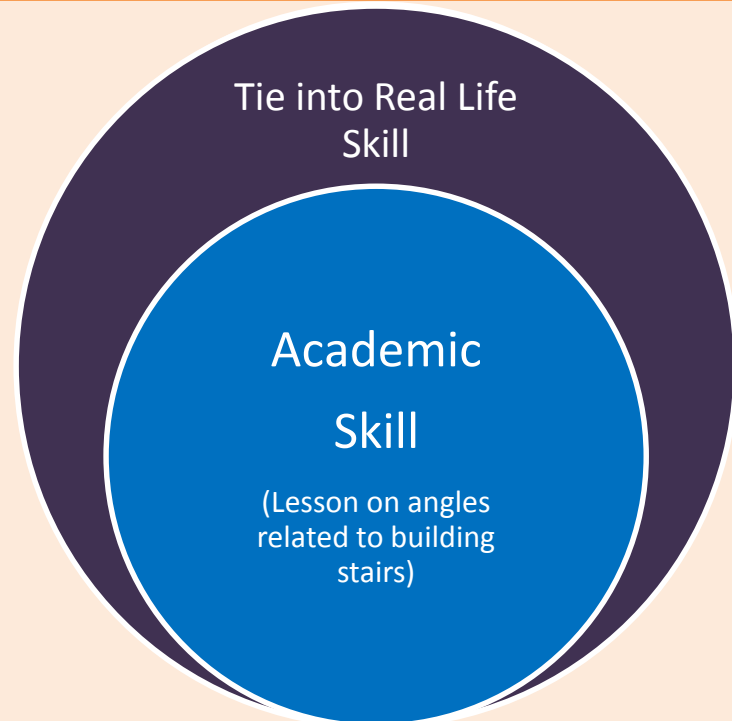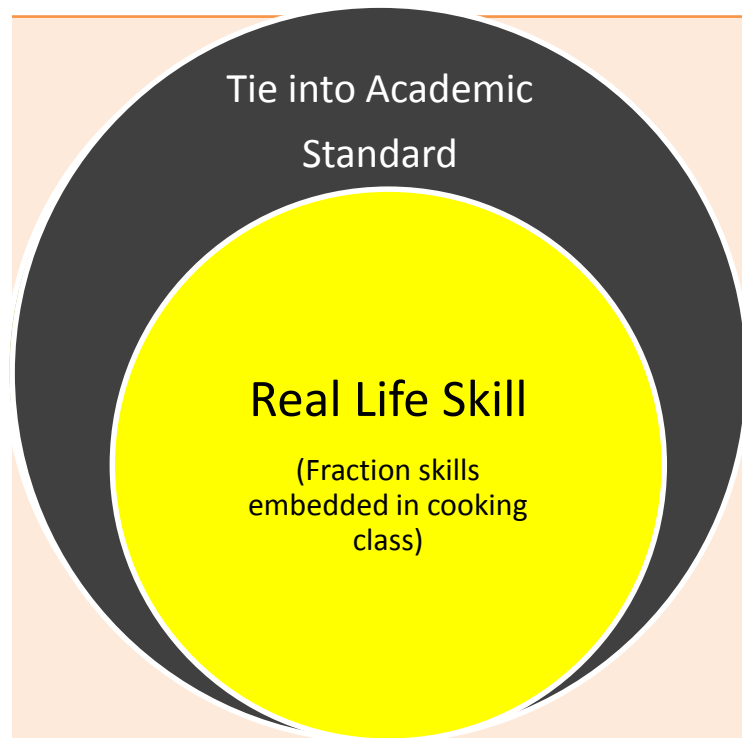
Instructional Design- Address Real Life Topics

Identify real world tasks that are connected to academic standards you need to teach.

- Reading for understanding using
  - Article on current trends in employment,
  - Hunter safety guide
  - Owner's manuals to household appliances

- Math skills connected to how students would use them at home, in their jobs, and in the community
  - Making a home budget
  - Construction of buildings, rooms, projects
  - Calculating interest on a credit card or loan
  - Measuring cups or socket sets to help understand fractions

- Writing English essays on strengths, interests, preferences
  - Common Job Interviewing Questions
  - College Entrance Essays

- Compare and contrast job requirements in career area of interest

- Having students search the internet for information on their disability, potential colleges, job requirements

- Mock interviews for job seeking

*Relevancy*

Instructional Design

The Ultimate Cheatsheet for **Critical Thinking**

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

Who
... benefits from this?
... is this harmful to?
... makes decisions about this?
... is most directly affected?
... have you also heard discuss this?
... would be the best person to consult?
... will be the key people in this?
... deserves recognition for this?

