

Linking Students with the Most Significant Disabilities To Meaningful Standards-Based Tasks

**Includes Strategies and Examples for Collecting Evidence
for Ohio's Alternate Assessment**

August 2007 (Revised)
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What is a Differentiated Response?

A differentiated response is one that can be recognized by others and has a defined reason for producing this response or behavior. When creating learning opportunities, the educational staff is looking for a response from the student that can be associated with the task being presented. For students with the most significant disabilities, these responses may be partner perceived (unintentional or intentional behaviors) or responses may be produced as intentional or symbolic communication. In most instances these differentiated responses from a student with significant disabilities will be associated with responses that do not require a right or wrong answer. Identifying these differentiated responses requires that all partners are familiar with the criteria for the response form.

Applying Differentiated Response Training to Standards-Based Educational Activities

Differentiated response training, including the use of reliable communication signals and messages, is potentially the mode that will enable the student to meet the goals we have addressed for the educational program:

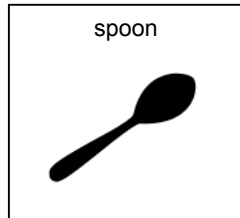
1. Increase participation in activities of daily living,
2. Increase ability to exercise control over the individual's own life,
3. Increase opportunities for others to interact with the individual, and
4. Develop skills that have potential for further learning

In order to reach any level of proficiency, the student should have at least **50** opportunities each day to "practice" this method of expression. It's reasonable to say you will not be able to create 50 opportunities with only responses to feeding, changing, or repositioning! Therefore, these opportunities should be occurring within the context of not only physical care, but also within the rich and motivating instructional activities that occur within a classroom.

All students are to be engaged in standards-based learning activities. Within a classroom for students with significant disabilities, the content of this instruction must also provide for functional application to daily living skills. The sample activities included within this document will attempt to define the content standards as they apply to an alternate curriculum setting, and the modes and participation that apply to those students who have the most significant disability conditions. Direct connections will be made with the Ohio Alternate Assessment process and the examples of evidence that can be used to show student achievement.

Task Designs for Differentiated Responses Involving Students with the Most Significant Disabilities.

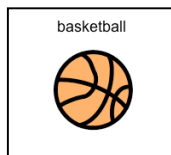
Single Option Selection



What do we need to stir the soup?
(Student looks, touches, points to the spoon.)
That's right we will use the spoon for the soup.

* What response mode will the student be expected to demonstrate in order to "select" the spoon? Can this response be identified by his/her communication partner?

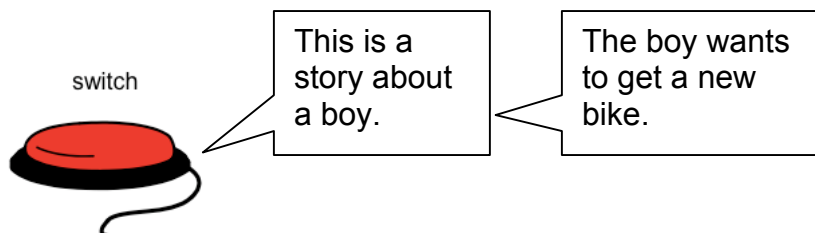
Errorless Choice-making



You have \$2.00. The book and the ball both cost \$2.00. Which will you buy for \$2.00?
(Student looks, touch, points to a picture or offers a signal to select a choice.)

*What response mode will the student be expected to demonstrate in order to indicate a choice? Can this response be identified by his/her communication partner?

Single Switch Messages



* What reliable switch access body part will the student use to activate the switch?

Phonemic Awareness: Grade 3

Phonemic Awareness Applications	Sample Activities
118. Make a selection from words/pictures that rhyme.	<ul style="list-style-type: none"> • Present two rhyming words (e.g. pan and fan). Present one additional rhyming word card and ask, “what rhymes with pan and man?” Pause for a response, and then respond, “yes, man rhymes with pan and fan.” • Present one picture (e.g. man) and then offer a choice of two others that rhyme (e.g. fan and pan). Ask the student, “Find a word that rhymes with man.” Either choice selected will be correct.
120. Use a switch to participate in a fluent oral reading activity.	<ul style="list-style-type: none"> • Record each sentence of a story on a sequence switch (e.g. Step-by-Step). After one line is “read” pause and cue student to “read more.” • Read story aloud to student so he/she can hear fluent reading. Record single switch (e.g. Big Mac) with “read more.” Pause during reading to wait for student to request more by activating the switch. • Record the steps of a recipe on a switch. The recipe is read aloud with each hit of the switch.
117. Use a switch to participate in rhyme play.	<ul style="list-style-type: none"> • Record rhymes on a sequence switch. Reactivation of the switch will play additional lines of the rhyme. • Record last word/phrase of a rhyme on a sequence switch. <ul style="list-style-type: none"> ○ Teacher: one, two ○ Switch: Buckle my shoe ○ Teacher: three, four ○ Switch: shut the door • Use open ended choices to completed a rhyme/alliteration: <ul style="list-style-type: none"> ○ Dan the man saw a big (can, fan) ○ Tiny Tommy talked to a (turtle, tomato)
119. Make a selection from words/pictures that begin with a given sound.	<ul style="list-style-type: none"> • Create a classroom job chart. “The line leader’s name begins with B. Who will it be?” Present and picture of the student whose name begins with “b” (or a choice of 2 students who name begin with this sound) and watch for the student response. “Yes, Brandon’s name begins with b and he is our line leader.” • Read a story and stop with words or names. (e.g. The place where the children played begins with ‘p’. Where did they play?) Present the word and picture of “park” and watch for a response. “yes, park begins with ‘p’”.
121. Select a picture or word to fill in a sentence read aloud.	<ul style="list-style-type: none"> • On a weather/calendar chart, have sentences to be completed (e.g. Today is _____. The weather is _____) Read the sentence aloud and present a word/picture to represent the word to complete the sentence. Student gives response to indicate the word choice. • After reading a story, present fill in sentences (e.g. this story is about _____) and present a word to complete the sentence. Student will respond to indicate this word choice.

