

District 75 Professional Development
November 2, 2004
Southgate Hotel
Project Based Instruction

Agenda

1. Introduction – What is Project Based Instruction?
2. Jig Saw Article, Middle Schoolers Learn Community Skills
3. What does Community Based Instruction Look Like?
4. Functional Literacy Chart
5. Video
6. Case Studies
7. Questions, Concerns and Next Steps

What are you teaching? Why are you teaching it? How do you know students are learning?



“Tell me and I forget. Show me and I remember. Involve me and I understand.”
Chinese proverb

What are you teaching? Why are you teaching it? How do you know students are learning?

Project Based Instruction

Hands-on Learning for Students

What are you teaching? Why are you teaching it? How do you know students are learning?

What is Project Based Instruction?

- An authentic instructional model or strategy in which students plan, implement and evaluate projects.
- Learning activities that are student centered, interdisciplinary and long term.
- Students learn by constructing new ideas or concepts based on their current and previous knowledge. (Karlin & Vianni, 2001)

What are you teaching? Why are you teaching it? How do you know students are learning?

Benefits of PBL

- Connecting learning at school with reality.
- Children are exposed to a wide range of skills and competencies.
- Teachers often note improvement in attendance and participation.
- Giving students options and control.

What are you teaching? Why are you teaching it? How do you know students are learning?

Jig Saw- Article

Middle Schoolers Learn Community Skills

Each team will:

- Read assigned portion of article (15 minutes)
- With your team member, record all important information to share with the large group (15 minutes)

Worksheet included

Group 1 – Why is community based instruction Important?

Group 2 – How can we include literacy, math and other content areas in community based instruction?

Group 3 – What is project based instruction? How can project based instruction be embedded in community based instruction?

3. Share out (20 minutes)

What are you teaching? Why are you teaching it? How do you know students are learning?

Jig Saw Activity

FOCUS QUESTIONS

“MIDDLE SCHOOLERS LEARN COMMUNITY SKILLS”

Participants Names: _____

While reading their section of the article, each group will focus on recording all important information to share with the larger group and answer their assigned question.

Group 1: Why is community based instruction important?

Group 2: How can we include literacy, math and other content areas in community based instruction?

Group 3: What is project based instruction? How can project based instruction be embedded in community based instruction?

What are you teaching? Why are you teaching it? How do you know students are learning?

What's the Big Idea in Community Based Instruction?

- What are you teaching?
- Why have you made those curricular choices?
- What learning strategy are you utilizing?
- Why have you chosen this methodology?

What are you teaching? Why are you teaching it? How do you know students are learning?

What are all the examples of “functional literacy” in the community?



Using the chart in your handouts
brainstorm examples (10 minutes)

Share Out (20 minutes)

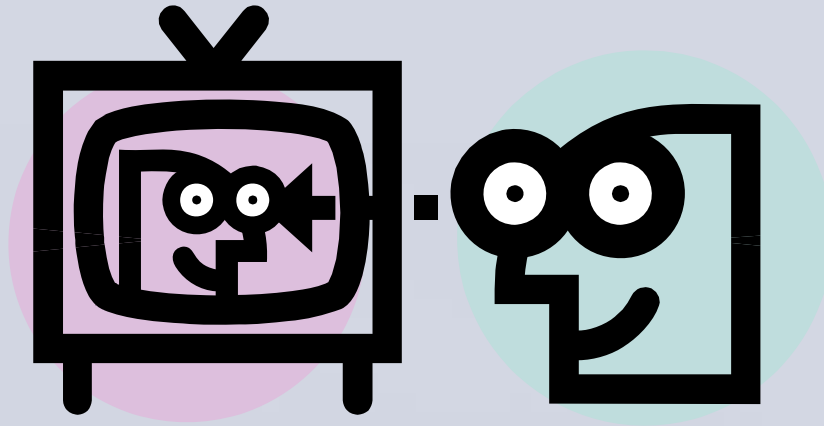
What are you teaching? Why are you teaching it? How do you know students are learning?

What does functional literacy look like in these domains?

Functional Literacy Chart

| ADL | Recreational | Vocational | Functional Academic Skills |
|-----|--------------|------------|----------------------------|
| | | | |

What are you teaching? Why are you teaching it? How do you know students are learning?



