



Celebrate the Children



School for Children with Alternative Learning Styles
Developmental Individual Relationship-based Intervention

www.celebratethechildren.org

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Teacher's Meeting Agenda 9-1-09

- Sacret Heart Q & A
- Teams: Mentoring, support and co-planning
 - If you don't know, come for *help!*
- Schedules
 - Cycles
 - Clustering
 - Language programs
- Do you know our "Summary of Activities?" The importance of each part of the schedule.
- Planning/Curriculum scope and sequence
 - Where is your scope and sequence coming from?
 - How do the different lessons of the day connect with each other? Are your plans reflecting overall themes?
 - Lesson plan grid turned in monthly
 - Uniform lesson plan/Eventually posted online
 - Teachers must work with each student weekly
 - I don't want to hear "They're non-verbal so..." as an excuse for weak academic content
 - Questions to ask...(see attachment)
- Lesson Planning **Resources**
 - What and where!
 - TGTS, Steps to Independence, etc.
 - Must be referenced in lesson plans
 - Admin to rotate checking plans
 - Teacher merit program
- Teacher and aide DIR PIP
 - L2's and L3's: to support the classroom is filling out assessments on each student
 - Teacher's: 1 case study per year
 - Aides: To report on one goal monthly

- Data Sheets: Ideas and feedback
 - Academic data sheets? Or S&S grid?
 - Accountability

- Communication!!!
 - Weekly Summary of academics and social focus
 - Wharton-Daily Summary form sent home
 - Dover-Email/Website communication
 - Quality of communication
 - Academic and developmental content
 - Always proof-read your communication as if you were the parent
 - Sensitivity
 - Professionalism
 - Friday Folders

- Alert Program in all classrooms
 - Carrie Davis to oversee
 - Wendy in RS to provide visuals if needed

WHEN PLANNING, ASK YOURSELVES THESE QUESTIONS about each lesson:

- Did I plan enough for the whole period? Will the students be ***intensively engaged*** for the entire period?
- Did I ***differentiate instruction*** for the different levels of my students/target individual IEP goals?
 - Did I prepare ***individual work boxes*** or folders?
- Is the lesson ***intellectually stimulating? Respectful?***
- Is there a ***scope and sequence*** to my lessons across the week/month?
- What ***curriculum resource*** am I using (Let's be social, etc.)? Did I list this in my plans?
- Are there ***modifications*** for the students who need them (Visuals, simpler alternative lesson, etc.)?
- Is my lesson ***dynamic***?
- Will this lesson get that "***Gleam in the eye?***" Is it ***MOTIVATING?*** Did I plan activities and use materials that were ***meaningful to the students?***
- Is my lesson ***experience based/hands on?*** How does this support ***comprehension?***
- Did I incorporate ***visuals to support understanding?***
- Did I incorporate movement, provide ***motor planning opportunities?***

opportunities :

- Did I allow for sensory and processing needs of the students?
- How does this lesson tie into my other lessons for the week? Is there a common theme?
- ARE THERE PEER INTERACTION OPPORTUNITIES?

Review the above and following questions after your lessons for self-reflection.

- Did I use language and gestures to exaggerate my intent?
- Did I emphasize key words for the students who needed this modification?
- Was there peer interaction?
- Were my students kept intensively engaged for the entire period?
- Did my students learn something?

Plans should:

1. Have an obvious scope and sequence
2. Be individualized for each student's level
3. Reflect student's IEP goals
4. Reflect the CCCS
5. Be well organized and interesting activities planned from a source (HM curriculum or other curriculum resource)
6. Fill the entire period with intensive instruction

Your staff should have easy access to plans.

Plans should be posted outside your classroom Monday morning.

1st Day of School Checklist for Teachers

- ___ I am familiar with all of the student's IEP's and am prepared for parent questions regarding each student
- ___ Allergy and Medical information made available to all staff ASAP
- ___ Student's names posted on the door/outside of classroom
- ___ Student's names and pictures on cubbies/lockers
- ___ Student's photographs up on walls
- ___ Clipboards for each student with:
 1. 3 Data sheets with current goals
 2. Anecdotal sheets
 3. A language log (if applicable)

4. Sensory Profile
5. Student Profile
6. A sensory diet (if applicable)
7. Behavior plan (if applicable)

- Sensory diets posted and materials to support diets organized
- Goal posters up on walls
- Data Books organized on shelf
- ABC Books organized on shelf
- DIR levels and principles posted
- Video Assessment log and equipment organized
- FT Coaching log and FT Self-Reflection sheets posted near door
- Emergency/First Aid kit and incident reports posted by door
- Staffing assignments (who is working with who) posted each day.
Staff should be changed at lunch time and throughout the week
- Sensory Day ready to go
- Lesson plans posted for staff
- Establish your routine from the first day. Limit down time and long transitions
- Materials organized to support lesson plan
- Independent workstation available to students
- Academic workboxes labeled with student's names and ready to be filled
- _____
- _____
- _____
- _____
- Sub lesson plans should be created ASAP and posted in the classroom

