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Blending Common Core Standards and Functional Skills in Thematic Units for Students with Significant Intellectual Disabilities

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Abstract

Many teachers who educate students with significant intellectual disabilities struggle with the requirements for teaching academics linked to the Extended Common Core State Standards (ECCSS, 2010) while also balancing the need to teach functional skills. This article provides a practical way of creating thematic units that focuses on functional skill topics to teach both academics linked to the ECCSS (2010) and functional skills in small groups. A detailed description on how to collaborate with all stakeholders to create a thematic unit about a functional skill topic to teach both academics and functional skills are provided. The article also includes examples of: (a) a lesson plan, (b) vocabulary words, (c) task analysis of a functional skill, (c) systematic instruction plan, and (d) data collection sheets.

Blending Common Core Standards and Functional Skills in Thematic Units for Students with Significant Intellectual Disabilities

My name is Amanda Gandy and I am a special education teacher at Sims Elementary School. I teach students who are in kindergarten through second grade all in a self-contained classroom. The students have severe intellectual disabilities, autism, multiple disabilities, and physical as well as sensory disabilities. Students in these categories have limitations in both intellectual functioning and adaptive behavior, and the disability originate before 18 (AAIDD Ad Hoc Committee on Terminology and Classification, 2010). The students have inclusive opportunities in general education during art, music, recess, and lunch for about 25% of the day.

I have been teaching in the field of special education for ten years. Over the last five years, the administration placed greater emphasis on teaching students with the most significant intellectual disabilities academics linked to the Extended Common Core State Standards (ECCSS, 2010). Therefore, I need to teach the kindergarten through second grade content from ECCSS (2010) so the students will have building blocks needed to master the third grade content next year and pass the alternate assessment.

To complicate matters, I struggle with the issue of teaching academic content because my students desperately need intensive daily instruction on skills such as: (a) eating, (b) dressing, (c) tooth brushing, (d) toileting, and (c) hand washing. After teaching these skills, there is little time left in the day to teach academics, especially academics from the ECCSS (2010). Furthermore,

families of the children stress teaching functional skills and require these skills be placed in the IEP. How can I possibly teach both the academics from the ECCSS (2010) and the critical functional skills each day? How can I justify time needed to teach complex academic skills to my students, and not teach the functional skills that my students need? I know from research literature that systematic instruction strategies are most effective with teaching personal care skills (Westling & Fox, 2009) and functional academics such as: (a) reading sight words, (b) money skills, (c) telling time, (d) number recognition, and (e) measurement (Browder & Spooner, 2011). The problem is these skills are normally taught in isolation as discrete skills or chained skills taught in daily context. Over the summer, I will consult the research literature and experts in the field to create a plan to address these problems. I will show how I addressed these issues at the end of the article.

Concerns from the Researchers

Although evidence based practices are slowly emerging to teach the ECCSS (2010) to students, there are still numerous questions about what strategies should be used to teach the complex and abstract academic skills that are on the ECCSS (2010). Like Mrs. Gandy the researchers in the field are struggling with the same questions. The strongest example of the conflict in the field comes from researchers Ayres, Lowery, Douglas and Sievers (2011), and Courtade, Spooner, Browder, and Jimenez (2012). Ayres, et al. (2011) emphasize the need to maintain a functional curriculum approach as the priority when developing curricula for students with severe disabilities so they will develop independence in current and future environments. Courtade, et al. (2012) emphasize that a standards-based curriculum provides students with severe disabilities a full educational opportunity and does not preclude instruction that is personally relevant. Evidence from the leading researchers in the field will be compiled in the following section to show teachers how to use thematic units and evidence based practices to teach both ECCSS (2010) and functional skills.

Thematic Model

The following thematic, seven step, blended model can be used to teach students with significant intellectual disabilities both ECCSS (2010) and functional skills. The thematic unit can be adapted for academic instruction, so that all students can participate. Below is a list of the seven steps, with an in-depth description to follow:

1. Develop an age-appropriate thematic unit based on a functional skill.
2. Identify academic and functional skills to teach in the unit.
3. Collaboratively write the unit with four lesson plans.
4. Select key concepts and vocabulary for the unit.
5. Collect and adapt materials to ensure accessibility for all students.
6. Select evidence based practices to teach skills.
7. Collect and evaluate data on skill acquisition.