1. Breakup into groups
2. Watch Video
3. What is being taught? Why?

What are you teaching? Why are you teaching it? How do you know students are learning?

Case Study: Nina

Nina is a 15 year old student in a 12:1:4 High School-Aged class. She is ambulatory and has no obvious physical disabilities. She has a 1:to:1 Educational Assistant mandated for her due to her non-compliant behaviors. Nina is verbal but has a very limited vocabulary. She tends to repeat one word utterances of something she desires; i.e. “Chinese food”, “crayons”.

She does this at times when a choice of one of these things may be offered and more often when it is not. Last year, to discourage Nina’s negative behaviors, she was given the opportunity to do a lot of what she asked to and was not always expected to participate in classroom activities

Nina has some perseverative behaviors, including her one-word repetitive utterances, at the end of the day when she says, “no home”, “no home today”, etc.

Nina’s teacher and Speech and Language Pathologist are using communication boards to increase her vocabulary and help her to sequence vocabulary. Nina’s current speech is echolalic. For example when you told Nina to ask the store clerk where the pepperonis are, Nina may say “ask where pepperoni” to the store clerk instead of translating the direction into a question. Her teacher thinks that her speech is becoming less echolalic and instead of him having to say, say “thank you” or “please”, say “please”, she is adding those phrases on to her speech spontaneously and her vocabulary has increased within certain routine activities.

Nina’s teacher wants to design an individual schedule using picture cues for Nina to use during the day to use to indicate the task and the transition to the “next” task.

What are you teaching? Why are you teaching it? How do you know students are learning?

NINA: CASE STUDY

E. SPEECH AND LANGUAGE SKILLS (CONTINUED)

Assessment Page

E-8 121-123 **PICTURE VOCABULARY:**

1. Points to pictures when requested:

- | | | | | |
|--------------------------------|--------------------------------|--------------------------|------------------------|---------------------------|
| 1-6 1 cat | 2-0 7 girl (sister) | 2-9 14 pencil | 21 leaf | 4-9 25 tractor |
| 2 dog | 2-0 8 airplane | 15 sock | 3-9 22 nail | 26 snake |
| 3 key | 9 apple | 3-0 16 boat | 23 duck | 27 owl 6-0 |
| 1-9 4 woman (mommy) | 10 car | 17 kite | 24 fish | |
| 5 boy (brother) | 11 tree | 18 wagon | | |
| 6 man (daddy) | 12 bird | 19 ladder | | |
| | 13 cup | 20 scissors | | |

2. Names pictures pointed to:

- | | | | | |
|--------------------------------|----------------------------|--------------------------|--------------|-----------------|
| 1-9 1 cat | 7 girl (sister) | 3-0 14 pencil | 21. leaf | 5-0 25. tractor |
| 2 dog | 2-3 8 airplane | 15 sock | 4-0 22. nail | 26. snake |
| 3 key | 9 apple | 3-3 16 boat | 23. duck | 27. owl 6-0 |
| 2-0 4 woman (mommy) | 10 car | 17. kite | 24. fish | |
| 5 boy (brother) | 11 tree | 18. wagon | | |
| 6 man (daddy) | 12 bird | 19. ladder | | |
| | 13 cup | 20. scissors | | |

Notes: USE COMMUNICATION BOARD WITH HAYER JOHNSON PICTURES

E-9 124

REPEATS NUMBERS: Repeats numbers presented orally.

- | | | | | |
|-------------------------------|-------------------------------------|---|---|-----|
| 2-6 2 digits (6, 4) (7, 3) | 3-0 3 digits (3, 8, 5) (7, 2, 4) | 5-0 4 digits (7, 2, 5, 4) (9, 6, 5, 7) | 6-0 5 digits (6, 1, 8, 3, 9) (5, 9, 3, 1, 8) | 7-0 |
|-------------------------------|-------------------------------------|---|---|-----|

Notes: _____

E-10b

127-128 **SENTENCE MEMORY: Repeats sentence of how many syllables:**

- | | | | |
|-----------------|-----------------|-----------------|------------------|
| 1-9 2 syllables | 3-0 5 syllables | 8 syllables | 6-0 11 syllables |
| 2-0 3 syllables | 4-0 6 syllables | 5-0 9 syllables | 12 syllables 7-0 |
| 4 syllables | 7 syllables | 10 syllables | |

Notes: _____

Observations: List articulation problems, voice qualities/problems, possible hearing problems, etc.