Acquisition of Vocabulary: Grade 6

Acquisition of Vocabulary Applications	Sample Activities
134. Make a selection of a name, word, or action related to a topic.	<ul style="list-style-type: none"> • Provide choice of activities, e.g., listen to music, read a book, take a walk. Watch for student signal response to determine activity to do. • Provide picture choices related to a topic for the student to select an object choice: (choices should be errorless) e.g. <ul style="list-style-type: none"> ○ We are going to the grocery. What we will buy? ○ What will you wear in the winter? ○ What activities do you like to do outdoors? • Read aloud a story on a chart, leaving out a selected word. Pause and present picture(s) for the student to select for the selected word. (word choices should be of equal value for the sentence)
136. Select/use symbols to express ideas, needs, and/or wants.	<ul style="list-style-type: none"> • Provide choice of activities, e.g., listen to music, read a book, take a walk. Watch for student signal response to determine activity to do. • Provide choice of lunchtime food items. • Present picture choices of ingredients for a recipe. Student will indicate a signal choice, or touch/select an ingredient from those listed. • Predict the weather: “What do you think the weather will be like tomorrow? Rainy....sunny?” • Provide equal value picture choices within the context of a unit topic. <ul style="list-style-type: none"> ○ “Name an animal that lives in the ocean ...shark....whale” • Place single picture symbol related to a topic on a Velcro board. Look for student to signal by looking at or touching the symbol card <ul style="list-style-type: none"> ○ “A duck is an animal that hasthat’s right feathers. You showed me feathers on the card.”
137. Give a response to indicate understanding of words or symbols in routine situations.	<ul style="list-style-type: none"> • Provide a choice of “e.g. who do you want to sit by at lunch, play with at recess, work with at circle time?” Name a student...name another student. Watch for response. • Greet the student and he/she enters the classroom. (e.g. good morning, (name).”) Wait and watch for a response that can be interpreted as a greeting. • Provide choice of activities, e.g., listen to music, read a book, take a walk. Watch for student signal response to determine activity to do. • Ask the student if he/she wants a specific drink or food item. (preferred items only) Watch for a response that gives a positive indicator.
135. Choose an object to correspond with a name, word or action.	<ul style="list-style-type: none"> • While showing the student his/her coat, ask “what should we put on before going to recess?” • While showing the student two cups, ask “which cup do you

	<p>want for your juice?” Either choice will be correct.</p> <ul style="list-style-type: none"> • Present a watering can. What do I need to water the flowers? Watch for response to indicate ‘watering can.’ • “What do we need to stir the soup?” (Student looks, touches, points to the spoon.) “That’s right we will use the spoon for the soup.”
138. Select picture symbols in the context of an activity.	<ul style="list-style-type: none"> • “What is the weather today?” (while showing a picture of the weather). Watch for response to indicate weather. • “What is on the menu today?” (while showing a food item from the menu) Watch for response. • Read a story and pause for specific words. Present a picture of the word and watch for response.
139. Demonstrate a consistent response for pleasure or refusal during an activity.	<ul style="list-style-type: none"> • Provide choice of activities, e.g., listen to music, read a book, take a walk. Watch for student signal response to determine activity to do. • Offer choice of food items. Watch for response. • Offer a choice of music or books. Watch for response.

Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies: Grades 3 and 8

Reading Process Applications:	Sample Activities
156. Make a selection to indicate a choice of objects or activities.	<ul style="list-style-type: none"> • Provide choice of activities, e.g., listen to music, read a book, take a walk. Watch for student signal response to determine activity to do. • Provide choice of lunchtime food items. • Provide a choice of “e.g. who do you want to sit by at lunch, play with at recess, work with at circle time?”
159. Use a switch to retell a story or sequence of events/tasks.	<ul style="list-style-type: none"> • Read a simple story aloud. Record the sequence of the story on a step-by-step. Ask the student to tell the story, repeating switch hits for each sequence. • Discuss activities of the day, using picture symbols. As each symbol is discussed, record this on the step-by-step. Send the daily report home for the student to tell to his/her parents. • Discuss and record the events from a field trip, a classroom event, or a school event. Have the student retell with the step-by-step to another student.

<p>158. Make a selection in response to a question about text or activities.</p>	<ul style="list-style-type: none"> • Ask a question related to any choice option task <ul style="list-style-type: none"> • Which fruit do you want for lunch? • What do you think the weather will be like tomorrow? • What game do you want to play at recess? • Who do you want to sit by at Circle Time?. • Ask a question related to a story that can be answered with an option of choices. (all choices should be correct) • “What is the weather today?” Present the symbol for the day’s weather and watch for a response to indicate the weather. • Within any topic activity, give the student a single item or an errorless choice to respond to a question.
<p>157/160. Use a switch/recognizable response to participate in conventions of story reading (e.g., turn the page, read more).</p>	<ul style="list-style-type: none"> • At the end of reading aloud a page of a story, provide a means for a motor response that approximates page turning. To engage motor movement, physical stimulus may need to be provided. (Touching hand) • At the end of reading aloud a page of a story, provided a single switch with the messages “read more, turn the page.” • At the end of reading aloud a page, watch for a smile, gesture, body movement that is interpreted as “read more.” • Use an electronic book with a switch that the student will activate to advance to the next page.
<p>161. Make a selection to indicate the “next” task or event in a sequence.</p>	<ul style="list-style-type: none"> • Present a series of pictures representing an event or task. Hold up the first picture for a response to what happened first. Hold up the next picture and ask “what happened next?” and wait for student response.
<p>162. Make a selection to indicate a “predicted” next.</p>	<ul style="list-style-type: none"> • During story reading, stop and present two pictures to represent what might be next. (errorless choice) Ask what do you think will happen next? Student will indicate a choice. Then continue to read to judge the prediction. • Present choices of two weather conditions. Ask, what do you think tomorrow’s weather will be like? Either choice is acceptable. Review the next day to judge predicted choice.

