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Curriculum Access for Students with Disabilities

General Education Curriculum as a Framework for Academic Growth for All Students

Active Participation in Curriculum
(Gonsier-Gerdin & colleagues)

Facilitation of Active Participation
(Gonsier-Gerdin & colleagues)

Needs:

- Expectation of Value of Access
- Expectation of Ability of All to Benefit and Learn
- Strategies for Access
- Planning Mechanisms

General Assessment of Classroom Activities

Subject/Grade Level _____ **Date** _____

Student _____ **Teacher** _____

Instructional Activities		
Typical activities	**Frequently used student responses/tasks**	**Adaptations?**
Whole class		
Small groups		
Independent		
Homework (frequency and approximate duration)		
Textbooks, other frequently used materials		
General education teacher assistance		
Evaluation/testing Test/quiz format Sources of information for tests		
Classroom rules and contingencies		
Norms for student interaction and movement		
Procedures for routines		

(Contributed by Johnna Elliott and Cyndi Pitonyak.)

Ecological Assessment of Classroom Activities

Teacher _____ **Grade** _____ **Student** _____

Subject _____ **Activity** _____ **Time** _____ **Date** _____

Typical sequence of steps/procedures	**Target student participation**

Skills needed to increase participation

Adaptations needed to increase participation

Unit Plan

Unit Theme: *The Hometown Elementary School Courtyard Garden: Who and What Lives There?*
Teachers: *4th-Grade Team.*
Dates and Times: *Monday, Wednesday, Friday at 1:00–1:50 P.M., May 2–June 6, 2005*

Unit Goals: "Big Ideas"

Concepts, principles, and issues:

Interdependence of humans, other animals, plants, natural environment
Life cycles of humans, other animals, plants
Stewardship of the natural environment

Minimal Competencies:

Essential facts, skills, and processes:

Science: Scientific method, plant and animal identification and classification, animal habitats, parts of the plant, growth requirements for plants, photosynthesis, water cycle
Math: Measurement, graphing, decimals to two places
Social studies: Local/regional geography, compare/contrast, vegetation in tidewater, piedmont, and mountains
Art: Use of various media, history of naturalist art

Extended/Advanced Objectives

Math: Metric conversions of measurements
English: Greater exploration and research about naturalist literature and poetry
Science: Research/experimentation on growth requirements for plants

Adapted Objectives

For Troy, Tiffany, Asa: Simplified/reduced content as per their IEPs
For Melanie: Content simplified to key vocabulary to use in reading, writing, spelling; embedded social, motor, and communication skills as per her IEP

Tasks/Activities

Kick-off activity: *K-W-L chart of what we think lives in the garden. Begin inventory of plants and animals in the garden.*

Lecture and demonstrations/models: *Science: Scientific method, plant and animal identification and classification, parts of the plant, growth requirements for plants, photosynthesis, water cycle. Social studies: Local/regional geography, compare/contrast vegetation in tidewater, piedmont, and mountains. Art and English: Naturalist art and literature.*

Reading: *Science textbook, chapters 4–7. Social studies textbook, chapters 6, 8, 9. Novels. Poetry of nature from around the world. Read aloud after lunch.*

Discussion: *Initial, weekly, and culminating discussions of K-W-L chart. Vegetation and animal life in 3 regions of state. Class meeting to plan for dedication of alpine garden.*

Library/Internet research: *Choice of topics related to vegetation and animal life in 3 regions of state.*

Writing: *Write descriptive paragraphs (nature journals) and poetry.*

Building/Creating: *Draw/paint and photograph plants and animals across time. Plan, plant, and care for new alpine garden.*

Solving: *Measurement of rainfall, temperature. Use of scientific method to study plant growth.*

Culminating activity: *Dedication of alpine garden. Parents invited.*

Figure 5.7 Unit Plan

Unit Plan *(continued)*

Major Unit Projects (Note adaptations)	**Alternative or Supplementary Activities**
Inventory and classification of plants and animals *Grow new plants in various subenvironments*	*Create picture collections of appropriate plants, animals, and geographic features to use as text enhancements (Asa and Troy) or in place of writing projects (Melanie)*
Evaluation Measures	**Adapted Evaluation Measures**
Science and social studies: Project booklet with evaluation rubric. Quizzes on plant parts and growth requirements. *Math: Quiz on graphs*	*Adapted project booklet and rubric for Melanie*
Materials Needed	**Adapted Materials Needed**
Plants for alpine garden *Books and electronic resources:* *Drawing on nature in the classroom, grades 4–6. (1996). Englewood, CO: Teacher Ideas Press.* *Eyewitness encyclopedia of nature [electronic resource]. (1995). New York: Dorling Kindersley.* *Heimlich, J.E. (Ed.). (2002). Environmental education: A resource handbook. Bloomington, IN: PDK Education Foundation.* *Potter, J. (1995). Nature in a nutshell for kids: Over 100 activities you can do in ten minutes or less. New York: John Wiley & Sons.* *Raham, G. (1996). Explorations in backyard biology [electronic resource].* *Silver, D.M. (1993). One small square backyard. New York: Scientific American Books for Young Readers.*	*Create a picture collection of insects, small animals, plants of the region. Use for making a book or poster, sorting into categories by various attributes, and as writing prompts.* *Create a folder of nature and environmental activities from More Alternatives to Worksheets (Creative Teaching Press, 1994) to use for alternative adaptations or supplementary activities.*