What
... are the strengths/weaknesses?
... is another perspective?
... is another alternative?
... would be a counter-argument?
... is the best/worst case scenario?
... is most/least important?
... can we do to make a positive change?
... is getting in the way of our action?

Where
... would we see this in the real world?
... are there similar concepts/situations?
... is there the most need for this?
... in the world would this be a problem?
... can we get more information?
... do we go for help with this?
... will this idea take us?
... are the areas for improvement?

When
... is this acceptable/unacceptable?
... would this benefit our society?
... would this cause a problem?
... is the best time to take action?
... will we know we've succeeded?
... has this played a part in our history?
... can we expect this to change?
... should we ask for help with this?

Why
... is this a problem/challenge?
... is it relevant to me/others?
... is this the best/worst scenario?
... are people influenced by this?
... should people know about this?
... has it been this way for so long?
... have we allowed this to happen?
... is there a need for this today?

How
... is this similar to _____?
... does this disrupt things?
... do we know the truth about this?
... will we approach this safely?
... does this benefit us/others?
... does this harm us/others?
... do we see this in the future?
... can we change this for our good?

globaldigitalcitizen.org
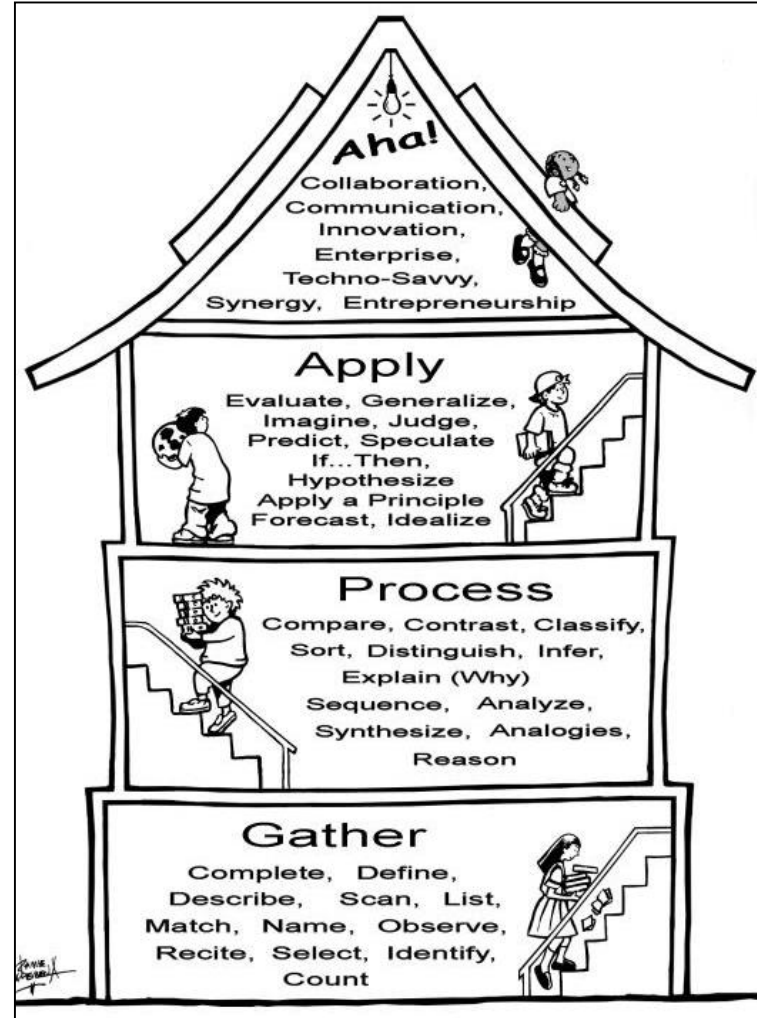
Robin Fogarty and Associates

Adding On…..

- So, who else might use this _____?
- So, what kinds of jobs, activities, etc. might use this _____?
- So, where might you use this _____?
- So, how could you use this _____ in a job, with your friends, etc.?
- So, why is this _____ important?

NSTTAC

Infusion

- Capitalizes on existing course content.