Reading Applications: Informational, Technical and Persuasive Text: Grades 5, 7, 10

Reading Applications: Informational, Technical and Persuasive Text Applications	Sample Activities
180. Select picture symbols or object representations related to routine activities.	<ul style="list-style-type: none"> • On a picture schedule, indicate the “next” task and have the student select by point, eye gaze. • Use picture symbols of the school lunch menu and have the student select a picture to name an item on the menu. • Select classroom jobs to assign to given students. “What job will (name) do this week?” Present choices of jobs and watch for response.
181. Make selections in context of an activity.	<ul style="list-style-type: none"> • During a cooking activity, student will select a picture/object for e.g. “what do we need to stir this?” (showing a picture or spoon) for student to point, grasp, eye gaze. • During a painting/coloring activity, ask the student to select a choice of color.
182. Use a switch to tell a sequence of events in an activity.	<ul style="list-style-type: none"> • Sequence a series of directions for an activity on a step-by-step. The student will give the directions to other students in order to complete the task. • Use a step-by-step to give the sequence of a recipe. • Program the directions to a game for the student to tell to other students.
183. Use a switch to provide information on a topic.	<ul style="list-style-type: none"> • Use a step-by-step to retell events from a field trip. • Use a single switch to retell a current event. • Within a content topic (e.g. science or social studies topic) have the student use a switch to convey information related to the topic.
184. Make choices within an informational document. (e.g. menu)	<ul style="list-style-type: none"> • Present food choices of equal value on a menu and look for responses from the student to indicate a choice. • Review a movie schedule from the newspaper and offer choices of what movie you would like to see. • Present choices of clothing items from a flyer or catalog and give the student an opportunity to indicate a choice of his/her preference.
185. Select pictures to represent a sequence of events or tasks.	<ul style="list-style-type: none"> • Present a series of pictures from an event or field trip. Display the first picture for the student to “select” through personal response. Continue with the next picture and continue the process for the entire series. • Present a series of pictures representing a recipe or cooking task. Display each in order for the student to “select” through his/her personal response. • Present a series of pictures representing a content topic (e.g. science or social studies). Display each picture in the series for the student to “select” through his/her personal response.

Reading Applications: Literary Text: Grades 4 and 6

Reading Applications: Literary Text Applications	Sample Activities
201. Select symbols to go with a familiar story, song and/or poem.	<ul style="list-style-type: none"> • Create symbols to match the words of a song or story. When time for that “word” have the student select the picture symbol. <ul style="list-style-type: none"> • The _____ on the bus, go round and round. (student selects picture of wheels) • Sunshine on my _____ makes me happy. (student selects picture of shoulders)
202. Select a word or picture in the context of a song, poem and/or story.	<ul style="list-style-type: none"> • Select songs or stories that have a predictable line that can be changed. “Old MacDonald had a farm...and on that farm he had a _____.” Offer choices for selection. • For older students, use the format for younger students but make the content more appropriate for older students. “Johnny went to the grocery store....and in that store he bought a _____.”
203. Use a switch to retell events of a story.	<ul style="list-style-type: none"> • Use a step-by-step switch to record the events of a story. As requested, the student will hit the switch to tell an event. • Create a story about a field trip and record on the switch for retelling. • Create a story format related to the events of a vocational job. Retell using the switch.
204. Select a favorite book or other text.	<ul style="list-style-type: none"> • Offer a choice of two different books that the student is familiar with. Student will indicate choice of which to read. • Offer a choice of recipes to cook for a class meal. • Offer a choice of magazines to read aloud to the student.
205. Use a switch to participate in a dramatic presentation or recitation.	<ul style="list-style-type: none"> • Record the parts of a play on the step by step and have the student activate the switch when his/her turn to say a line. • Create a classroom play that reenacts a social scenario and record student responses on a switch.
206. Select picture symbols or use a switch to respond to repeated lines within a literary form.	<ul style="list-style-type: none"> • Within a poem, story or song with a repeated line, the student will activate a switch with this repeated line, or select a picture that represents the repeated line. <ul style="list-style-type: none"> ○ In a popular song, the students will select/respond with a repeated line. ○ Find age appropriate poems with repeated lines. ○ Create your own stories about personal events and include a repeated line.
207. Select pictures to represent people, places, and/or things within a literary form.	<ul style="list-style-type: none"> • Modify a news article and add pictures. While reading the article, stop and present a picture of a person, place or thing and wait for the student response to indicate the word. • After reading a modified literature story, news article, or web article, ask questions and present pictures for the student to respond related to people, places or things.

Writing Process: Grade 4

Writing Process Applications	Sample Activities
238. Select a symbol, symbol or object to convey a message or idea related to a topic	<ul style="list-style-type: none"> • Pattern sentences provide an open-ended phrase that can be completed with an option of responses. “Brown Bear, Brown Bear, what do you see? I see a _____ looking at me.” Create patterned sentences with unit topic content and provide equal choice options for students to select in completing the sentence. • After viewing a video, or listening to a song, do a “review” in which the student tells how they liked this. Select symbols to give response.
237. Select pictures or symbols for organizing ideas related to a topic.	<ul style="list-style-type: none"> • Create a picture web related to a topic. Student will indicate a picture symbol in response to a category of the web. • Student selects pictures from a grocery flyer indicating items he/she wants to buy at the grocery. • Student selects food items for a classroom meal.
240. Use a switch to convey a sentence for a specific purpose.	<ul style="list-style-type: none"> • Use personal modes of expression to respond to social rituals such as hello/goodbye, how are you/fine, etc. • Students convey directions for a classroom task on a switch. • Student reports class attendance at the office using a switch. • Student uses a switch to make a request for a food or drink item.
239. Use a switch to retell a story or events.	<ul style="list-style-type: none"> • Read a story and record the events on a sequence switch where the events are in order. Student will retell the events to classmates, parents, other others by activating the switch. • Record events of the day or a field trip on the sequence switch for the student to activate to re-tell.
241. Select pictures to complete a patterned sentence.	<ul style="list-style-type: none"> • Create a patterned sentence related to a story read or content topic. (e.g. The caterpillar ate _____. OR (water animal) live in the pond.) Present a single or errorless choice for the student to select to fill in the sentence.
242. Select pictures as part of a purposeful document (e.g. list, letter)	<ul style="list-style-type: none"> • Student will select items for a grocery list, an invitation list for a party, or a list of activities we like to do in e.g. summer/winter. • Create a letter format with blanks (e.g. Dear _____) and provide single options or errorless choices for the student to select that will complete the letter.