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Developmental Individual Relationship-based Intervention

CURRICULUM AREAS that meet the State Core Curriculum Content Standards

Stanley Greenspan and Serena Wieder's Developmental Individual Relationship-based Intervention (including Sensory Integration), and Howard Gardner's Theory of Multiple Intelligence underlie all curriculum areas

Developmental (Sensory, Motor, Visual-Spatial, Social, Independence/Sense of Self, Cognitive)

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- Developmental Individual Relationship-based Intervention (Greenspan and Wieder)
 - Touchpoints (Brazelton)
 - Thinking Goes to School (Furth and Wachs)
 - Multiple Intelligence (Howard Gardner)
 - Theory of Mind (Simon Baron-Cohen) Teaching Children with Autism to Mind Read
 - Understanding Sensory Processing, Experiencing the World, Thinking, Communicating, Socializing and Learning (Grandin, Williams, Blackburn, O'Neill, all the children we have worked with and others)
 - Sensory Integration (Ayers, D'Gangi and White)

Speech and Language

- Affect-based Language Curriculum (Greenspan and Lewis)
- Visualize and Verbalize (Lindamood and Bell)
- Links to Language (Blank)

Social Skills

- Theory of Mind (Simon Baron-Cohen)
- Social Stories (Gray)
- I Laugh (Michelle Garcia Winner)
- Childs Work Childs Play (Shapiro)
- Raising a Thinking Child (Shure)
- Let's Be Social (Communication Skill Builders)
- Teaching the Tiger (Dornbush and Pruitt)
- Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children (Vernon)
- Critical Thinking (Frank Schaffer)
- Star Power for Preschoolers - Learning Life Skills Through Physical Play (Oser)
- Visuals to Support Understanding (Osgood)

Self help

- Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs (Baker and Brightman)

Behavioral

- Sensory Support, Behavior Modification, Social Skills Development
- Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)
- Children the Challenge (Rudolph Dreikurs)
- To Listen to a Child (Brazelton)

Visual and Performing Arts

- **Houghton Mifflin**

Comprehensive Health and Physical Education/Sensory Motor

- **Thinking Goes to School (Furth and Wachs)**
- Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)
- Brain Gym
- Building Bridges Through Sensory Integration
- Health program provided by school nurse
- **Houghton Mifflin Health**

Language Arts Literacy

- **Houghton Mifflin**
- Earobics
- Intellitalk
- Start to Finish Books
- Simon SIO
- Reading A-Z
- Jolly Phonics
- Dolch

- Wilson Reading Program
- Edmark
- Handwriting Without Tears

Mathematics

- **Houghton Mifflin**
- On Cloud Nine-Visualizing Math Concepts (Lindamood and Bell)
- Hands on Math
- Mental Math
- PCI-Math for Everyday Use

Science

- **Houghton Mifflin**
- **Delta Science Modules**

Social Studies

- **Houghton Mifflin**

World Languages (if appropriate)

- **Houghton Mifflin**

Work Place Readiness

Technology

- **Houghton Mifflin**
- **Microsoft Word**
- **Microsoft Excel**
- **Power Point**
- **Kidspiration**
- **Get Set for Reading**
- **Lexia Phonics Primary Intervention CD-Rom**
- **Big Book Audio CD's**
- **Anthology Audio CD's**
- **Curious George Learns Phonics**
- **Accelerated Reader**
- **Intellitalk**

Teachers,

These are the social skills areas you should be including in your planning. Please send home a summary to parents at the beginning of each week. Include samples of lessons, the language you are teaching, samples of visuals, etc. This is to allow parents to consistently work on the same concepts at home. If you need more room, type your own on your computer.

Please put a copy of your lesson plans and a copy of this summary in my mailbox each Monday. This will also allow me to keep in touch with what you are doing and contribute when I can.

Here is a sample of how you should write your summary:

Developmental Area: This week (and probably for the whole year) we will be working on the program “How Does Your Engine Run.” This is a program to help your child identify their own sensory regulation needs. We will be teaching concepts through the use of visuals, role-play, and different experience-based activities. I have included a copy of some of the lessons and a color copy of your child’s “Engine Chart.” The three steps we will teach in this program are:

1. Identify your level of regulation. Are you low, just right, or high?
2. What are the sensory experiences that effect your regulation level?
3. What are strategies that can help you become “Just Right” when you are too high or too low?

Please encourage your child to be consistent in using these strategies at home as much as possible. If you would like to come in to see how we use the program, please contact me to make an appointment.

Social Skills Summary for the Week of _____

Teacher _____

This week we are working on:

Developmental Area:

Emotion:

Social Skill:

Critical Thinking/Problem Solving:

Sensory Motor:

Self Help:

Other: