

Portfolio

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Work System

- This work system has a total of four boxes and each box has a color assigned (green, pink, yellow, purple). When the student starts the first box, he/she must put the green tab on the box. When the student has finished the work within this box he/she must put all his work in the done bucket located in the back of the table. The student can then move on to the next box and place the next color on until all boxes have been finished. A system like this was used within my practicum experience as well. Once the student came in and saw the boxes laid out, he/she knew exactly what they needed to do.



Modified Text:

*Geology, Geography and
Climate by: Gwyn Herman
and Laverne Johnson*

- **Rain** is water that falls from the sky on a cloudy day.



- **Hail** is when small pieces of ice fall during a storm.



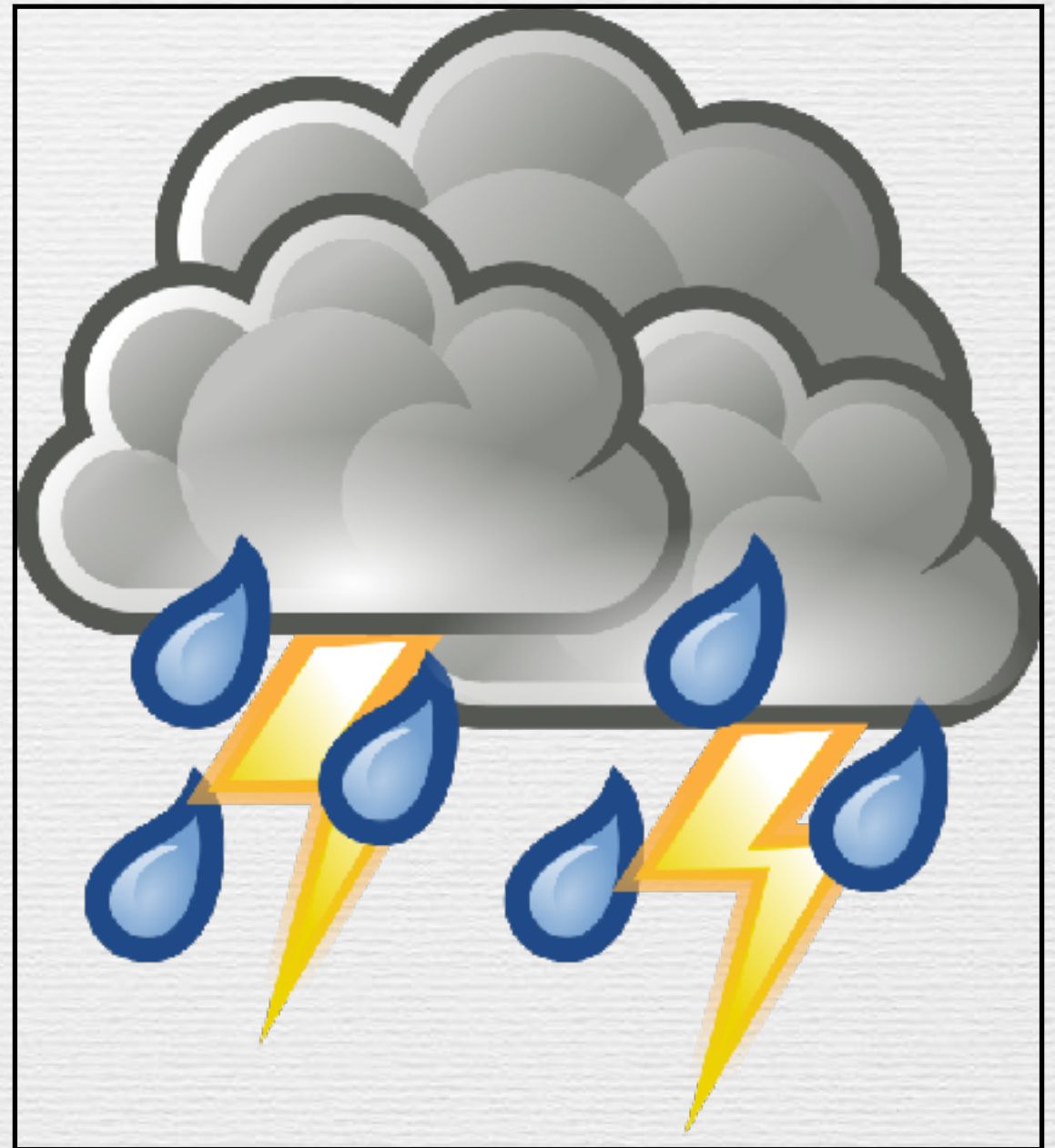


- **Thunder** is a loud “BOOM” noise you hear during a storm.

