

Reflection for INTASC Standards #2 & #3

Adapted Lesson (5th Grade)

This evidence is an Adapted Teaching Effectiveness Project (ATEP) for my ED 396 Exceptional Learners class. This project was conducted over the course of several weeks during my fall semester in 2008 in a rural K-8 school setting. It took a great deal of planning and preparation on my part. I feel that this shows my ability to meet the necessary requirements for the INTASC standards #2 and #3. In order to complete this project I had to take into account the specific needs of an exceptional student and determine a lesson that would be appropriate for him (*Diagnosis*.) In addition I also had to consider the typical characteristics of students in his age group. I also needed to consider what resources were available to me in order to plan the lesson (*Coordination*) in addition to other factors that may influence the student's outcomes and how I would address them (*Integrative Interaction*.)

Through the preamble preparation I looked at the student's strengths and determined what his developmental level was in a variety of domains (Standard #2.) I then took into account the student's strengths in addition to his needs to determine a lesson that was more content rich than I had seen him participate in at that point. I felt that this student was capable of participating in a more content rich lesson if it were adapted to meet his specific needs and interests (Standard #3.)

My particular focus with this lesson was to introduce more content knowledge in a lesson than the lessons I had previously seen him participate in. Through this lesson I not only learned more about my student and his family traditions but also how I could effectively use similar approaches to meet his particular needs in the future. This student reiterated my beliefs that all children are capable of learning higher level thinking skills.

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ATEP part II
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ED 396

Preamble Preparation

1. Identify the following aspects of an observed child/client with a diagnosed disability:

- Name: A
- Chronological Age: 11
- Mental Age: 1st – 2nd grade
- Grade Level: 5th
- Socio -economic status: Most likely receives free/reduced lunch
- Race: White
- Gender: Male
- Disability: CD

2. Using a child development framework, identify the typical characteristics of a comparable “normal” student. (use *Yardsticks* or another text. Cite your source within the discussion.) How does this student compare to the norm?

Using the *Yardsticks* text to compare A. with other 11 year olds it is more understandable to me why most of A.’s teachers use the term “low” when speaking of his abilities and cognitive level. He in many areas does seem to be performing more at a 1st or 2nd grade level.

Discuss what areas of development seem to be different.

Characteristic	Norm (<i>identify source</i>)	Case Study
Behavioral		<ul style="list-style-type: none"> • Quiet • Shy • Patient • Can tune out teacher if interested in an unrelated activity, such as coloring, or organizing materials
Emotional	<ul style="list-style-type: none"> • Inclusion/exclusion, likes to belong (this is true of A. too) • Oppositional, tests limits (I have not seen any evidence that this is true for A.) • Impulsive, rude, unaware (Impulsive does not describe A. emotional) 	<ul style="list-style-type: none"> • Can be easily upset by particular individuals who know what would upset him • Hurt by the words of others • Does not provoke arguments knowingly • Needs a lot of positive reinforcement • Wants to be everyone’s friend

	<p>characteristic, if he is rude this is what he is unaware of. He is also unaware of others talking about him unless they state his name specifically.)</p> <ul style="list-style-type: none"> • Difficulty with decisions (this is true for A. see right) 	<ul style="list-style-type: none"> • Has a hard time making decisions and needs to be given options
<p>Social</p>	<ul style="list-style-type: none"> • Desire to test limits, rules (this is not true of A., he functions better when rules/limits are in place and he gladly works to follow them to the best of his ability.) • Loves to argue (the opposite is true for A., he strongly dislikes arguments and can become very upset when others argue with him.) • Teacher attitude, tone, sense of humor critical (this is true for A. because he wants so much to be liked by everyone.) • "Saving face" important (this is true of A. in fact it is one of the few times he becomes argumentative.) • Extremes of emotion (not true of A. see right) • Self Absorbed (true of A. see right.) 	<ul style="list-style-type: none"> • Likes to work one-to-one with others • Also likes to work alone • Seeks friendship with others <ul style="list-style-type: none"> • Happy/positive attitude, unless provoked • Focused on self before others