Step One

Select an age appropriate theme based on a functional skill and use thematic units to teach the lessons (Cooper-Duffy, Szedja, & Hyer, 2010; Smith, Demarco & Worley, 2009). Thematic units

are defined as effective instruction organized around a central topic, idea, or theme that uses related activities and experiments to provide in-depth learning experience (Gardner, Wissick, Schweder, & Carter, 2003). Smith, et al., (2009) state that a basic theme is selected and all other subjects are connected to that theme. This approach enhances student understanding by creating opportunities for skill synthesis, generalization, ongoing practice, and increased attention to cues (Cooper-Duffy, et al., 2010). Students can attend to and make connections to key concepts instead of trying to retain isolated pieces of information for simple factual recall (Smith, et al., 2009). A variety of topics regarding personal care or functional skills can be selected. The thematic unit can include such topics as: (a) eating, (b) hand washing, (c) dressing, (d) tooth brushing, (e) first aid, (f) cooking, (g) domestic skills, (h) purchasing, (i) employment, (j) bus riding, and (k) communication (Ford, Schnorr, Meyer, Davern, Black & Dempsey, 1989; Giangreco, Cloninger, & Iverson, 1998; Wehman & Kregel, 1997). Selected topics for the unit should be appropriate for the age and interest of the student. Once the theme is selected, appropriate skills from the ECCSS (2010) can be incorporated into the unit.

Step Two

Identify possible academic and functional skills that can be taught in the unit. These skills should be listed and inserted in the lesson plans as instructional objectives. The special education teacher will have a list of the IEP goals that match the functional and academic skills student need to learn that relate to the skills taught in the thematic unit. The special education teacher will also have a list of the interests, strengths, needs and adaptations for the students. These items are helpful in planning instruction for students participating in the unit.

The general education teacher can then select objectives based on ECCSS (2010) that relate to the lessons in the unit. Examples of objectives from ECCSS (2010) may include: (a) identify key details in a familiar story, (b) answer questions about key details in a familiar story, or (c) identify the print as part of the book to be read. All these objectives can be used to teach language arts regardless of the content in the theme. Some math objectives may include: (a) number of objects in one group is more, less, or equal to the number of objects in another group, (b) count to answer how many objects, or (c) counting from 1-10. These math objectives can be taught regardless of the functional skill taught in the thematic unit. All goals can be embedded into the lesson plans at the appropriate locations in the lesson to ensure opportunities for practice.

Step Three

With the aid of the general education teacher, librarian and related services, the special education teacher should write the thematic unit with at least four lesson plans in the unit. To provide students with repetition and practice, one lesson plan would be taught daily for a week (see Figure 1). The lesson plans should contain: (a) objectives, (b) materials, (c) motivators, (d) attention getters, (e) introductory statement, (f) guided practice instructional sequence, (g) independent practice opportunities, (h) closure statement, and (i) assessments (Smith et al., 2009). The activities in the lesson should enable the students to explore the unit theme and provide practice on the IEP goals (Cooper-Duffy, et al., 2010). Examples of activities can be pointing to vocabulary words to answer a comprehension question, using eye gaze to follow along with the story, selecting a question mark on a card to complete a sentence, grabbing a tooth brush to start the sequence of tooth brushing or using a voice output device to read the repeated line of a book.

All lesson plans can include a list of materials needed to teach the lessons. All lessons can include a book that provides information about the theme to the students. Many educators recognize that it is possible to locate a book about almost any topic. The topic of personal care is no different. Teachers are beginning to teach emergent literacy, science, math, and writing skills while also teaching functional skills. Teachers can identify books and create thematic units teaching these self-care skills while also meeting IEP goals for students.