Writing Applications: Grade 7

Writing Applications Applications	Sample Activities
256. Create and use a signature (e.g., personal mark, name stamp).	<ul style="list-style-type: none"> • Use a stamp to sign in each morning to report attendance. • Use a name stamp to “sign” a created book or picture. • Use a name stamp to sign in or out on a simulated work setting. • Use a switch or enlarged keyboard (e.g. IntelliKeys) for creating a signature.
257. Select a picture or symbol in response to literature.	<ul style="list-style-type: none"> • After listening to a story/newspaper article read aloud, complete a book report that requires selection of “like” “don’t like” symbols • Use a patterned sentence to reflect on a book heard. “this books was about (offer picture symbols choices)”
259. Use a switch to share/convey information.	<ul style="list-style-type: none"> • Use a switch with pre-recorded messages to request supplies in the office. • Use a sequenced message device to report activities of the day at school • Use a sequenced message device to report on a book read/news article/weather report • Use an Intellikeys set up to report information on a topic.
258. Select pictures or symbols to create a simple text document.	<ul style="list-style-type: none"> • Make choices for a grocery list of food to purchase for a classroom meal • Use pictures to make a list of grooming items to buy at the store • Use pictures to make a list of birthdays of classmates in order to send cards. • Select pictures for omitted words in a greeting card, thank you note, or invitation.
260. Use a switch to tell a story or personal event.	<ul style="list-style-type: none"> • Use a sequenced message device to report activities of the day at school to parents. • Use a sequenced message device to report on a book read/news article/weather report. • Read, discuss and program a story about a content topic (e.g. history story) • Have parents record messages about what happened at home in the evening.
261. Select pictures to complete a story or informational document.	<ul style="list-style-type: none"> • Present a template story, letter home to parents, invitation to an event, or other such documents with fill in the blank. Present single option or errorless choice pictures that can be selected to fill in the blanks for a completed document.

Writing Conventions: Grade 10

Writing Conventions Applications	Sample Activities
276. Select 2 or more symbols to create a message.	<ul style="list-style-type: none"> • Use picture symbols to select an object related to a topic. Student will select a second symbol to describe this object. (e.g. red apple, juicy apple; pretty shirt, blue shirt) • Use a PECS system to create messages with “I want” and defined object or action. • Select a day of the week using a picture symbol and have the student select a second symbol to represent a chosen activity for the day. • Use simple storyboards to combine symbols that re-tell the actions in a story. • Select combinations of symbols to perform a community purchase. (e. g. cheeseburger, please, two stamps, please; chocolate shake, please) • Combine symbols selected from choices to make a report of the day to take home.
277. Use a switch/technology to generate a sentence.	<ul style="list-style-type: none"> • Use a single switch or IntelliKeys to generate a sentence about a content topic (e.g. science or social studies) • Use a single switch or IntelliKeys to generate a sentence for a letter or email message. • Use a single switch or IntelliKeys to generate a sentence related to a journal topic. • Use a single switch or IntelliKeys to generate a sentence for a story, a report on a field trip, or an event at school/home.
275. Make a selection of words or pictures to contribute to a written document.	<ul style="list-style-type: none"> • Omit given words from a story frame to be completed with a picture that is selected (single choice or equal value choices) • Select pictures for a shopping list. • Select pictures for a weather report. • Select pictures or words for omitted words in a patterned sentence related to a topic. • Select pictures to complete a sentence in a daily journal. • Select pictures or words for omitted sections of a letter or invitation.
278. Select pictures to complete a patterned sentence.	<ul style="list-style-type: none"> • Create a patterned sentence related to a story read, personal event or content topic. (e.g. Barry Bonds plays baseball, I like to play _____. OR (water animal) lives in the pond. I went to the park and saw a _____.) Present a single or errorless choice for the student to select to fill in the sentence.

Number, Number Sense and Operations: Grades 3 and 6

Number, Number Sense and Operations Applications	Sample Activities
318. Count objects in the context of daily living activity.	<ul style="list-style-type: none"> • Count the number of students during an attendance activity. Put that number on a Velcro board and have the student “announce” the number of students by reach and point/grasp, by eye gaze, or by recording the number on a single switch message. • During any counting activity, pre-record the counting to the given number on a step by step. Students will activate the switch for each object counted. • For an assembly job such as putting the number of objects in a bag, have the step by step recorded with the number of items. As another student puts the objects in a bag, the switch user will hit the switch to count aloud • To count, the student may point to the left to right numbers on a counting board as another student/adult say the numbers aloud. (1 to 1 correspondence) • Place objects on a number counting board (1 to 1) to tell how many items there are (e.g. match spoons on the number board to determine how many)
319. Use a switch to count.	<ul style="list-style-type: none"> • Count the number of objects or people related to a unit topic. Record the numbers in sequence on a sequenced device. As the objects are held up, the student will hit the switch to count.
320. Select numbers within context of a daily living activity.	<ul style="list-style-type: none"> • Put the number on the calendar by selecting the date, which has been pre-selected and presented to the student to point, grasp, eye gaze to. “What is today’s date?” • Present a number card indicating the number of girls/boys present in the class. “How many girls are here today?” “How many boys are here today?” • When setting the table for lunch/snack: “How many napkins (or plates, spoons, cups) will be need on the table?” (present a card with the number of required items.)
321. Identify a set of objects with “more.”	<ul style="list-style-type: none"> • Create two sets of objects, count each set, and ask the student to signal for which is more. “Are there more apples? (pause) or oranges? (pause)”
322. Exchange money to make a purchase.	<ul style="list-style-type: none"> • Provide student with a pre-determined amount of money for purchasing a lunch, a greeting card, a book, personal grooming items. Student will exchange money at the time of purchase by hading the money to the person. <ul style="list-style-type: none"> • Students with severe physical limitations may have a pre-recorded message on a single message device that says, “e.g. I have the money for ____ in the baggie, coin purse, etc. Please take it out for my purchase.”