What are you teaching? Why are you teaching it? How do you know students are learning?

F. GENERAL KNOWLEDGE AND COMPREHENSION (CONTINUED)

NINA: CASE STUDY

Assessment Page

F-6 154-156 **DIRECTIONAL/POSITIONAL CONCEPTS:**

- | | | |
|-----|-----------------------|----------------------------------|
| 2-0 | 1. close/open | 8. forward/backward |
| | 2. front/back | 9. away from/toward |
| | 3. in/out | 10. low/high |
| 3-0 | 4. behind/in front of | 11. above/below |
| | 5. bottom/top | 5-0 12. center/corner |
| | 6. over/under | 13. right/left |
| 4-0 | 7. up/down | 6-0 14. right/left of others 7-0 |

Notes: _____

F-7 158-161 **CLASSIFYING:**

Page C-158

- 3-0 ① animals
 ② toys
~~3.~~ means of travel or things
 to ride in
~~4.~~ clothes

Page C-159

- 4-0 ⑤ foods
 ⑥ dishes
 ⑦ people
 ⑧ pets

Page C-160

- 5-0 ~~9.~~ numbers
~~10.~~ things to read
~~11.~~ fruits
~~12.~~ vegetables

Page C-161

- 6-0 13. tools
 14. furniture
 15. shapes
 16. musical instruments 7-0

Notes: USES PICTURE COMMUNICATION BOARD

F-8

162-163 **KNOWS WHAT TO DO IN DIFFERENT SITUATIONS:** "What do you do when you _____?"

- | | | | | | | |
|-----|--------------------|--|-----|--|-----|--|
| 3-0 | 1. are sleepy | 6. are sick | 4-0 | 9. see your shoe is untied | 5-0 | 12. see a house on fire |
| | 2. are cold | 7. see your hands are dirty | | 10. are thirsty | 6-0 | 13. break something that belongs to someone else |
| | 3. are tired | 8. want to go into a room that is dark | | 11. want to go outside and it is raining | | 14. are offered candy by a stranger 7-0 |
| | 4. are hungry | | | | | |
| | 5. cut your finger | | | | | |

Notes: _____

What are you teaching? Why are you teaching it? How do you know students are learning?

NINA: CASE STUDY

F. GENERAL KNOWLEDGE AND COMPREHENSION (CONTINUED)

Assessment Page
 F-9 164-165 **KNOWS USE OF OBJECTS: "Why do we have _____?"**
 Page C-164
 2-0 1. chairs 2-6 4. houses 7. coats Page C-165 4-0 12. keys
 2. cars 5. pencils 8. stoves 3-0 9. books 13. refrigerators
 3. beds 6. dishes 10. telephones 14. airplanes
 11. scissors 5-0 15. clocks 6-0

Notes: _____

F-10 166-167 **KNOWS FUNCTION OF COMMUNITY HELPERS: "Why do we have _____?"**
 Page C-166
 1. doctors 4. police officers Page C-167 10. carpenters
 2. nurses 5. mail carriers 6-3 7. teachers 11. painters
 3. firefighters 6. dentists 8. farmers 12. grocers or
 9. mechanics 9. mechanics storekeepers 7-0

Notes: _____

F-11 168-169 **KNOWS WHERE TO GO FOR SERVICES: "Where do we go when we _____?"**
 5-3 1. are very sick 4. want to see animals, like 6-3 1. want to borrow a book 10. need to wash clothes
 2. want to buy bread tigers and bears 8. want to buy stamps for a 11. want our car repaired
 3. want to buy milk 7. want to buy clothes letter 12. need some clothes
 8. want to buy medicine 9. need a haircut dry-cleaned 7-0

Notes: POINTS TO PICTURE COMMUNICATION SYMBOLS

What are you teaching? Why are you teaching it? How do you know students are learning?

Case Study: Christopher

Christopher is an 18 year old student in a 12:1:4 class. Chris is multiply disabled and uses a wheelchair. He is unable to bear weight in his lower extremities and has difficulty using his upper extremities. He is able to move his arms towards things but it can take him up to 10 seconds to access a switch or to grasp something. Chris's family speaks both English and Spanish .

He indicates a preference for objects/things and communicates by smiling and opening his mouth to laugh at appropriate times, and by following people and/or actions with his eyes.

He began to use an eye-gaze board with 2-4 Boardmaker Picture Communication Symbols (PCS). When he is unable to make a choice it is because he is unfamiliar with the symbols.

Chris is motivated to communicate but requires a communication partner because someone has to interpret where he is looking on the eye-gaze board to determine where he is looking. He also uses a Voice Output Device, such as a BigMack, to gain attention or relay a message. Occasionally, it can take Chris up to 10 seconds to access the pre-recorded message and the person with whom he is trying to communicate may not wait for him to relay a message because they are unfamiliar with how he is attempting to communicate or they do not have the time to wait for him to relay the message.

What are you teaching? Why are you teaching it? How do you know students are learning?

E. SPEECH AND LANGUAGE SKILLS (CONTINUED)

Assessment Page

5 114

LENGTH OF SENTENCES:

Average number of words used in sentences:

2-0 2 words

2-6 3 words

3-0 4 words

3-0 5 words

6-0 6 words

7 words

8 words 7-0

Notes: _____

6

115-116 PERSONAL DATA RESPONSE:

2-6 First name.

Age.

Street address.

6-0 Telephone number.

Last name.

Siblings.

3-0 Birthday (day, month).

12. Complete address.

Middle name.

4-0 Name of city/town.

Parents' names.

13. Complete birth date

3-0 Sex.

Notes: _____

RESPONDS BY EYE-GAZE; BY TURNING IN DIRECTION OF THE SPEAKER

7

117-120 VERBAL DIRECTIONS:

1-3 1. Give me the block.

9. Put the block in the box.

17. Stand by the chair.

2. Come to me.

2-0 10. Put it on the chair.

18. Stand next to the table.

3. Sit down.

11. Put it under the chair.

19. Follows three-step directions.

4. Stand up.

12. Bring it to me.

4-0 20. Walk around the chair.

5. Come here.

13. Follows two-step directions.

21. Stand beside the

1-4 6. Throw away the trash.

3-0 14. Put the block in your pocket.

chair. 5-0

1-6 7. Show me your ____.

15. Walk toward the door.

8. Give it to me.

16. Bring me the ____.

Notes: _____

What are you teaching? Why are you teaching it? How do you know students are learning?

CHRISTOPHER: A CASE STUDY

E. SPEECH AND LANGUAGE SKILLS (CONTINUED)

Assessment Page

E-8 121-123 PICTURE VOCABULARY:

1. Points to pictures when requested:

- | | | | | |
|----------------------|------------------|----------------|--------------|-----------------|
| 1-6 1. cat | 7. girl (sister) | 2-9 14. pencil | 21. leaf | 4-9 25. tractor |
| 2. dog | 2-0 8. airplane | 15. sock | 3-9 22. nail | 26. snake |
| 3. key | 9. apple | 3-0 16. boat | 23. duck | 27. owl 6-0 |
| 1-9 4. woman (mommy) | 10. car | 17. kite | 24. fish | |
| 5. boy (brother) | 11. tree | 18. wagon | | |
| 6. man (daddy) | 12. bird | 19. ladder | | |
| | 13. cup | 20. scissors | | |

2. Names pictures pointed to:

- | | | | | |
|---------------------|--------------------|--------------------------|------------------------|-----------------|
| 1-9 ① cat | ⑦ girl (sister) | 3-0 14 pencil | 21 leaf | 5-0 25. tractor |
| ② dog | 2-3 ⑧ airplane | ⑮ sock | 4-0 22 nail | 26. snake |
| ③ key | ⑨ apple | 3-3 16 boat | 23 duck | 27. owl 6-0 |
| 2-0 ④ woman (mommy) | 10 car | 17 kite | 24 fish | |
| ⑤ boy (brother) | 11 tree | 18 wagon | | |
| ⑥ man (daddy) | 12 bird | 19 ladder | | |
| | 13 cup | 20 scissors | | |

Notes: *USES PICTURE SYMBOLS; BIG HACK SWITCH; EYE GAZE*

E-9 124 REPEATS NUMBERS: Repeats numbers presented orally.