- **Lightening** are the night lights that flash during a storm.



- **A Thunderstorm** is when all these things are going on at once! It starts to rain, hail, thunder, and lightening!



- **A Rainbow** a colorful shape in the sky that comes out after a thunderstorm.





- **Snow** is when rain freezes as it's falling and it turns white. This happens during the winter time.



- **Wind** is strong air that feels cold when it hits you.



Book Reference

- Herman, G., & Johnson, L. (2007) *Geology, Geography, and Climate*. Fargo, ND: University of North Dakota.

Educational Activities for Work System

Math

- The first math activity is found is working on time and more specially working on the half hour. This is an activity my practicum student had within his work system. Once the student started to master time and half hour, we started placing it within the student's box and having him work through it on his own. This would show us whether or not the student was actually understanding the concept.
- The second activity I found was learning how to count money. Each card had a certain amount of money on each so the student had to figure out which coin was a penny, dime, or quarter. I had noticed that the students loved it when there were items they could touch and pick up, like the money, so I would want to include activities that had those types of things included within it.



Reading

- The first reading activity I found from the internet was task cards where the student has to figure out what the missing word is. This would be great for a student who is a struggling reader and has a severe disability but can figure out the word based on the picture. One of my practicum students had task cards like these within his/her box and they knew the answers based on the pictures.
- The second activity I have found is having the student practice spelling words with a model of how the word is spelled. This worked out great for my practicum students as well because once they started doing this on their own within their work boxes, they were ventrally spelling these words without the models.



Writing

- Within this activity, the student was learning how to spell and write their name. This task was put into one of my practicum student's box and he was able to write his name on his paper within a few weeks.
- The second activity I found was another activity where the students could touch and play with something. This was another writing activity where the word they had to write was modeled for them with hopes of eventually them being able to spell and write these words without the mode of the word.



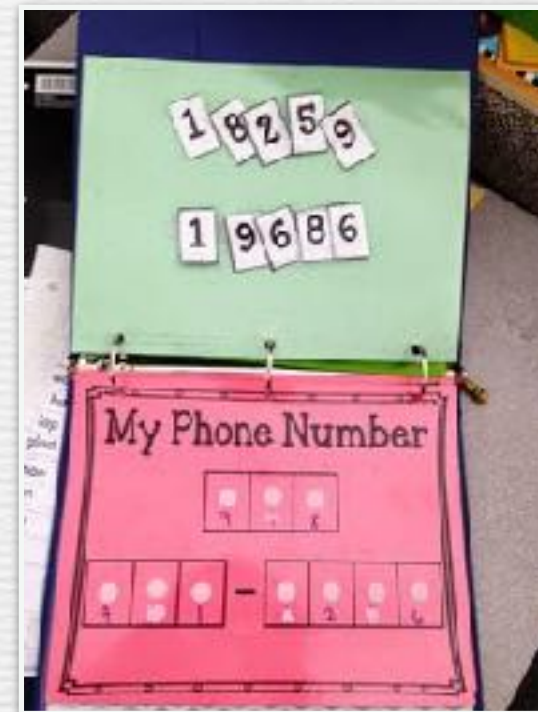
Social Studies and Science

- The first activity would be a social studies activity where the student must match the different places such as mountains, desert, and forest.
- The second activity goes along with science. The student would have a picture of something science related such as the flower and would have different words that describe each part of the flower. This an activity that my practicum teacher used very frequently with her students.



Life Skills

- The first activity that I have found came from my practicum teacher. The point of the activity is to get the student to remember their phone number in case of an emergency. My teacher told me once the student knew the phone number well, they started having him/her to this as one of their work system activities. It's a very important thing for every student to know and remember.
- The second activity is knowing where your food goes and how it should look. One of my practicum students had a hard time at lunch and would take his food off his plate and lay it on the table or not use his spoon or fork but instead use his hands. My practicum teacher started working on this activity with him and then started including it with his work system which has worked out very well, he now uses his utensils and understands where his food belongs which is another important life skill.