<p>323. Make a selection when presented with items of similar prices for a purchase (e.g. a book and a ball each cost \$2).</p>	<ul style="list-style-type: none"> • Establish a pre-determined amount of money to spend. Offer choices of two items that could be purchased for this amount. • Present two choice of food or drink items for lunch in the cafeteria. (of similar prices) • Establish a price that can be spent for clothes shopping. Present two clothing items of similar prices within a department store flyer or a catalog (e.g. two sweatshirts, two pants) and allow the student to make a choice.
<p>324. Match numbers of objects to a number line.</p>	<ul style="list-style-type: none"> • Present a large replication of a number line. Provide the student with a number of objects that will be laid on the number line in order beginning at one. Use objects in the context of an activity (e.g. spoons for setting the table, cartons of milk for snack/lunch, paint brushes for art class, etc.) Student may select items <ul style="list-style-type: none"> ○ by physically laying on the number line, or ○ giving a response to “select” the item for which another person will place it on the number line.

Measurement: Grades 5 and 7

Measurement Applications	Sample Activities
340. Select a representation of a measurement concept (e.g. temperature, size, weight).	<ul style="list-style-type: none"> • Read the temperature of the day. Present one card on a Velcro board with the temp and a symbol to represent the temperature descriptor (e.g. hot, cold). Student will select the card displayed (point, grasp, eye gaze) to indicate temperature of the day. • Present personal measurement cards with text and picture symbols: “How much do you weigh? How tall are you? What size shoe do you wear? What size shirt do you wear?” • Present recipe amounts on cards or in objects for the student to select when preparing a recipe. “How much sugar will be put in (present ½ cup).”
341. Select objects of similar size, weight and/or length.	<ul style="list-style-type: none"> • Show one object of similar weight, size, or length. (e.g. an apple). Offer choice of two other objects of similar size, weight or length (e.g. orange, peach) Ask the student to select an object of similar size, weight, or length. Match the two (e.g. apple/peach have similar size) • Measure students (or stand to compare size.) Stand two students of similar size next to each other. “Tom is about as tall as...(Present picture of the other student)”.
341/ 345. Use a switch to state a measured amount.	<ul style="list-style-type: none"> • Within a recipe, have the student use a talking switch or select a picture representation to “read” the recipe amount and ingredient (e.g 1/2 cup milk) when asked “how much milk do we need for the recipe?” • Measure student height. Program student height on a step-by-step switch or write the height on a card with the student’s picture and have the student tell e.g., “How tall is Susie? How tall is Billy?” by activating the switch or selecting the picture. • Record the oven temperature for a recipe on a talking switch or a picture representation (Cook the pizza at 350 degrees.) • Pre-record the time for an event on a talking switch or ask the student to select a picture that represents the event and time. (e.g what time will we go to lunch?)
342. Select routine activities within a time schedule.	<ul style="list-style-type: none"> • Present a picture representation of an activity with a daily schedule (e.g. art, lunch, reading) and have the student respond to “What will we do next?” • Present two choices of activities during a free choice time on a schedule.
344. Select/use a measurement tool in a purposeful activity.	<ul style="list-style-type: none"> • Student may activate a switch with an adapted pouring cup for participation in cooking activities. • Present a measurement tool (measuring cups, ruler, etc.) for the student to select using personal modes before a partner using the tool for a purpose.

Geometry and Spatial Sense: Grades 3 and 8

Geometry and Spatial Sense Applications	Sample Activities
360. Match simple three-dimensional objects for a purpose.	<ul style="list-style-type: none"> • Place similar objects in containers within the context of daily activities: e.g. sorting silverware after dishes are done; sorting milk types in the cafeteria; arranging school supply boxes with crayons, glue, scissors; sort candy or snacks in a box for the teachers' break room.
361. Select a geometric figure in the context of an activity (e.g. from among different shapes, sizes, or three-dimensional forms)	<ul style="list-style-type: none"> • Present different shapes of grocery items to put away in a cupboard (e.g. a rectangular box, a cylinder can) • Select named shapes within an art project
362. Manipulate three-dimensional objects for a purpose. (e.g. place cans in recycling bin)	<ul style="list-style-type: none"> • Place cans in a container during a recycling activity. • Place food items or cans in a sack, box or cupboard
363. Use an active motor response to participate in an activity involving geometric shapes (e.g. eye gaze to select a shape, operate electric scissors).	<ul style="list-style-type: none"> • Use a motor response to move geometrically shaped objects into containers for a sorting activity • Use an electronic or battery operated scissors with a switch to participate in an activity that involves cutting shapes.
364. Use a switch to give directional/positional directions.	<ul style="list-style-type: none"> • Record spatial directions on a step by step for giving direction to other students <ul style="list-style-type: none"> ○ Directions in a Simon Says game ○ Directions for setting the table (put the spoon beside the plate) ○ Directions in a gym/exercise activity