- Infuse into the materials used in existing subject skill topics that directly relate to information being covered

- Must examine closely course content to identify opportunities or reference points

- Relevancy

Earthquakes

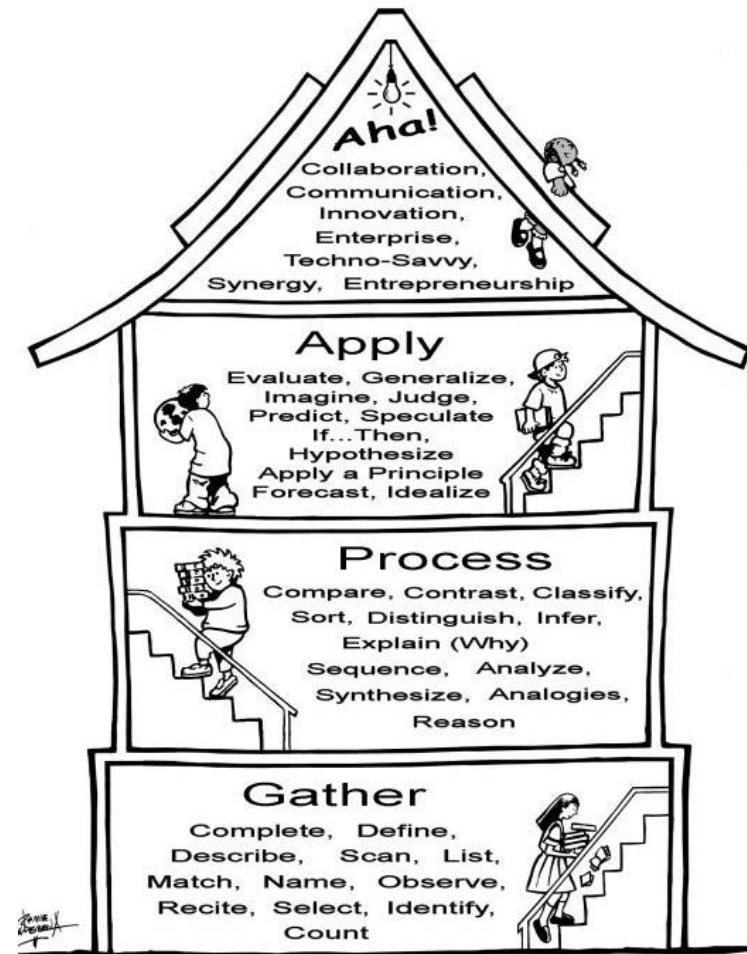*Lesson Plan Objectives:*
Students will
1. Identify geography in relation to fault lines
2. Identify Epicenter
3. Recognize the effect of shifting plates
4. Explain how the Richter Scale measures intensity.
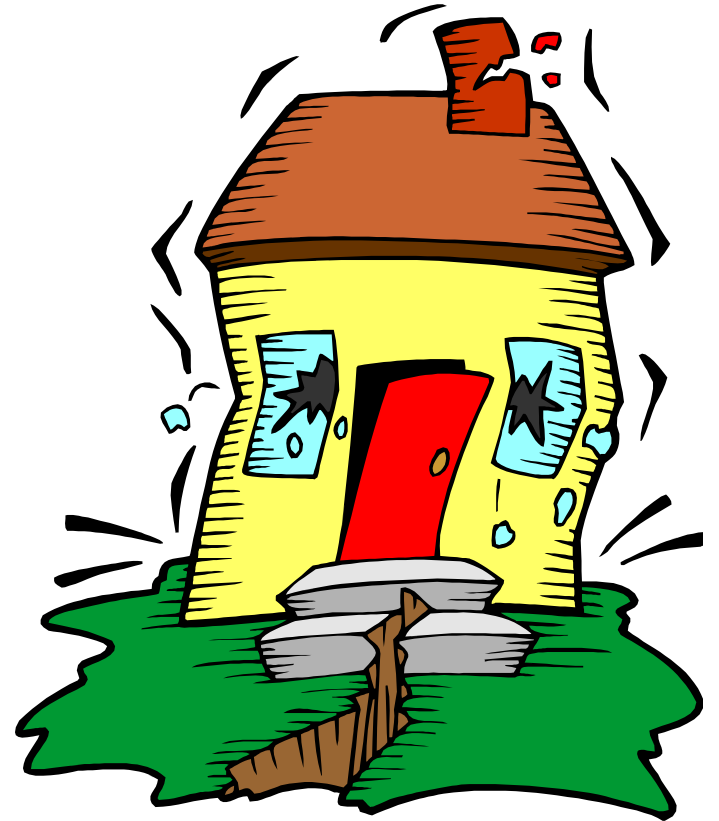
Looking closer….
How do we augment lesson plans to address skill areas

- What types of **jobs** go along with Earthquakes?

- What college majors go along with Earthquakes?

- Imagine an earthquake is happening to your home. What do I need to do to my **home or residence** to prepare for a earthquake or other natural disaster?