<p>Academic Performance in a content area – Math, Reading, Science, Art...) May include areas of difficulty</p>	<ul style="list-style-type: none"> • Hands on math/science learning critical for most (true of A. in fact he performs better with tools/manipulatives.) • Computation for speed and accuracy (see first comment on right) • Dictionary skills emphasized (not possible for A. at pre-reading level.) • Art ~ invention (not a skill of A. see last comment on right.) 	<ul style="list-style-type: none"> • Works with addition/subtraction, frustrated with timed-tasks • Reading at a pre-reading level • Follows a 1st grade curriculum science • Enjoys art work but needs steps given in chunks. Not able to create own product without rules/steps to follow
<p>Strengths</p>	<ul style="list-style-type: none"> • Debate skills become more finely tuned • Challenges assumptions • Able to handle more in depth research work • Able to answer rapid-fire questions • Can handle complicated word problems • Week long reading assignments begin 	<p>Strengths/Needs</p> <p>A. Is not very adept at debating, he dislikes arguments and becomes upset when confronted. He is not as capable of making assumptions of his own, so shies away from challenging the assumptions of others. He is unable to handle in depth research on his own and if it is done he needs a great deal of assistance. He is not comfortable answering rapid fire questions and needs time to process what is being asked of him. He is not able to handle complicated word problems unless they can be broken down and given with assistance. He has a hard time remembering from one week to the next what we learned about so week long reading assignments would be difficult. He also is reading at a pre-reading level and weeklong reading assignments are not developmentally appropriate.</p> <p>The following are A.'s strengths</p> <ul style="list-style-type: none"> • He is friendly & forgiving • Usually very positive • Eager to work and learn • Empathetic/sympathetic • Willing to try new things

3. Describe the student's strengths and needs and ability level(s). (You **might** be able to discuss this with the teacher and/or see the I.E.P.)

After discussion with A.'s teachers, reviewing my own practicum notes, and completing the table for question 2, I have come to the following conclusions about A.'s strengths, needs and ability level. A. is very willing to work and try new things provided the instruction and tasks are given in small chunks. He needs and performs better when given direct instruction on how to complete an assignment. He also does better when I remind him as he is doing the assignment why he is doing it, and when I give him positive yet constructive feedback. I think that though overall he is performing at a 1st or 2nd grade level in all subject areas, he may be able to handle a bit more difficult content if it is given in a way that meets his strengths, likes, and needs.

Questions to consider before writing lesson plan

1. What are at least two individual characteristics from the social, emotional, behavioral, or academic areas that you need to consider in meeting this student's needs? What information/evidence do you have that leads you to believe that these areas need to be taken into consideration in the design of the lesson?

My first concern is in the social area, A. usually does social studies lessons with another special education student who can often discourage and distract him. I will have to carefully consider how I will handle the lesson so that the two students each are focused on what they need to be focused on in the lesson. For this to happen I will need to encourage the other student J., by presenting this lesson as a challenge (J. loves challenges and will often focus better if he has a challenge to work with rather than simply being told what to do.) This should limit the possibility that J. will upset or try to anger A.

My next concern is that A. is a struggling reader and can become discouraged by tasks that require him to read alone. A., however, does like to listen to stories or have questions read to him. I have seen A. often begin to drift off, or simply ignore the written portion of lessons and activities because the reading is too difficult for him.

Another concern I have is that the instructions need to be given in small steps yet the overall purpose made clear in advance for A. to get the most benefit. I have seen him do an activity in which he was not clear from the onset what was expected of him and the instructions were all given up front. He began the activity not knowing what he was to do and became very upset when his work did not meet the expected criteria. This made it difficult for him to accept my encouragement to try again (I had joined the class after his first attempt.) Only when I reiterated what he was expected to do and how the work he did was not quite what was expected did he begin to understand. I also had to tell him step by step the instructions. By this point though he depended on me to type his spoken response to the question and was too discouraged to try himself.

With this lesson I will need to keep in mind that A. needs assistance reading. Overall he is performing at a 1st to 2nd grade level in all subject areas. The work he has been given thus far in social studies has mainly been workbooks for him to color and do some activities with in addition to daily geography questions that he is to answer. I think that it would be interesting to see how much he could get out of a lesson that is closer to a fifth grade level in knowledge content but adapted to meet his specific needs. My focus in that lesson would not be necessarily the content but how he was able to find the information he needed in order to answer the question.