Patterns, Functions and Algebra: Grades 4, 6, and 10

Patterns, Functions and Algebra Applications	Sample Activities
379. Make a selection among scheduled or routine events.	<ul style="list-style-type: none"> • Present a consistent question that requires a response during routine activities: For lunch, “what do you want to drink?” For recess, “what do you want to play? For music, what CD do you want to listen to? Display pictures with single option or errorless choices for selection.
380. Use a switch to participate in a patterned activity.	<ul style="list-style-type: none"> • Pre-record a message for game playing that will indicate “whose turn is it?” • Use a step by step for a sequence of tasks directions to give in a patterned activity (e.g. put a spoon by the plate, Put a fork by the plate, put a napkin under the fork)
381. Select pictures or symbols for a chart that shows a pattern (e.g. music and art class on certain days).	<ul style="list-style-type: none"> • Select pictures of the weather for the day that will be placed on a chart. • Participate in selecting the pictures of activities on personal schedule • Select pictures of classmates to put on the job chart for the week
382. Make a selection to complete a simple mathematical statement.	<ul style="list-style-type: none"> • Present pictures and number that can be selected to put into real life mathematical statement. <ul style="list-style-type: none"> ○ 3 boys + 2 girls = ___ number of student present today (used for attendance reporting) ○ ___ chocolate + ___ white = 10 total milks needed for our class for lunch.
383. Place an object in a sequence for a patterned activity (e.g. spoon, fork, etc)	<ul style="list-style-type: none"> • When setting a table, the student will select the next object that he/she can place on the table, or another will place on the table after the selection. Present only single option choices for selection. • In a collating or assembly project, the student will indicate a selection for the next item to be completed or physically place the item given in this sequence. • Place an art tool at each student place for an art activity.
384. Select an object for own turn in a patterned activity.	<ul style="list-style-type: none"> • During a game playing activity, the student will select a card or spinner at his/her turn. Selection can be physical or using personal response mode to indicate for another person to manipulate. • During a recycling activity, the student will select (physically or through a response mode) an object that indicates this object will go in the designated recycling box

Data Analysis and Probability: Grades 4 and 7

Data Analysis and Probability Applications	Sample Activities
401. Organize objects for a purpose. (e.g., food and utensils on a tray).	<ul style="list-style-type: none"> • Use a template to set the table using utensils, plated, or cups. • Organize school supply objects (e.g. crayons, scissors, etc) • Organize grocery items according to canned good, cold items, etc • Organize clothing items by type (e. g. socks, shirts) • For more involved students, establish categories (e.g. cups, spoons) and offer a choice of which item should we put away next?" Either choice may be selected and the facilitator directs the item to the correct location.
402. Use a switch or motor response to participate in data gathering (e.g. ask a survey question).	<ul style="list-style-type: none"> • Program a switch with a survey question (e.g. "what is your favorite TV show?") • Program a switch to take lunch count (did you pack or are you eating in the cafeteria) in the classroom. • Program a switch with questions related to the calendar (e.g. what day is today? What day was yesterday, what day will tomorrow be?)
403. Make a selection in response to a data-gathering question.	<ul style="list-style-type: none"> • Use a switch to respond to questions from other's questions (see examples in prior section) • Select a picture representation to respond to questions.
404. Select pictures or symbols for a chart that represents information.	<ul style="list-style-type: none"> • Select picture of the day's weather to create a weather chart. • Select pictures to represent survey responses (e.g. what is your favorite TV show, what is your favorite color, what is your favorite fruit, how many brothers/sisters do you have?) • Predict the weather for the next day: offer two choices, and ask "what do you think tomorrow's weather will be like...sunny, cloudy" Record the predictions and check the next day.
405. Select pictures to represent a sequence of events.	<ul style="list-style-type: none"> • Present a series of pictures from an event or field trip. Display the first picture for the student to "select" through personal response. Continue with the next picture and continue the process for the entire series. • Present a series of pictures representing a recipe or cooking task. Display each in order for the student to "select" through his/her personal response. • Present a series of pictures representing a content topic (e.g. science or social studies). Display each picture in the series for the student to "select" through his/her personal response.

Earth and Space Science: Grade 8

Earth and Space Science Applications	Sample Activities
518. Select activity based on weather or season, time of day.	<ul style="list-style-type: none"> • Offer a choice of activities to do at recess/free time based on the weather. (equal choices). Watch for response. • Discuss things we do on e.g. snowy, sunny days. Present an activity for these types of days and sort according to the weather. "What will we do on a snowy day?" (present picture of sledding; or equal choices of sledding and building a snow man)
519. Select clothing based on weather/season, day/night.	<ul style="list-style-type: none"> • Determine a season, type of weather or time of day. Present a clothing item, or equal choice items, and have the student make a response selection for the category that is named.
520. Contribute to a recycling project.	<ul style="list-style-type: none"> • Place cans or plastic in specific containers. • Use a switch to direct other students to e.g. "put the can in the bucket."
521. Use a switch to report on an Earth Science activity.	<ul style="list-style-type: none"> • Activate a switch with the daily weather report. • Read about an earth science topic (e.g. the planets, the weather, a weather phenomenon) and record a retell of this on a step by step to report to the class.
522. Use a switch to participate in an activity related to Earth or space science issues.	<ul style="list-style-type: none"> • Use a talking switch to report the daily weather to the class or for morning announcements ("Today's weather is sunny. It will be a good day to go outside.") • In a discussion about wind, use a Power Link attached to a fan to simulate the feel of the wind.
523. Select pictures associated with weather conditions.	<ul style="list-style-type: none"> • Present a picture of the day's weather. Ask the student to tell about the weather for the day. Student will use personal response mode to select the picture. • Record weather conditions for a week or month and put on a calendar. The student will use personal response mode to select single options pictures of the weather. • Compare weather in different parts of the country. Offer single option choices for the student to select to put on a comparison chart.
524. Select pictures to tell a story about an earth/weather issue	<ul style="list-style-type: none"> • Provide a story about a weather/earth issue with key words omitted. While reading the story aloud, present a single option picture or errorless choice pictures to fill in the blanks. Read the completed story for a class presentation.
525. Use pictures or a switch to report weather.	<ul style="list-style-type: none"> • Discuss weather and report to the class after selecting pictures. • Report the weather by putting pictures on a hall chart where other students can read the information.