Aha!
Collaboration, Communication, Innovation, Enterprise, Techno-Savvy, Synergy, Entrepreneurship

Apply
Evaluate, Generalize, Imagine, Judge, Predict, Speculate If…Then, Hypothesize Apply a Principle Forecast, Idealize

Process
Compare, Contrast, Classify, Sort, Distinguish, Infer, Explain (Why) Sequence, Analyze, Synthesize, Analogies, Reason

Gather
Complete, Define, Describe, Scan, List, Match, Name, Observe, Recite, Select, Identify, Count

Looking Closer....

Woodstock

You have covered:

- August 1969
- Woodstock, NY 400 acre farm
- 400,000 people
- Peaceful concert
- Variety of music

How can we add on?

Thinking Skills

Communication Skills

Employment

Education/Training

Independent Living Skills

Augmentation

- Teacher dedicates a portion of the class period or part of the instructional week to developing/ reinforcing skills/knowledge in students that would not otherwise be included in the lesson

- Topics that are not typically covered in existing curricula or topics that need to be explicitly instructed on.

Think Universal Foundation Skills

When skills are taught and authentically used

# Earthquakes

Lesson Plan Objectives:
Students will
1. Identify geography in relation to fault lines
2. Identify Epicenter
3. Recognize the effect of shifting plates
4. Explain how the Richter Scale measures intensity.

Augmentation Example

- How Scientists read. What are the differences when reading a weather report vs reading a fictional book? What do you do differently?

- Using technology to present Scientific findings- Compare and contrast– compare last week's lesson (tornado) against an earthquake. Create a brochure/ PPT/ poster and present as a group.

- Professional Communication of Information- How would a weatherperson explain an earthquake vs how would you talk about it to a friend? How do you speak differently when at work then when at home?

Seizing Teachable Moments
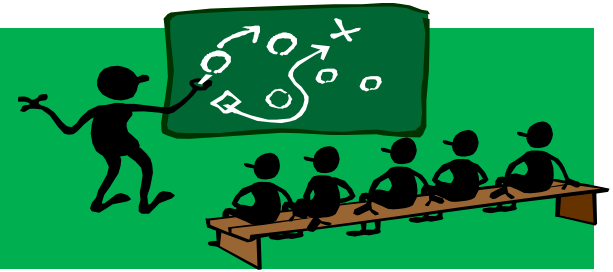
- <u>Define the skill you are teaching or using it.</u>

- Point out how skills can be applied outside the classroom. Coach the students on the skills.

- Do not be a "reminder machine" or "problem solver" for the students. Help them develop the skills. Allow them to make mistakes and learn from them.

Seizing Teachable Moments

- Classroom setup/expectations
- Real life scenarios
- Allowing students to PROBLEM solve
- Bringing a problem to the group and asking for solutions
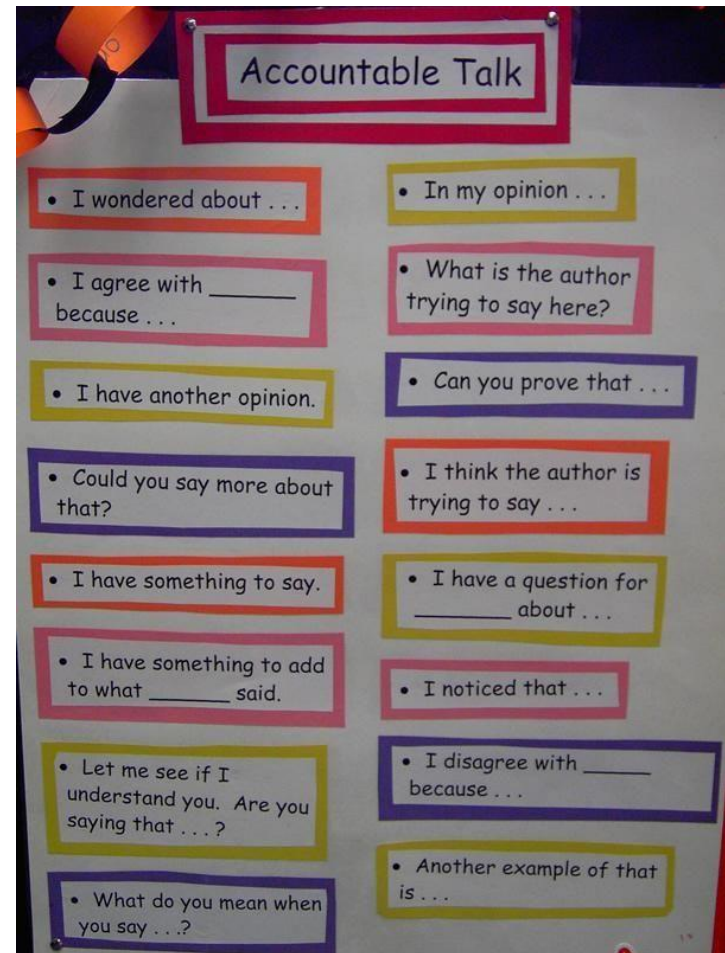
Question…