Step Four

Select key vocabulary and key concepts that students should learn during the unit (Smith et al., 2009). The number of key vocabulary words/pictures will vary according to the individual needs of each student. When teaching vocabulary for functional skills, words can include nouns or objects the student will need to use to complete the functional task (see Figure 2). The vocabulary words and key concepts should be in the stories. The words selected should also be words the student can use to communicate their functional needs. Once vocabulary words are identified, systematic instruction using time delay should be used to teach the words to the students within the context of the lessons. Peers can also point to the words and help students learn the words through incidental learning opportunities. Teaching the words in the context of the lessons and the context of the functional routine can help the students understand the meaning of the words and apply the concepts of the functional skills to daily living. Smith et al, (2009) recommends vocabulary words should be selected for the following reasons: (a) the word is important to the overall understanding of the literature or theme, (b) the word is present in the literature and teaching it in content will increase the likelihood that it will be learned, (c) there is a need to increase the understanding of certain types of words, (d) student have a right to know all kinds of words, and (e) the word will increase a student's conversational skills and make it possible to communicate with others. Once the vocabulary list is generated the teacher adapts the presentation of the vocabulary for each student and teaches the words with constant time delay.

Browder, Ahlgrim-Delzell, Courtade-Little and Snell (2006) describe and illustrate how instruction can be differentiated for students at a presymbolic, early (concrete) symbolic, and expanded (abstract) symbolic level. Browder, Spooner, Wakeman, Trela, & Baker., (2006) developed a procedure known as "*Work it Across*", this procedure starts with a standard from the ECCSS (2010) and then shows how each level of student could participate in learning that skills using their level of communication. Some students at the presymbolic communication level will need the objects to learn the words and the meaning of the word. The object with text on it is needed to teach the student the word. Students at this level will be learning symbol use or the meaning of pictures (Browder, & Spooner, 2011). Other students at the early (concrete) symbolic level of communication level will need symbols or pictures that illustrate the word and the word under the picture (Browder, & Spooner, 2011). Finally students at the abstract symbolic level of communication already recognize symbols, mastered some sight words, numbers and other symbols and will need just the words in print (Browder, & Spooner, 2011).

Step Five

Create materials that will enable students to access academic and functional skill content. Some students will need adaption for the books. The books can contain highlighted vocabulary words to help students attend to the key vocabulary. A piece of Velcro® can be placed on the edge of

each page of the book to help facilitate turning of the page. A repeated line (e.g. *When I wash my hands with soap*) that includes a key vocabulary word can be placed on every other page of the book, so students can participate in reading along using a voice output device (e.g. Big Mac device programmed with the repeated line). Videos related to the books on how to complete the functional skills can be used to model and reinforce the story. Pictures of the functional skills should be placed in the environment as a visual reminder and offer quick review of the vocabulary (see Figure 3). Other types of adaptations include vocabulary sheets for sentence starters or fill-in-the-blank sentences used for writing activities. Adapted line graphs can be used for math lessons so students can graph daily progress.

Step Six

Evidence-based practices are used to best teach skills from the IEP and ECCSS (2010). When writing daily lesson plans, systematic instruction is needed to teach goals (Browder & Spooner, 2011). Hyer (2012) used constant time delay to teach emergent literacy skills and the system of least prompts to teach hand washing skills to students with significant intellectual disabilities. When teaching the emergent literacy skills the teacher can use constant time delay with age appropriate books and vocabulary sheets. Constant time delay is used for teaching discrete skills such as: (a) answering comprehension questions, (b) identifying vocabulary words, and (c) reading a repeated line. Constant time delay is conducted when the teacher presents an initial attention cue and points to a specific vocabulary word. The teacher immediately points to the vocabulary words, says the word and reinforces the student for responding correctly (zero delay). This sequence is repeated for all the words. Next, the teacher presents the initial cue and waits five seconds to see if the student could independently identify the correct vocabulary words. Independent and correct responses are reinforced and errors are corrected with the initial zero delay prompting. Peer groups can be used to take turns reading the pages of the books and the students read the repeated storyline.