Life Science: Grade 5

Life Science Applications	Sample Activities
542. Make a selection within an activity related to plants and/or animals.	<ul style="list-style-type: none"> • Within a topic related to plants or animals, present pictures of selected animals or plants that can be selected. <ul style="list-style-type: none"> ○ What animal lives in the forest? ○ Vegetables are from a plant. What vegetable do you want for lunch? ○ Name an animal that we saw at the zoo.
543. Match animals with their parents.	<ul style="list-style-type: none"> • Present and name a picture of an adult animal. Present a picture of a baby animal and ask the student
544. Assist in meal preparation.	<ul style="list-style-type: none"> • Use a switch activated blender/mixer to prepare selected foods (e.g. pudding, shakes, cake mixes) • Use a step by step to give directions for a recipe • Make selections of food choices for a meal.
545. Use a switch to participate in the care of a plant or animal.	<ul style="list-style-type: none"> • Use a switch with a Power Link attached to a Water Pik to water classroom plants. • Use a switch attached to a pouring cup to pour food in a bowl for an animal.
546. Make a selection for food or drink.	<ul style="list-style-type: none"> • Provide two preferred choices for drink or food and watch for student response when items are named. • Provide choices of food or drink for a classroom meal or party. Student will respond to make a selection. • Offer choices of food items within the food pyramid categories to create a balance meal.
547. Indicate a preference for specific foods.	<ul style="list-style-type: none"> • Present two food choices or pictures representing food choices. The student will give a response mode to indicate the preferred food item. • Offer the student a preferred food choice; record the response. Offer the student a food choice that is not liked. Record response. Continue to offer the preferred choice and record consistent responses that show preference.
548. Select animals in relation to identified habitats.	<ul style="list-style-type: none"> • Present a specific habitat (such as forest, lake, etc) and have the student select a single option picture or errorless choices of an animal that would live in that habitat. • Present a classroom pet or picture representation. What animal should we put in the (e.g. fish bowl, cage, box). The student will demonstrate a response to indicate the presented pet/picture. Place the pet in the "home."

Physical Science: Grade 10

Physical Science Applications	Sample Activities
564. Produce an action to make an object move.	<ul style="list-style-type: none"> • Use a switch attached to a Power Link and an appliance to activate a toy, music on a CD, a fan • Push a ball on a ramp at the bowling alley. • Push a can off of a lap tray into a recycling box. • Push a grocery cart in the grocery store
566. Use sound to gain attention	<ul style="list-style-type: none"> • Produce a recognizable vocalization that gains attention. An adult or peer must respond to the sound for attention. • Use a Step-by-Step or Big Mac with a message that calls attention. • Activate a call button that gains attention.
565. Use an environmental control device/switch to participate in food preparation.	<ul style="list-style-type: none"> • Environmental control devices may be attached to a Power Link, a battery adapter, or programmed through some communication devices. Example of EC with food preparation may include a blender, an electric mixer, a food processor. <p>*Environmental control generally involves a switch or another interface to accomplish a task that cannot be completed in the typical manner.</p>
567. Use an environmental control device/switch to control electrical/battery devices. (e.g. lights, fan	<ul style="list-style-type: none"> • Environmental control devices may be attached to a Power Link, a battery adapter, or programmed through some communication devices. Examples of environmental control may include turning on a light, a fan, a TV, a battery operated toy, a CD or cassette tape player, a VCR, a game on a computer. <p>* see note above</p>
568. Use an environmental control device/switch to operate a music device (e.g. CD player.	<ul style="list-style-type: none"> • Environmental control devices may be attached to a Power Link, a battery adapter, or programmed through some communication devices. Examples may include an electronic or battery operated CD, tape player. <p>* see note above</p>
569. Select pictures or objects to represent choices in food preparation.	<ul style="list-style-type: none"> • Present a picture or food item that will be combined in a recipe. Student will “select” the item using personal mode. The ingredient will be placed in to the preparation container. Continue with other items that will be mixed together.
570. Select pictures or objects to represent choices of actions to perform with devices using electricity or battery. (e.g. turn on blender.)	<ul style="list-style-type: none"> • Present picture or object that represent and action: e.g. turn on/off the blender, turn on/off the mixer, turn o/off the CD player; turn the TV louder. Student will select using personal mode and partner will perform the action. • Present a key on a picture based IntelliKeys that states an action

History: Grade 8

History Applications	Sample Activities
615. Communicate about a series of activities in personal life.	<ul style="list-style-type: none"> • Use a picture schedule for the student to indicate each picture in the series to relate activities of the day. • Use pictures to “tell about your day.” These pictures may be transferred into a form that can be used to communicate at home about his/her day. • Use the format described above, but record the messages (based on the pictures the student indicates) on a step by step and have the student tell events of the day to the parent at home. • Retell events of a field trip or special activity using a picture schedule format or a talking switch.
616. Select pictures on a daily/weekly calendar to organize events.	<ul style="list-style-type: none"> • Make selections of cards representing activities to complete a schedule for the day, the week, or the month. (e.g what will we do on Tuesday – while showing the picture of Music class)
617. Use a switch or picture display to participate in retelling a series of historical events.	<ul style="list-style-type: none"> • Read and discuss about an historical event, holiday, or current event. The student should participate in the selection of pictures representing events. Record the events on a talking switch, a communication device, or using a manual communication display to retell the events to another person or group. (e.g. retelling the story of Thanksgiving to another class, retelling about a special football game the past weekend, retelling about Martin Luther King before this holiday). Be creative in places where the student may retell the story.
618. Use appropriate modes to gain attention of an authority figure in the classroom or school.	<ul style="list-style-type: none"> • Produce a recognizable vocalization that gains attention. An adult or peer must respond to the sound for attention. • Use a Step-by-Step or Big Mac with a message that calls attention. <ul style="list-style-type: none"> ○ Include situations that involve a cafeteria worker, an office secretary, or the principal. • Activate a call button that gains attention.
619. Make a selection during a voting process.	<ul style="list-style-type: none"> • Offer equal value choices for the student to select in a classroom voting situations: e.g. what type of cookies to have for snack time, who will be the line leader for next week, what music will be play at break time.

