How to Make Lessons Meaningful for ALL students in your Classroom

(With a focus on the Unique Learning System)

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Who else is here today?
Introductions

What’s your role in the group?

• Classroom Teachers
• Instructional assistant
• Ancillary Staff (SLP, OT, PT, Diag’s)
• Administrators
• Instructional Specialists/Coaches
• Behavior Management Specialists

Who did I miss?
Objectives:

• Participants will explore the concept of language comprehension and how it relates to learning

• Participants will leave with two ideas of how to modify a lesson from ULS for students with multiple learning needs

• Participants will explore a variety of ways to address social communication needs within the classroom.
Core Deficits of Autism Spectrum Disorder

- Cognitive Development
- Social Differences
- Sensory & Motor Development
- Behavioral Differences
- Communication
- Adaptive Behaviors
What does a learner need to learn?

Language & Communication
Communication

The National Joint Committee for the Communicative Needs of Persons with Severe Disabilities (1992) defines communication as follows; “Communication is any act by which one person gives to or receives from another person information about that person’s needs, desires, perceptions, knowledge, or effective states.”

• Communication allows an individual to be an active participant in the world around them, voicing their thoughts and opinions when needed. There is no one-way to communicate a want or need; verbal communication may be the most commonly used form of communication yet, is only one of many different forms of communication.
Language

The American Speech-Language-Hearing Association (ASHA) defines language as “a complex and dynamic system of conventional symbols that are used in various modes of thought and communication” (1982).

• Language is not only limited to a spoken verbal context but can produce in written and signed structures.
What type of Communication?

• Functional Communication
• Social Communication
• Gestural Communication
• Eye Gaze
• Written Communication
• Sign Language
Communication Support

• What communication supports do we have in our classrooms?
  • Visuals supports
  • Picture Exchange Communication System (PECS)
  • Alternative Augmentative Communication (AAC)
  • IPADS with various apps
Communication and Academics

- Does each student in your classroom have a way to communication with their peers and you?

- Does that communication support academic learning?
  - Are they at that level of communication?
  - What are we asking of them?
Language Comprehension and Learning

What is the link between the two?

• Communication is not an all-or-none concept (de Valenzuela & Niccolai, 2004).

• Communication depends on context of a situation (de Valenzuela & Niccolai, 2004).

• Cues and gestures also function as communication, become critical building blocks to language development (de Valenzuela & Niccolai, 2004).
Language Comprehension

Does your student understand the language you are using or does your child know the routine?

• Students may provide the appearance they comprehend more language than they actually do (de Valenzuela & Niccolai, 2004).

• Second language learners rely heavily on routines to learn the language being used around them (de Valenzuela & Niccolai, 2004).
Communication and Academics

• How do we support communication and academics in our classroom?
• How do we make our lessons meaningful for all students in our classroom?
What is the Unique Learning System (ULS)

- Comprehensive Curriculum
- Standards Based Curriculum
- Visual Supports are Built In
- Data Tracking System
- Interactive Whiteboard
- Paper & Pencil
What ULS is NOT.

• It is not *everything*
• It is not a Math Curriculum
• It's not a Reading Curriculum
• It's not a print and teach approach (Whole Group)
Pros & Cons

Pros

• Visuals are built in
• You can use for maintenance learning skills
• Builds a monthly pattern
• Can be implemented by all classroom staff.

Cons

• Math moves on very quickly
• Topics can be hard to relate to all students
• Band Levels can be difficult to work with
• Adaptations will be needed
ULS Levels

- Preschool
- Elementary
- Intermediate
- Middle School
- High School
- Transition

Level use can vary, this is something I suggest discussing with your district representative about.
Print and Teach?
Elementary: Scrambled Sentences: Lesson 13

- Adapted
- How else can we adapt this to meet student needs?
Easy Read Book
Elementary: Lesson 3

Leila and Omar are at summer camp. Chelsey is their camp counselor. Chelsey plans fun things for all the campers to do.

Tie-Dyed T-Shirts

A Day at Summer Camp
Level E

by Jen Voight
Illustrated by Abe Wheeler
Journal Writing
Middle: Lesson 30

Journal #2

Plants are living things.

Plants have different parts such as:

[Diagram showing parts of a plant]

Plants need [ ] to grow.

For hands-on instruction, plant, cut out and laminate.
Read this Chart
High School: Lesson 21

1. Who did the most activities at camp?

2. How many activities did Danielle do?

3. How many people hiked at camp?

4. Who did the least activities?

5. How many people did a craft?
Read this Chart
High School: Lesson 21 Cont.

**Finding the Mean and Median**

Median is the number that is in the middle of the data set.

1. Write the numbers in order from smallest to largest.
2. Find the number in the middle. If there is an even number of numbers, find the two middle numbers.
3. Circle the number that is left. 25 is the median.

**Favorite Summer Camp Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Campers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>10 campers' favorite activity</td>
</tr>
<tr>
<td>Canoeing</td>
<td>80 campers' favorite activity</td>
</tr>
<tr>
<td>Hiking</td>
<td>100 campers' favorite activity</td>
</tr>
<tr>
<td>Singing</td>
<td>25 campers' favorite activity</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>15 campers' favorite activity</td>
</tr>
</tbody>
</table>

**Probability Quiz**

1. Will all of the campers have a favorite summer camp activity?
2. Will all of the campers have the same favorite summer camp activity?
3. Will all of the campers choose hiking as their favorite summer camp activity?
News-2-You

- **Weekly** newspaper with events from around the world
- Supports/Encourages Social Communication
ULS Core Material

Elementary

Middle School

High School

Transition

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Teacher Reference Materials
Instructional Tools

Scientific Method

Step 1: Ask a Question
What do I want to learn?

Step 2: Make a Guess
What do I think will happen?

Step 3: Do an Experiment
What do I need to do?

Step 4: Organize Data
What happened?

Step 5: Find the Conclusion
What did I learn?

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Teacher Reference Materials
Alignment Tools

Alignment Documents for New Mexico

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Supporting Files Link

Supporting Files

We understand that educators use many different tools with their students. Here are a few extra downloads for some of the popular software titles used by our subscribers.

Note: You must already have these programs to use these files.
Organization of ULS

• Individual Student Binder  
  • Tabs 1-30

• Class file storage by lesson  
  • All lessons with 1-30
Congratulations
You did it!

Grade______
Teacher_____________________

Date______

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References