2. What strategies/principles have you learned that would possibly assist you in being more effective in meeting his/her needs in this lesson?

The first thing that I have learned about A. is that he is particularly motivated when a lesson involves something he enjoys. I found out through our time together that A. likes to color and likes computer games. I have used the computer games as a reward for completion of assignments, which helped him to focus and find motivation to do even the tasks he struggles with, like writing or reading. I was also able to find an online game that taught the players information about the Jamestown settlement. A. was eager to play a computer game after our lesson on Jamestown. I had by this time found

out that the website of games he'd gone to in the past was used as only as an end of the week reward. Not wanting to compromise the reward system that was already in place I determined that he could play a game on the computer so long as that game would also teach him something related to the social studies lesson. This kept the other game site a unique and special end of the week reward, while still allowing him to have an end of the lesson reward that helped him make connections to the social studies content.

Using this information I have researched and found another well designed site involving the "First Thanksgiving." This topic is relevant because it is a subject that I know A. knows something about, at least from his perspective of how he celebrates Thanksgiving. It is also relevant because Thanksgiving is very near, and most classrooms have at least some discussion about it. The lesson will also teach important social studies threads like history and socio-cultural aspects as well. Because it is on the computer A. will naturally be motivated to try this lesson. The way the sight is written is reminiscent of a game too. I also like the fact that although there will be things on the screen I will need to read to him, he will be able to navigate the site himself and there are sections that have audio matched to the text (this will save me from having to read everything and it is fun because the text is read as the character would say it.)

The lesson plan

Specific adaptations for the case students needs have been highlighted, sections not highlighted are how the lesson would be taught without the adaptations.

Title of Lesson: The “First Thanksgiving”

Goal(s)

Wisconsin Model Academic Standards for Social Studies

B: History: Time, Continuity, and Change

B.4.3. Examine biographies, stories, narratives, and folk tales to understand the daily lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

B. 8.4. Explain how and why events may be interpreted differently depending on the perspectives of the participants, witnesses, reporters, and historians

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

Pre-assess:

The students have been learning about the Mayflower, and early American Colonists. It is also very near to Thanksgiving and the topic is relevant.

Objective

The students will use the information given on the site http://plimoth.org/education/olc/index_js2.html to help them answer questions about the harvest celebration of 1621 in Plimoth. They will compare this celebration to the Thanksgiving Day celebrations that they have today and describe how their Thanksgiving is different from the harvest celebration of 1621.

Assessment

Because this lesson will be videotaped, I will be able to look over the video to determine how well the lesson itself went. I will also create a chart listing the way that the students celebrate Thanksgiving, and how the harvest celebration of 1621 was celebrated. I will also have the completed chart and lesson journal entries that I can review and make determinations about. The lesson assessment will be used in a formative manner.

I will consider this lesson successful if the students are able to help determine what information should be written down about the harvest celebration of 1621. It will also be successful if they are able to use the information to compare & contrast the way that they celebrate Thanksgiving with the harvest celebration of 1621.

Materials Needed: A chart to organize information about Thanksgiving and the harvest celebration of 1621, a computer with internet access, some small post-it's to cover sections of the computer screen, and a journal to keep track of the students responses.

Time Needed: About 45 min.

Procedures

Before the lesson begins I will tell the students the specific expectations of behavior and their learning goals for this lesson.

J. will have the challenge of working with A. and me in a positive and cooperative manner.

A. will have the challenge of deciding what clues to look for, or information that can be used to help complete the tasks or answer the questions.

***Introduction**

I will begin the lesson by asking the students what they do when they celebrate Thanksgiving. I will write their responses on the chart. What foods do they eat? Do they play any games? How do they get ready for the dinner? Do they help with any of the preparations, cooking, cleaning? Then I will ask them if they think that this is the same way that it was celebrated before? I will write these responses in a lesson journal.

We will then log on to the site http://plimoth.org/education/olc/index_js2.html . As we are logging on I will tell them that I found a really interesting website that could help us see if their responses were right. We will use the information we learn from this site to compare how we celebrate Thanksgiving to how the harvest celebration was celebrated. I will show them the chart that we filled in information about how we celebrate Thanksgiving and the column we will use to add information about how they celebrated the "first Thanksgiving."