Geography: Grade 5

Geography Applications	Sample Activities
640. Navigate to specific locations within the school or community.	<ul style="list-style-type: none"> • Provide specific locations for the student to travel to (e.g.. cafeteria, office, Music room) and support the student in walking, moving wheelchair to specific location. Partners should assure that steps of this process could be completed without full assistance. (for example, moving the student in a manual wheelchair without any input from the student would not be an active response.) <ul style="list-style-type: none"> ○ Student may follow a picture display to go to the specific location ○ Student may take several steps in a walker ○ Student may use a talking switch to indicate move forward, turn here.
641. Follow directions related to location/direction (e.g., up/down, over/under).	<ul style="list-style-type: none"> • Give simple directions for the student to perform. e.g. put the spoon on the table, put your bag on the hook. • Give simple directions for the student to go to locations in the room or school, e.g. go to the carpet and sit down. • Directions may be supported with picture symbol support.
642. Use a switch or select pictures to give directional instructions.	<ul style="list-style-type: none"> • Activate a talking switch or select an action represented picture to direct others to locations in the room where they should go. (e.g. Time for Music, go to the Music room down the hall) • Activate a talking switch or select an action represented picture to give directions within a cooking activity (e.g put the eggs in the bowl) • Activate a talking switch or select an action represented picture to give directions with in an art activity (e.g. Glue the big circle on the paper)
643. Use a switch or select pictures to state personal address or town.	<ul style="list-style-type: none"> • Use a talking switch to state personal information in the context of relevant activities. • Select picture with text that indicate home address/city in the context of a relevant activity.
644. Make choice of food items from different cultures/countries	<ul style="list-style-type: none"> • Identify foods associated with other countries (e.g. Taco from Mexico; pizza from Italy) Present choices for planning a cultural based meal. Students will select choices during planning or eating.
645. Match pictures to locations of places in the school. (e.g. cafeteria, gym)	<ul style="list-style-type: none"> • Present a picture of a location in the school . Navigate to this location and place the picture at the door to this location. Matching pictures may be previously placed at the location for matching.
646. Select pictures of activities specific to locations (e.g. shopping at the mall, mailing letter at the Post Office.	<ul style="list-style-type: none"> • Determine places to go for a specific activity. Present the picture of the location and ask e.g. “where do we go to mail a letter?” Students will select/indicate the picture using personal mode.

Economics: Grade 10

Economics Applications	Sample Activities
667. Complete own task in an assembly line job.	<ul style="list-style-type: none"> • Select appropriate ways for the student to participate in an assembly job and establish the way the student will take his/her turn. <ul style="list-style-type: none"> ○ Move body part to transfer an item to a box or container; move can into recycling box. ○ Activate a talking switch to request more items in a job.
668. Complete skills to perform a school or community job.	<ul style="list-style-type: none"> • Explore student skills and match to simple community/school jobs. <ul style="list-style-type: none"> ○ Participation may be in a motor action, making a selection, or giving directions to others. ○ Switches and environmental control devices may be incorporated: e.g. switch device to water plants, talking switch to greet students as they come to the cafeteria.
670. Exchange money to purchase goods at school or in the community.	<ul style="list-style-type: none"> • Select predetermined amount of money for the student to exchange for a purchase. This may be reinforced by the student activating a switch (e.g. I would like to buy a pencil. The money is in the bag on my wheelchair. • Plan an outing to a local restaurant. Student will exchange money for his/her purchase. (pre-determined amount)
669. Select an item for purchase.	<ul style="list-style-type: none"> • Provide a choice of two equally desirable objects for a purchase. Establish the criteria for how the student will indicate the choice for purchase. (do you want to buy the red ball or the blue ball?) • Simulate purchases by selecting objects from a sale flyer (e.g. choice of clothing item, shoes, choice of food times for a meal, choice of gifts to buy for a family member)
671. Participate in a token economy in the classroom environment.	<ul style="list-style-type: none"> • Student will earn tokens for good work in the classroom and exchange these in a classroom store. • Student will earn tokens for good work in the classroom and exchange them for a desired activity.
672. Make a choice when presented with items of similar value.	<ul style="list-style-type: none"> • Student will use personal response to select when presented with objects of pictures: items for purchase, food choices for a snack, clothing items to wear to school, move to watch on a DVD/VCR, game to play during rec leisure time, etc.
673. Perform an active motor response to participate in a group activity	<ul style="list-style-type: none"> • Use a switch to operate a blender or other device during a cooking activity. • During a game playing activity, operate a switch spinner. • Provide choices of foods for selecting during a meal

	<p>planning activity.</p> <ul style="list-style-type: none"> • <i>Select an appropriate part of an assembly activity for the student to complete as a way to participate.</i>
674. Use a communication device or picture exchange to request goods or services in school or community locations.	<ul style="list-style-type: none"> • Arrange appropriate communication modes for activities: buying a stamp at the post office, renting a video, checking out a library book; request food choice in the cafeteria, request supplies from the office.

Selected Products



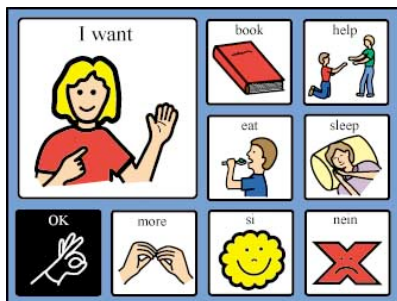
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