Adaptations

Adaptations

♦ Academic

- Highlighted text
- Enlarged text for visual impairments
- Guided notes
- Rest breaks
- Outline of lesson
- Assistive technology
- Peer or scribe note-taking

♦ Behavior

- Preferred Seating
- Flexible seating
- Sensory fidgets
- Visual Schedule
- Privacy Folders
- Chunking assignments into smaller parts
- Sensory breaks

Adaptations

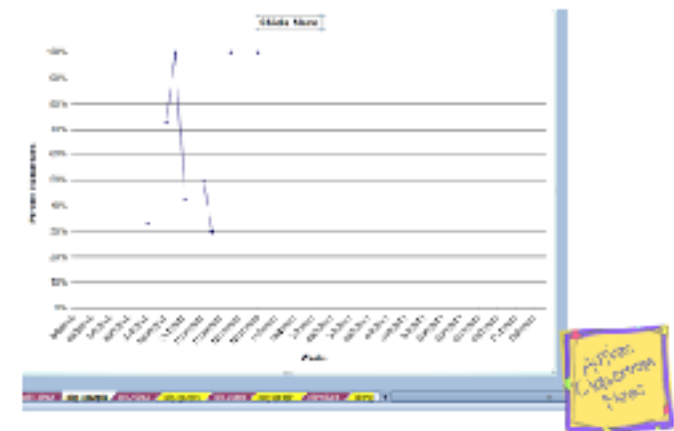
- ♦ Mobility/Fine Gross Motor
 - Pencil Grip
 - Early release from classes
 - Wheelchair accessible lunch tables
 - Alternative routes to places in school
 - Using buddy system to get from one place to another
 - Adaptive PE time

Data Collection

- The first way to collect data is by using a folder where students will collect their own data scores and place them all in this folder where they can see where they are growing.
- Graphing each students scores is another way to collect data so that you and the student can see where they are at and whether or not they are going up or down. It's an easy visual for the student as well.
- This is a tracking sheet that will help the special education teacher to know what is going on during classroom time. There is a column for each student and is specific to each student and what they need to be doing on a daily basis. For example, when sally follows teachers direction she gets a mark +. If Sally did not follow the directions, she gets a - on that column for that day.



Graph: Type in Child's Name at Top



Reeve Autism Consulting Naturalistic Data Sheet www.autismclassroom.com

Activity: Morning Meeting	Teacher: C. Reeve	Week: 9/26/13		
Sam	Erica	Oran	Scott	Adam
Follows teacher directions teacher group	Raises her hand and waits to be called on	Interacts with partner	Interacts with partner	Follows a 2-step direction
+ + X P +	P P P P +	+ + + P	+ + + +	P P P + P
Requests materials when offered	Follows teacher directions to her	Waves to peer in greeting	Follows teacher directions to her	Asks 1 peer a question
Interacts with directed	Answers questions of teacher	Follows 1-step direction from teacher	Interacts independently	

- A bathroom data chart may also be used when a student is having trouble being potted trained. This data sheet lets you mark down when the child went in the potty or in his/her pants.

	
Sat on Potty	
Made Pee in Potty	
Made BM in Potty	
Pulled Pants Up and/or Down	
Flushed Toilet	
Washed Hands	

- The last data collection piece I have found is a behavior data sheet. You can have a sheet for each student that needs help with knowing the right and wrong behaviors. Each time the student does the right behavior, a star is put next to that box. When the student did not choose the right behavior, an X will be placed. This is also an easy visual for the student to see where his/her stars and X's are.

ETHAN'S BEHAVIOR CHART 😊							
activity	mon	tue	wed	thu	fri	sat	sun
I behaved well today							
I said please & thank you							
I was nice to my brother today							
I did not whine today							
I was very good at listening today							

HUDSON'S BEHAVIOR CHART 😊							
activity	mon	tue	wed	thu	fri	sat	sun
I behaved well today							
I said please & thank you							
I used my inside voice today							
I did not throw toys today							

If I earn 7 happy faces 😊 for the week I may choose a reward card

Organization Ideas

- One organization tool my practicum teacher uses is she has a certain colored folder for each one of her students. She has a list on her cabinet for which student is which colored folder. In the folders she places each one of her data collection papers.



- Another way to organize all of your data collection papers would be to have drawers in your room, each drawer is assigned to a student you have. My practicum teacher also uses this method of organization when she can not fit everything into folders. Within these drawers you can include worksheets you want the student to do or other work system activities for the student to do.



- Paraprofessionals have a lot they need to remember and do day by day which can change often. Each para should be given a folder each day that has their schedule inside especially if there are changes due to a para being gone. There should also be a folder just for the special educator that has the paraprofessionals information inside.



- Another very effective way to organize your data and information would be by using the computer and saving documents in a certain folder. You can name these folders with the initials of the students each folder belongs to.



- Lastly, special educators have a lot of materials they use each day. Within your room you should have a designated cabinet that houses all of your actives and work system activities for each student. Within the folder you could have small buckets and each bucket can be for a different student so they are easy to find.