Once the emergent literacy skills are taught, the teacher will instruct the student individually on the functional skill. When teaching a functional skill, the system of least prompts can be used to teach chain skills (Westling & Fox, 2009). The system of least prompts is a hierarchy of prompting that uses at least four levels of prompts (picture, gesture, specific verbal, nonspecific verbal partial physical or full physical prompts) to instruct the student on each step of the chained skill. Examples of chained skills can include: (a) tooth brushing, (b) hand washing, (c) dressing, (d) eating, (e) following picture recipe, (f) grocery shopping, (g) using an ATM, (h) interviewing with an employer or (i) using a cell phone to call 911. The teacher first writes the steps of the task analysis, and then plans the hierarchy of prompts that match the student's learning style. The teacher uses that series of prompts on each step until the student responds. Planning for systematic instruction should be done for the critical skills that need to be mastered by students during instruction on the theme.

Step Seven

Each of the skills taught during the unit can be evaluated for progress during the unit. IEP goals and goals from the ECCSS (2010) can be evaluated, and data can be collected at least three times a week. For each systematic instruction plan, an accompanying data sheet can be used to collect data (see Figure 4 & 5). Frequency count can be used to collect data on the number of vocabulary words mastered for each student, the number of questions answered correctly about

the story, the number of times the correct punctuation was selected, and the number of time the tooth paste was selected. A task analytic data sheet can be used to collect data on each step of the tooth brushing (see Figure 6), the number of steps the student performed correctly while graphing, the number sentences written correctly. Pretest, midterm and posttest data can also be collected on the number of vocabulary words mastered or the number of comprehension questions answered correctly. Paraprofessionals can also collect data on the number of words identified correctly before the unit, during the unit, once a week or after completion of the unit. It is important to practice with the paraprofessionals on how to collect accurate data. According to Cooper-Duffy, et al (2010) a checklist can assist the teacher and the paraprofessionals to remember the sequence of steps when teaching the lesson and which students to prompt at each step of the lesson. As the professionals are conducting the lesson, they can easily record the progress of the student on the checklist (Cooper-Duffy, et al., 2010). The professionals can enter a + (plus) for independent and correct responses the student made and a (-) minus for the responses the student did not make correctly (Cooper-Duffy, et al., 2010).

Application

After I consulted the research literature and collected current knowledge about teaching the ECCSS (2010) I felt ready to attack the problem of teaching both the functional and academic skills. I started the school year by creating a thematic unit for my students. Each month, I target specific skills for each student. In October, the school offered a promotion on dental hygiene and I took the opportunity to create a thematic unit on tooth brushing to go along with the school wide promotion.

I decided to collaborate with the general education teachers and related service specialists to create a thematic unit called “Lets Brush our Teeth!” Together they wrote lesson plans for four weeks. I asked the general education teacher questions about what skills were required for those grades, and how to teach the skills from the general curriculum. I also asked about strategies and tools that I could use to help teach the academic skills. The general education teachers offered ideas such as: (a) word walls, (b) graphic organizers, (c) writing sentences with punctuation, and (d) graphing for math. In addition, the general education teachers offered ideas about how to embed these skills into the thematic unit. I then asked the related service personnel who supported her students for suggestions on adaption of materials. The speech and language pathologist recommended some augmentative devices and picture word cards to help teach the vocabulary words. The occupational therapist recommended some devices and approaches to help with tooth brushing and with the writing activities.

After the group finished planning the thematic unit, I immediately went to the librarian and located the books I needed to teach the unit. I selected the following books: “*Brushing My Teeth!*” (D.K Publisher, 2007), and “*The Lion Who Wouldn't Brush his Teeth*” (Field, 1998). I was concerned about the age appropriateness of the books selected, so I created some books that included the steps to show how to brush your teeth. To include the books in the reading selection for the kindergarten through second grade level, I measured the grade level of each teacher created book using the Fry readability graph (Fry, 1977).

I asked my teacher assistant to locate several movies about how to brush your teeth, which would reinforce the information learned from the books. Once the students read a book about brushing their teeth, they immediately watched a movie about brushing teeth. The movie showed people completing the steps of brushing their teeth to further explain proper tooth brushing and hygiene. In addition, I used a large model of a mouth and toothbrush to demonstrate the steps of the tooth brushing task analysis and had the students take turns practicing while I prompted them with the system of least prompts.