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Strategies for Access

- Input Strategies
- Output Strategies
- Modification of Task
    - Easier task
    - More difficult task
    - Task addressing student's specific IEP goals

Input Strategies

- Change modality
    - Spoken directions & material
    - Signed directions & material
    - Written directions
    - Braille directions & material
- Text access strategies

Text Access Strategies

- No-tech, low-tech, & high-tech
- Focus is on increasing meaningful access

Physical Adaptations for Access

- Book stands
    - Desk calendar base
    - Cookbook stand
    - Peer

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- Page fluffers

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Access to Text Content

1. Peer reading aloud
    - NIMAS Standards (IDEA 2006)
        - District availability of alternate text format
            - Publisher
            - Other
2. Audio versions
    - Commercial
    - Peer-made
    - Adult-made
    - Abridged
    - Full-text
    - Paired with print text + audio signal to turn page
    - RFBD (Recordings for the Blind & Dyslexic) http://www.rfbd.org
    - Curriculum Frameworks and Instructional Resources Clearinghouse for Specialized Media and Translations (http://csmt.cde.ca.gov)
        - Digital Talking Books
        - Braille & Large Print
        - Audio recordings
    - Bookshare.org (http://www.bookshare.org)
        - Members exchange scanned texts
        - Grant for access to school materials
3. Video versions
4. Books on slides or PowerPoint
5. Multimedia versions

- Commercially available
  - *Start-to-Finish* series (literature, history, biography, science) (http://www.donjohnston.com)
  - *Dynamic Classics*
  - *Walker Reading Technologies* (CD-ROM)
- Teacher-made
  - Authoring programs (*IntelliPics, Clickit*)

6. Internet text access
   - http://www.bibliomania.com
   - Project Gutenberg (http://www.gutenberg.org)
   - Internet Public Library (http://www.ipl.org)
7. Software that reads & highlights text
   - Reads scanned text aloud + highlights text as read
   - *Wynn 4* (Windows)
   - *Kurzweil*
   - Aspire (formerly *CAST eReader*)
8. Lower reading level text adaptations
   - Commercial
     - *Bullseye Step Into Classics*
     - *Classics Illustrated*
     - *Great Illustrated Classics*
     - *Eyewitness Classics*

- *Dover Children's Thrift Classics*
- *Usborne Library of Fantasy and Adventure*
- *Classic Starts* (Barnes & Noble)
- *Raintree Steck Vaughn*
- Children's versions
  - Movie tie-ins
  - Science, biography, history, literature

- Teacher-made
- Auto-summarize feature on *Word* (Tools menu, click on AutoSummarize)

9. Read shorter selections from same material

10. Alphabet books

11. Modified page layout

- One sentence per page
- One paragraph per page
- Larger font
- Background or overlay in color (for contrast)

12. Full text + enhancements (added visuals)

- *The Whole Story* series
- Teacher-made

13. Adapted versions first, then full text versions

14. Preview + adapted version or summary then full text version

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Output Strategies

1. Dictate (person, audiotape)
2. Dictate + transcribe (self, other person)
3. Word process
4. Draw
5. Draw + write
6. Talking word processors
   - *IntelliTalk II* (http://www.intellitools.com)
   - *Write:OutLoud* (http://www.donjohnston.com)
7. Predictive software
   - *Co:Writer* (http://www.donjohnston.com)
   - *WordQ* (http://www.wordq.com)
8. Visual planning software
   - *Inspiration*
   - *Kidspiration*
   - Toggle between visual & outline modes
   - Both at http://www.inspiration.com
9. Dictation software
   - *Dragon Dictate*
10. Braillewriting software
11. Look & handle
12. Find letters within text
13. Paired reading (read known words, partner reads others)

14. Identify item (object, character) from choice (1 or more)
    - Velcro
    - Pre-made displays
    - Pair words with pictures

15. Matching
    - Object to object
    - Object to picture
    - Picture to word

16. Find single words within same text
    - High frequency
    - High interest

17. Sequence sentence strips and/or pictures (# cues)

18. Insert predictable or familiar word in text
    - Verbally
    - Written cards
    - Story-specific communication displays
        - Point to picture
        - *IntelliKeys* keyboard + *OverlayMaker* software
        - Voice output device

19. Repeated readings

20. Teach how to respond to basic comprehension questions

- Who?
- What happened?
- When?
- Where?

21. Pre-audiotaped book report

22. Voice output devices (pre-programmed)

23. Story-specific communication displays

- Teacher-made
- Commercial resources

24. Custom comprehension displays

- E.g., *Classroom Suite* (http://www.intellitools.com)

25. Visual response software

- *Inspiration*
- *Kidspiration*
- http://www.inspiration.com

26. Adapted keyboards

- *IntelliKeys* keyboard (http://www.intellitools.com)

27. Portable keyboards

- *AlphaSmart* (http://www.alphasmart.com)