If you are able to add on/ adjust lessons/activities by augmenting or infusing skill development opportunities for just 20 **minutes** per week (10 minutes on 2 days, 20 minutes on 1 day), how many additional hours of instruction does this add up to by the end of the school year?
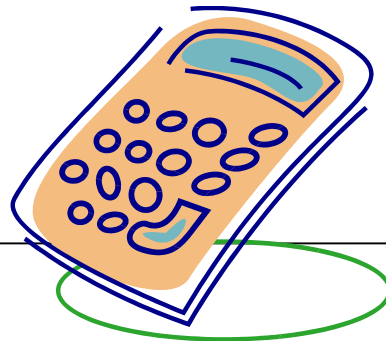
Working Memory Supports

- Graphic organizers and templates for data collection and organizing information

- Embedded prompts for categorizing and systematizing

- Checklists and guides for note-taking

Organizing Supports

- Embedded prompts to "stop and think" before acting;

- Checklists and project planning templates for setting up prioritization, sequences and schedules of steps;

- Embedded coaches or mentors that model think-alouds of a process; and

- Guides for breaking long-term goals into reachable short-term objectives
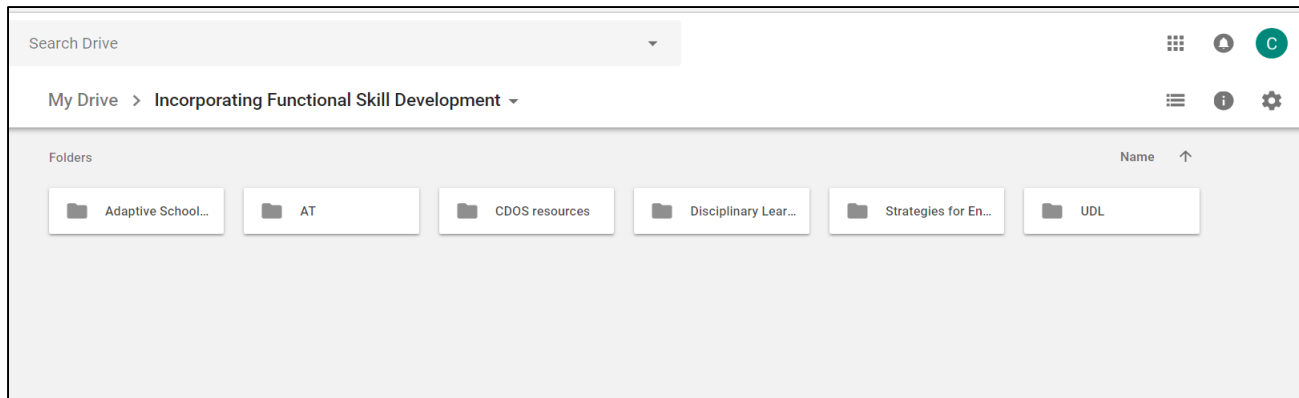
Metacognition Supports

- Guided questions for self-monitoring;

- Representations of progress (e.g. before and after photos, graphs and charts showing progress over time);

- Templates that guide self-reflection on quality and completeness; and

- Differentiated models of self-assessment strategies

Does <u>NO Current AT</u> = *Right Choice*?

- Around the ages of 12-14, assistive technology interventions in schools tend to stop.
- Mistaken belief that "If the AT would have worked, the student would already have it."
    - Need to consider
        - What assistive technology was available 12-14 years ago
        - How available was AT training/ education to those working in the school districts (service providers) in the past and what is their knowledge/ comfort level with AT
        - What NEW assistive technology is there to try
        - General funding/ policy issues
        - **<u>Students transitioning into new settings</u>** (Work based learning, college, employment)

Cathy Bodine, PhD. (2009) Based on a study in Colorado Schools

Helpful Tools....

New York State AT Checklist

AT Resource Guide from Georgia

Google Drive Folder of Resources

https://drive.google.com/drive/folders/11UPTeTRkSG6yl6C7cO0R1_pF1I6_IoXU?usp=sharing

Contact Us

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