I included the ECCSS (2010) skills related to the thematic unit. The ECCSS (2010) skills included both language arts and math. Using the thematic unit of tooth brushing, I worked on the K-2 Language Arts goals of (a) answer questions about key details in a familiar story, (b) identify the front cover of the book, and (c) match similar experiences of characters in familiar stories. I also incorporated the following ECCSS (2010) math goals into my thematic unit: (a) count forward using the 1-10 sequence, (b) understand the relationship between numbers and quantities (0-10); connect counting to cardinality, and (c) use data to answer questions about the total number of data points and whether there are more or less in one category than in another. Finally, I incorporated IEP goals into the thematic unit of tooth brushing which included (a) initiating communication about a need, (b) wiping the face, and (c) hand washing.

I knew that teaching the functional skill of brushing teeth would work best when the families were involved. I created packets for each family that included the list of books about tooth brushing and the dates when the family should read each book for homework. The packet also included directions on how to read the books to the students. The picture task analysis for teaching the steps of tooth brushing and directions were also in the packet. A chart and schedule for the family to record the results of each time the student brushed his or her teeth were added.

I always teach each unit with a letter of the alphabet. In this unit, I used the letter T for toothbrush. I made a vocabulary sheet for each student using the software program called, Boardmaker® and included several words that began with the letter T. The picture task analysis contained the directions of how to brush your teeth. The task analysis was posted in the classroom during thematic unit instruction and in the bathroom beside the sink. In addition, the task analysis was sent home for homework for each student. I planned to use the system of least prompts to teach the task analysis for tooth brushing with each student individually. Each student would receive one-to-one instruction in the bathroom on how to brush his or her teeth. All other instruction would take place in the classroom as a small group. The teacher assistants were instructed on how to prompt the students through the tooth brushing task analysis. Each adult selected two to three students to instruct on how to brush their teeth so all students had ample opportunity to practice.

I created individual data sheets for each student to record the results of tooth brushing instruction. Pretest and post test data were collected on the number of vocabulary words mastered for each student and the percentage of correct responses on the tooth brushing task analysis (Figure 7 & 8). Finally, I created writing activities that used graphic organizers, sentence starters, and the key vocabulary to create sentences with punctuation about tooth brushing. To address punctuation, I created picture cards of periods, question marks, and exclamation points for the students. Once a student selected a vocabulary word to add to the

sentence starter, they were also asked to select the correct punctuation card to complete the sentence. Some students were given the period and a blank card and asked to pick the period to end the sentence. Others were given a choice between a period, question mark or an exclamation point. The lesson was taught for one month using the lesson plans. Throughout the unit, I brainstormed ideas and problem solved with my team as issues arose. Overall, I was able to combine both academic skills linked to the ECCSS (2010) and functional skills in one thematic unit.

Conclusion

Teaching both academic and functional skills can be overwhelming for special education teachers. Using a thematic unit that combines both academic with functional skills instruction can be used to effectively teach students with significant intellectual disabilities. Special education teachers like Mrs. Gandy can teach emergent literacy skills, math skills and science skills linked to the ECCSS (2010) using thematic unit approach making learning successful and efficient. The process to create a thematic unit on functional skills has seven steps. Special education teachers develop an age-appropriate thematic unit based on a functional skill. The teachers then identify academic and functional skills to teach in the unit. Together the special education and general education teachers collaboratively write the unit with four lesson plans. The teachers will select key concepts and vocabulary for the unit. Once the unit is written and planned the teachers and specialists will collect and adapt materials to ensure accessibility for all students. The special education teacher will select evidence based practices to teach skills. Specific skills include constant time delay and the system of least prompts. Finally data can be collect and to evaluate the student skill acquisition on the IEP goals, and ECCSS (2010) to show progress.

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Figure 1

Example Lesson Plan of Lets Brush Our Teeth!