- | | | | |
|-------------------------------|-------------------------------------|---|---|
| 2-6 2 digits (6, 4) (7, 3) | 3-0 3 digits (3, 8, 5) (7, 2, 4) | 5-0 4 digits (7, 2, 5, 4) (9, 6, 5, 7) | 6-0 5 digits (6, 1, 8, 3, 9) (5, 9, 3, 1, 8) 7-0 |
|-------------------------------|-------------------------------------|---|---|

Notes: _____

E-10b 127-128 SENTENCE MEMORY: Repeats sentence of how many syllables:

- | | | | |
|-----------------|-----------------|-----------------|------------------|
| 1-9 2 syllables | 3-0 5 syllables | 8 syllables | 6-0 11 syllables |
| 2-0 3 syllables | 4-0 6 syllables | 5-0 9 syllables | 12 syllables 7-0 |
| 4 syllables | 7 syllables | 10 syllables | |

Notes: _____

Observations: List articulation problems, voice qualities/problems, possible hearing problems, etc.

What are you teaching? Why are you teaching it? How do you know students are learning?

F. GENERAL KNOWLEDGE AND COMPREHENSION (CONTINUED)

Assessment Page

164-165 **KNOWS USE OF OBJECTS: "Why do we have _____?"**

Page C-164

- 2-0 1. chairs
- 2. cars
- 3. beds

- 2-0 4. houses
- 5. pencils
- 6. dishes

- 7. coats
- 8. stoves

Page C-165

- 3-0 9. books
- 10. telephones
- 11. scissors

- 4-0 12. keys
- 13. refrigerators
- 14. airplanes
- 5-0 15. clocks 6-0

Notes: _____

166-167 **KNOWS FUNCTION OF COMMUNITY HELPERS: "Why do we have _____?"**

Page C-166

- 1. doctors
- 2. nurses
- 3. firefighters

- 4. police officers
- 5. mail carriers
- 6. dentists

Page C-167

- 6-3 7. teachers
- 8. farmers
- 9. mechanics

- 10. carpenters
- 11. painters
- 12. grocers or storekeepers 7-0

Notes: _____

168-169 **KNOWS WHERE TO GO FOR SERVICES: "Where do we go when we _____?"**

- 5-3 ① are very sick
- ② want to buy bread
- ③ want to buy milk

- ④ want to see animals, like tigers and bears
- ~~5~~ want to buy clothes
- ~~6~~ want to buy medicine

- 6-3 ~~7~~ want to borrow a book
- ~~8~~ want to buy stamps for a letter
- ~~9~~ need a haircut

- ~~10~~ need to wash clothes
- ~~11~~ want our car repaired
- ~~12~~ need some clothes dry-cleaned 7-0

Notes: USE PICTURE SYMBOLS, EYE GAZE

What are you teaching? Why are you teaching it? How do you know students are learning?

Individualized Instruction Flow Chart

Student Name: _____

Date: _____

Class: _____

Program (Circle One): ABA 6:1:1, TEACCH 6:1:1, 6:1:1, Inclusion, Work Study, 12:1:4, 8:1:1, 12:1:1

Teacher: _____

Behavior Program: FBA, MAS, Behavioral Plan (Circle all that apply)

Mode of Communication: _____

| BRIGANCE SECTION | IEP (Goals and Objectives) | API | TEACHING STRATEGY | DATA COLLECTION/ EVIDENCE OF STUDENT PERFORMANCE |
|------------------|----------------------------|-----|-------------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

What are you teaching? Why are you teaching it? How do you know students are learning?

A spiral-bound notebook is shown from a top-down perspective, with the metal spiral binding on the left side. The pages are a light, off-white color. The text is centered on the page.

Questions, Concerns and Next Steps

What are you teaching? Why are you teaching it? How do you know students are learning?