

Using Resources and Activities: Reflecting on Purpose

Activity #11

- ✚ Complete the following task: Match each example to a purpose for using resources and activities.

Purposes:

- a. Inspire discussion-an anticipatory set-get the attention of the students focused on what's coming next
- b. Change beliefs and expectations
- c. Raise awareness of issues
- d. Strengthen scholar skills
 - i. Describe research behind best practice
 - ii. Describe best practice
 - iii. Provide visual of best practice in real life setting
- e. Link information/research to practice
- f. Enhance pre-infusion resource, activity, or assignment;
 - i. Go deeper or broader with a topic or activity
 - ii. Add a related topic or activity
- g. Assess student knowledge, skills, and progress.
- h. Meet needs of individual scholars.
- i. Provide a reference to use when they are teaching.
- j. Provide a reference scholars can share with parents.

Examples:

1. You aren't sure if any of your students have used formative assessment. You use a resource and activity to assess their knowledge and skill level.
2. You ask an occupational therapist to record a video for your class explaining what she does and the importance of "push-in" rather than "pull-out" therapy and intervention implementation.
3. Several scholars are indicating that they have trouble motivating students to engage in conversations with them. You use resources and activities to provide information on this best practice.
4. A recently completed assignment indicates that several scholars believe all children identified with hearing impairments or who are deaf also have cognitive disabilities. You choose a resource to change those beliefs and expectations.
5. You introduce your scholars to a comprehensive website that offers answers to questions regarding technology, benefits, civil rights, community life, education, emergency preparedness, employment, health, housing, technology and transportation.
6. Several scholars share that some parents just don't care. You use a resource to start an online discussion.
7. You use resources and strategies to help scholars broaden and deepen their teaching skills so they can feel more confident teaching students with diverse abilities.

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8. You ask a speech therapist to record a video for your class explaining what she does and steps an educator should take to communicate with her about a child's interventions.
9. Students are having trouble adapting lesson plans. They tend to focus on changes to the environment and materials without changes to how content will be presented and how mastery of content will be demonstrated. You use resources to help them.
10. You use a resource and activity to teach scholars how to regard a child's behavior as a communicative act.
11. You ask a speech therapist to conduct a Go To meeting with a question and answer session so your scholars can find out best practices for supporting a child that they believe is demonstrating a hearing disability.
12. A scholar who is a parent of a child with a disability documents the problems she has had with those in the medical field. You use a resource to raise the issue of the deficit model in the medical field and its effect on families of children identified with disabilities.
13. You ask your scholars to review a website dedicated to creating meaningful tech applications for people with physical, vision, communication and reading impairments and to report on how they would use it to enhance the access and participation of children in their classroom.
14. You have given your scholars the assignment of contacting local agencies to find out how they serve children receiving special education support. Your scholars tell you that agencies are not calling them back and in some cases, are making appointments with them and cancelling when they arrive. You decide that you will have scholars research local agencies online, then develop a set of questions using as sentence starters the information they have learned through their research. They will then request an interview but send the questions via email so that the individual they will be interviewing may preview them. You provide them with a resource that lists all local agencies serving children with disabilities and another that supports their efforts to create meaningful interview questions.
15. You have a scholar in your class who believes all children should come to school knowing how to behave. You provide her with resources and activities to help her understand that "how to do school" needs to be taught just as "how to read" and "how to work with numbers."
16. You give your scholars the following assignment: Imagine that you are teaching a child supported by an IEP. Provide two strengths and one goal that appear on the child's plan. Develop an activity in which the child will have full access and participation and document how IEP skills related to the goal can be embedded within the activity. Document about how the IEP skills can be monitored. Document how student progress within the curriculum can be monitored as well

✚ Answer questions following each scenario:

Scenario 1

You give the following assignment to your scholars:

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Your center director introduces you to a family whose four-year old son Noah will be a student in your classroom this year. List two strengths and two goals the family shares about Noah that appear on his Individualized Education Program (IEP). Then describe an activity in which Noah will enjoy participating fully and, at the same time, will give him the opportunity to work on his goals.

One of your students completes the assignment as follows:

Noah loves math and is able to focus on math activities for hours. He has tested on a third grade math level. Noah does not speak and has had limited interaction with peers.

Activity: Noah will count objects with teacher.

You decide that you will individualize for this student, assigning a few resources just for her before she completes the activity again. What will be the purpose of these resources?

Scenario 2

Your scholars are keeping a journal of their activities in practicum. You would like to enhance this activity by giving them a framework with which to document their experiences working with children identified with disabilities.

What is the purpose of selected resources? Provide a resource and an activity that will help frame scholar documentation of scholar experiences working with children supported by an IFSP or IEP.

Scenario 3

As a culminating activity for Child Development I, you ask scholars to create their own checklist to use to identify the presence of best practices for inclusion. You write the assignment as follows:

Imagine you will be visiting a center next week and have decided to create an assessment that will document the inclusive practices you observe. You plan to organize the assessment so that items appear under the DEC Recommended Headings of Leadership, Assessment, Environment, Family, Leadership, Instruction, Interaction, Teaming and Collaboration, and Transition. Use the resources below to develop your assessment.

[Ptan Partnerships for Preschool Inclusion: Self-Evaluation Tool](#)

[North Carolina Preschool Inclusion Initiative: Self-Assessment Tool](#)

[Early Childhood Inclusion](#)

[Draft Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs
May 15, 2015](#)

Would the purpose of this activity change if you asked scholars to find the resources?

Scenario 4

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You have assigned your scholars the task of making accommodations for a child coming into an early childhood setting who receives special education services on an Individualized Education Program (IEP). When you read the scholars completed assignments you find that although they have addressed making accommodations to the physical environment, they have not addressed recommended practices in the areas of assessment, family, instruction, interaction, teaming and collaboration, and transition. You decide that you need to start over and begin planning an assignment to help scholars gain knowledge of the 2014 DEC Recommended Practices.

What activity would you design to match your purpose?