Teacher Mrs. Gandy Grade(s) K -2 Subject: Reading, Writing and Math

Date(s) 10/06/2012 General Objective Tooth brushing, reading, sentence writing, graphing and counting

PREPRATION PLANNING
<p><u>Behavior Objectives:</u> Understanding simple symbol written directions. Putting data on a graph and counting. Learning vocabulary with picture/text. Participation in writing behavior by completing a sentence strip with a picture vocabulary card and adding punctuation. Awareness of story being read. Learning to brush teeth. Learning the steps of brushing teeth.</p> <p><u>Student Material</u> Picture /word vocabulary sheet Books about tooth brushing Big Mac switch Cheap talk 4 Model of Mouth and Toothbrush Movies</p> <p><u>Motivators</u> Placing stickers on the graph for brushing teeth. Verbal praise during independent and correct emergent literacy lessons. Verbal praise for demonstrating steps of the task analysis.</p>
IMPLEMENTATION PLANNING
<p><u>Focus and Review Including a Statement of Objective</u> Let’s Brush Our Teeth! The teacher uses the model of the mouth and the toothbrush to introduce the lesson. This month we are going to learn how to brush our teeth. We are going to read stories about brushing our teeth, watch movies, and practice using the mouth and toothbrush. We are also going to earn stickers this mouth and put them on our graph. Put on music and sing brush, brush, brush our teeth song.</p> <p><u>Teacher Input and Guided Practice Sequence</u></p> <ol style="list-style-type: none"> 1. Teacher will distribute vocabulary sheets and review vocabulary with zero time delay 2. Teacher will read one book about tooth brushing. (One story per week) 3. Teacher will show movie about tooth brushing 4. Teacher will use the model to review how to brush your teeth. 5. Class will break into groups and each child will be taken individually to the sink to practice brushing his or her teeth using the system of least prompts and the picture task analysis 6. The child will place a star sticker on the graph for brushing teeth. The class will count

the stickers

7. The teacher provides sentence starters, picture/text vocabulary cards and punctuation card to students.
8. The teacher will prompt students during small groups to complete sentence with vocabulary and correct punctuation.

Independent practice

Each student will be taken to the bathroom to practice brushing his or her teeth after morning group, breakfast and lunch. For homework, each student will practice brushing his or her teeth using the tooth brushing task analysis and system of least prompts. The family will take data on the independent and correct tooth brushing behavior of their child.

EVALUATION PLANNING

Formative/ Progress

Frequency data on the number of vocabulary words each student correctly points to or verbalizes will be collected 3 times per week.

Percent accuracy data on the steps completed on the brushing teeth task analysis.

Frequency data on the number of stars the student places on the graph daily.

Frequency data on the number of sentences the student complete will be collected as products.

Summative/Mastery

The student will learn 50% of the picture/text vocabulary.

The student will learn to brush his or her teeth with 50% mastery.

The student will place a sticker on the graph to record 50% accuracy on independent tooth brushing behavior.

The student will participate in writing sentence with 50% accuracy.

Figure 2
Vocabulary Words for Thematic Unit






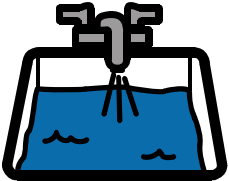


<p style="text-align: center;">T</p>	<p style="text-align: center;"><u>t</u>oothpaste</p> 	<p style="text-align: center;"><u>t</u>oothbrush</p> 
<p style="text-align: center;"><u>t</u>oothpaste cap</p> 	<p style="text-align: center;">water on</p> 	<p style="text-align: center;">brush</p> 
<p style="text-align: center;">sink</p> 	<p style="text-align: center;"><u>t</u>eeth</p> 	<p style="text-align: center;">wipe mou<u>th</u></p> 

Figure 3

Task Analysis Text/Picture Cues















Go to the bathroom sink 
Pick up toothpaste 
Open cap of toothpaste 
Pick up toothbrush 
Turn on water 
Wet toothbrush 
Apply toothpaste to toothbrush 
Brush all parts of the teeth 
Spit the toothpaste 
Rinse toothbrush 
Close cap on toothpaste 
Turn off water 
Put toothpaste and toothbrush back in place 
Wipe Mouth 