***Developing the Lesson**

Once on the site I will read the text that appears on the screen. I will reiterate the characters that appear on the screen, a Native American boy whose ancestors were at the "first Thanksgiving" celebration and a young girl whose ancestor was one of the pilgrim colonists. I will explain that this is important to know because it was these two groups of people who were at the celebration.

We will then enter the knowledge quest page. Once there I will explain to the students that we will be looking at specific sections on this site. The first section is a Fact or Myth site. On this site the students will need to match a fact (one to two sentences long) with the picture portraying a Thanksgiving myth. I will explain to the students that the challenge will be to listen carefully to the sentence/s and try to find what picture it would prove wrong. I will demonstrate how this would work with one of the sentence, including what it looks like when you choose an incorrect match. I will read one sentence and have the students decide what picture it might prove wrong (if they make an incorrect choice of match I will use

the post-it to cover that picture until they find the correct match, I might also cover the correct matches made to help make it more clear the options left.) As we make matches I will ask them if this is information that they think we should write down for the first two pictures, and then see if they remind me that the information needs to be written down.

After we have made the matches on the Fact or Myth page, and recorded our information I will show them the section that talk about the Wampanoag tribe and the section about the house Remember (a Pilgrim colonist) had lived in. I will tell them that we will be visiting Remember's home to gather more information to finish our investigation. I will let them know that if they continue to do a good job of investigation to fill in our chart then they can have some time at the end of the lesson to explore the Wampanoag site. On this site there are pictures and audio descriptions that depict how the Wampanoag people gave thanks through the seasons, one description for each month of the year. This is not a focus of our lesson plan but might be a reward that they would enjoy.

In Remember's house there are object to click on that open a multiple choice question area. There are three clues provided with each of the different questions asked (about four questions total.) The clues are characters depicting a person from the 1621 colony. When you click on each character you will get an audio and text description of information from their perspective. The students can choose to listen to all the characters or no character to help them answer the question. Before we move from one question to the next I will ask the students what they had learned about the celebration in 1621. Is this information that they think should be written on our chart? The questions we answer (even if we answer them incorrectly, because information is provided with each choice) will help us to learn what foods were eaten at the 1621 celebration. What games were played or what they did for entertainment. How the children helped in the preparations. And what the children did to get ready for the feast.

***Closure**

Once we have uncovered all the questions to answer in Remember's house we will be prompted to go back to the knowledge quest page. At this point we will look at our chart and begin to compare/contrast our Thanksgiving celebrations with what we have learned from our lesson.

I will ask the students what they think is different about the two celebrations, and what they think is almost the same? Why? I'll ask the students which celebration they would prefer and why? I will write their responses down. Then I will let them know how well they met the challenges of this lesson.

Was J. able to cooperate positively in the group work?

Was A. able to help us find information on the site and decide what was important enough to write on our chart?

If there is enough time they will be able to choose to explore the Wampanoag page, or use the remainder time to work on another activity. I will then assess the successfulness of their performance in regards to the content and procedures.

Comparison Chart

How we celebrate Thanksgiving	How the Pilgrims of 1621 celebrated
<p data-bbox="188 333 358 365">What we eat</p> <p data-bbox="188 730 391 762">Entertainment</p> <p data-bbox="188 1255 358 1287">Preparation</p>	<p data-bbox="824 333 1011 365">What they ate</p> <p data-bbox="824 730 1027 762">Entertainment</p> <p data-bbox="824 1255 995 1287">Preparation</p>

Self Assessment Template

Write a self-assessment in which you respond to the following prompts:

1. In assessing the challenges inherent in meeting your student's needs and in the planning of your lesson, describe how you applied the premise that discerning the social, emotional, behavioral and academic traits of the learner is a key factor in creating a successful learning experience.

While thinking about what lesson I wanted to teach I was first concerned with the fact that up to this point the students I worked with had only been doing coloring pages with some associated activities. I was looking to find a way to incorporate more content with attempting to encourage some higher level thinking skills. In addition I had to plan for successes, which is why I chose to use post it notes on the computer screen and wrote down his responses when comparing his Thanksgiving traditions with the harvest of 1621 celebration. I also had learned through our time together that the student I was planning a lesson loved to work with computers; I knew that by incorporating the use of a computer I would most likely to keep him engaged with the lesson. My concern was how I would handle the situation with the other student involved in this lesson and whether or not I would be able to make the learning meaningful for this student with the other student in the room. Without considering A's social, emotional, behavioral, and academic traits there would most likely be little, to no meaningful learning taking place in this or any lesson. It is imperative that a teacher consider the traits of the learners in conjunction with content, before planning an activity or lesson.

2B. Describe a teaching opportunity from your video in which you could have been more effective in dealing with the student's learning, the implications of this for student learning, and the insights/perspective you gained as a future practitioner.

There was another student with whom I had also planned to do this lesson. I was unable to get him to participate in this lesson, he had had a bad morning and the week prior had hit the student that I was working with. I would have liked to have been able to get him to participate in this lesson as well. As a future practitioner I learned that things definitely do not go as planned. Although I knew that these students have trouble working together there was no other option but for them to work together. This was a situation in which I had little control over how to group the students better. I think if I was to do this lesson again I would get in touch first with the school social worker, who has been working to resolve the issues among these two students, as well as personal issues that the non-participating student has. I would also talk with the special education teacher and see what techniques/strategies she would use if the non-participant student was refusing to do work. Although I had him working at his own computer it was very difficult for me to keep him on task and doing the assignment with us. He had also refused to sit anywhere where he could see the student I had worked with. This situation made me aware of the fact that I need to learn more about skills/strategies that I could use with students who are OHI and have EBD.

After further reflection, and speaking with other teachers in my field about this situation I feel I made the best choice given my limited understanding and experience with the non-participant student. My concern was that if I had attempted to force the non-participating student to participate in the lesson then neither student would gain anything from the lesson. In fact, I was told that sometimes it is just best to leave the non-participant student alone to "cool off" a

bit. Since he had started off refusing to work there was little chance that I could convince him to do so. It would have been more likely that my attempts would only escalate the problems. If that would have happened then there would be no attention on A's needs. I had intended for both boys to gain something from this lesson, in the end only A was willing to participate and indeed was able to exceed my expectations. He had pointed out several facts that were important and was able to recall information that he had learned and, with some assistance from me, compare the harvest celebration of 1621 with his Thanksgiving. The learning that he demonstrated was at a higher level of thinking than I had seen to this point. I would be interested in trying this lesson with the other student at a time when he would be most likely to participate, and the focus on him alone rather than in conjunction with the other student.

DDP Video Criteria

Instructor Feedback for: Carrie Reno

No Evidence	Minimal Evidence	Sufficient Evidence	Extensive Evidence
	Creates some moments of support for the child.	Creates a positive learning climate for child. (WTS 3) [Communication, Integrative Interaction]	Creates a positive learning climate for child that fosters consistent active student engagement.
	Communicates in a manner that usually is accurate with verbal and/or nonverbal modes.	Communicates clearly and accurately in verbal and/or nonverbal modes. (WTS 6) [Communication, Integrative Interaction]	Effective communication results in a two way dialogue within the lesson.
	Chooses some teaching strategies, learning experiences and materials that occasionally meet the student's needs.	Chooses appropriate teaching strategies, learning experiences, and materials to achieve instructional purposes and to meet student needs (WTS 3, 7) [Conceptualization, Diagnosis]	The initial choices made are adapted as circumstances present themselves.
	Video is short in length and doesn't demonstrate a consistent response to meeting the student's needs based on the preamble and/or lesson plan.	Video segment is 5-7 minutes in length and demonstrates an effective response to a student's learning needs based on the preamble and lesson plan. (WTS 2, 3, 4) [Integrative Interaction, Conceptualization]	

Carrie,

You do an in-depth preplanning and analysis of your student and his strengths and needs. Well thought out. I think it would be interesting as well to implement this lesson with the other student.

Overall Performance:

- Extensive Evidence
- Sufficient Evidence
- Minimal Evidence
- No Evidence