Figure 4

Systematic Instruction for Vocabulary Words

SYSTEMATIC INSTRUCTION PLAN (SIP)	
Student: <u>Sandra</u>	Date Plan Started: <u>8/10/12</u>
Target skill <u>Tooth Brushing</u>	Routine: <u>Reading skills</u>
Specific Objective: <u>Sandra will show comprehension of new concepts by pointing to picture/text cards that represent that concept with 70% accuracy</u>	
Materials: <u>toothbrush, toothpaste, sink, picture vocabulary list.</u>	
Setting and Schedule for Instruction: <u>During reading class, after breakfast and lunch</u>	
Number of Trials: <u>Five trials at zero delay for three days, two warm up trials at zero delay and three trials at five-second delay for one day, five second delay only for one day.</u>	
Instructional Procedure	
PROMPTING	
Specific Prompt or prompts to Be Used (List in sequence):	
1. <u>Specific verbal and point</u>	
Type of Prompt System (Check which applies)	
<input type="checkbox"/> System of Least Prompts	
<input checked="" type="checkbox"/> Time Delay <input checked="" type="checkbox"/> Constant OR <input type="checkbox"/> Progressive	
<input type="checkbox"/> Most to Least intrusive prompts	
<input type="checkbox"/> Graduated guidance	
Fading Schedule for Time Delay: <u>five-second delay</u>	
FEEDBACK	
Correct Responses: <u>Great pointing to the word toothbrush.</u>	
Fading schedule for praise: <u>Only praise after every five items identified correctly</u>	
Error Correction: <u>No, that is sink not toothbrush. Point to the toothbrush. Return to zero delay practice sessions.</u>	
Generalization & Maintenance Plan: <u>Sandra will point to the toothbrush during teeth brushing after breakfast and lunch.</u>	

Figure 5

Systematic Instruction Plan for Tooth Brushing

SYSTEMATIC INSTRUCTION PLAN (SIP)

Student: Mat Date Plan Started: 8/10/12
Target skill: Tooth brushing Routine: Personal Care

Specific Objective Mat will brush his teeth with 90% for 3/3 sessions in the school bathroom.

Format

Materials: toothbrush, toothpaste, sink, paper towels, picture task analysis
Setting and Schedule for Instruction: After reading lesson, breakfast and lunch

Number of Trials: 6 trials per day

Instructional Procedure

PROMPTING

Specific Prompt or prompts to Be Used (List in sequence):

1. gesture/picture
2. nonspecific verbal
3. specific verbal
4. full physical

Type of Prompt System (Check which applies)

- System of Least Prompts
 Time Delay Constant or Progressive
 Most to Least intrusive prompts
 Graduated guidance

FEEDBACK

Correct Responses: Yeah, great brushing your teeth

Fading schedule for praise: Only offer reinforcement when he completes difficult steps.

Error Correction "No" and full physical correction.

Generalization & Maintenance Plan: Teach both at school and at home.

Figure 6
Data sheet Tor Tooth Brushing Task Analysis

Standard Fill-in
 Data Collection Graph Form

Behavior: <u>Toothbrushing</u>		Name: <u>Matt</u>	Mastery: 90% for 3/3 ses 90% for 3/3 sessions			
	100					
	90					
	80					
	70					
	60					
	50					
	40					
	30					
	20					
	10					
	0					

of Independent and Correct Responses

Previous X=

Previous Descision=

Date: **Trend** **Mean**

Figure 7

Mastery of Vocabulary Words Students	Pretest Score	Posttest Score
Mary	33%	92%
Denny	33%	41%
Helen	8%	33%
Irby	8%	50%
Dean	75%	100%
Total Average	31%	63%

Figure 8

Percentage of steps of tooth brushing skill Student	Pretest Score (% of goal)	Posttest Score (% of goal)
Mary	60%	100%
Denny	10%	40%
Helen	0%	20%
Irby	N/A	N/A
Dean	100%	100%
Total Average	42.5%	65%