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| **Schedule – What is Student doing each day? Where are they?** | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Home Room  8:40-8:49 | Arrive, greetings, books | Arrive, greetings, books | Arrive, greetings, books | Arrive, greetings, books | Arrive, greetings, books |
| Block 1  8:49-9:30 | Math  (124) | LA  (132) | Science  (124) | PE  (Gym) | Science (124) |
| 9:30-9:51 | Eating (eat in same room as class or in 123 if she has tone) | | | | |
| 9:51-10:06 | Nutrition Break | | | | |
| Block 2  10:06-11:08 | Exploratory - Music  (125) | Ms. DeMeyer (124)  Class in PE (Gym) | Class in Math (124) | Socials (132) | Socials (132) |
| Personal Care (206) | Personal Care (206) | Personal Care (206) | Personal Care (206) | Personal Care (206) |
| Block 3  11:08-12:10 | Class in Science (124) | Class in Math (124) | LA  (132) | Math  (124) | Math  (124) |
| Personal Care (206) | Personal Care (206) | 11:55 - Alexa Radio | 11:55 - Alexa Radio |
| 12:10-12:55 | Lunch | | | | Best Buddies |
| Block 4  12:55-1:57 | Eating (111) | Eating (123 / 124) | Eating (123 / 124) | Eating (124) | Eating (123) |
| French  (132) | Socials (132) | LA  (132) | Exploratory – Music  (125) |
| LA (132) |
| 1:45 - Alexa Radio | 1:45 - Alexa Radio | 1:45 - Alexa Radio |
| Block 5  1:57-2:59 | Personal Care (206) | Personal Care (206) | Personal Care (206) | Personal Care (206) | Personal Care (206) |
| Music w/ RR  (203) | Music w/ RR  (203) | Music w/ RR  (203) | Music w/ RR  (203) | Music w/ RR  (203) |
| Pack Up, Bus @ 3:05 | Pack Up, Bus @ 3:05 | Pack Up, Bus @ 3:05 | Pack Up, Bus @ 3:05 | Pack Up, Bus @ 3:05 |

**IEP Objective Matrix – When is Student working on their goals?**

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|  | | **Objectives** (Quality of Life outcomes listed below) | | | | | | |
| **Hearing Aids** | **Using Voice** | **Yes/No** | **‘Stop’ to End** | **Using Hands** | **Greetings** | **Switch** |
| *Competence* | *Presence, Respect, Inclusion* | *Choice* | *Choice, Respect* | *Choice, Competence* | *Inclusion, Presence* | *Competence* |
| **Routines** | Arrive, greetings, books |  |  | X |  | X | X |  |
| Entering and leaving class |  | X |  |  | X | X |  |
| Introducing peers to Student |  |  |  |  |  | X |  |
| Eating in class |  |  |  | X |  |  |  |
| Personal care |  | X | X |  |  |  |  |
| Yes or No questions |  |  | X |  |  |  |  |
| Schedule boxes |  |  |  |  | X |  |  |
| Buddy students (2/day) |  | X |  |  |  | X |  |
| Bean bag + hearing aids | X |  |  |  |  |  |  |
| Music w/ RR |  | X |  |  |  | X |  |
| Alexa Radio |  | X |  | X |  | X |  |
| Working w/ vision teacher |  | X |  |  | X | X |  |
| Best Buddies |  |  | X |  | X | X |  |
| **Classes** | PE – Football |  | X | X |  | X | X |  |
| Math – Shapes |  | X |  |  | X |  |  |
| LA – Harry Potter |  | X |  |  |  |  | X |
| Science – Body |  |  |  |  |  |  | X |
| Socials – Presentation |  |  | X |  |  |  | X |
| French - Song |  | X |  |  |  |  |  |
| Exploratory - Music |  |  |  |  |  | X |  |

**Implementation Tracking – How will we be accountable to Student’s learning goals?**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Objective Tracking (Yes - O No - X)** | **M** | **T** | **W** | **T** | **F** | **M** | **T** | **W** | **T** | **F** | **M** | **T** | **W** | **T** | **F** | **M** | **T** | **W** | **T** | **F** |
| **Month: Date:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Did Student wear their hearing aids for at least 40 minutes today? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Did Student use their voice to participate at least 3 times per day (not including greetings or choices)? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Did Student make at least 3 Yes/No choices today? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Did Student say “Stop” to end an activity at least 2 times today? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Did Student use their hands to interact with objects at least 3 times today (not including the switch)? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Did Student use their voice to greet staff and students at least 5 times today? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Did Student work with their switch today?  (Goal is at lest 3 times per week) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Today Student meaningfully participated in the following classes, as described in program notes (circle): | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex | PE  Ma  LA  Sci  SS  Fr  Ex |
| GOAL FOR ACADEMIC PARTICIPATION: | Ma  Ex  Fr | LA SS | Sci  LA  LA | PE  Ma  Ex | Sci  Ma  LA | Ma  Ex  Fr | LA SS | Sci  LA  LA | PE  Ma  Ex | Sci  Ma  LA | Ma  Ex  Fr | LA SS | Sci  LA  LA | PE  Ma  Ex | Sci  Ma  LA | Ma  Ex  Fr | LA SS | Sci  LA  LA | PE  Ma  Ex | Sci  Ma  LA |

**Routines – How do we make Student’s routines consistent and valuable for their learning?**

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| --- | --- | --- |
| **Arrive, greetings, books** | | |
| **Beginning** | **Middle** | **End** |
| - Pick up Student from bus  - Get any info from bus driver, greet Student  - Bring Student to class, put things away | - Bring Student into class  - Classroom teacher greet Student ex: “Good morning, Student!”  - EA wait (up to 5 seconds), then prompt Student to say: “Good morning (teacher’s name)! Good morning, class!”  - Classroom teacher prompt class to say “Good morning, Student!” | - EA read books to Student – let them choose  - Reading books with Student: describe pictures to them, run their hand over textures, prompt them to turn the page  - EA set up buddy system for the day |
|  | *Greetings* | *Yes/No choices, using hands* |

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| **Entering and Leaving Class** | | |
| **Beginning** | **Middle** | **End** |
| Entering:  - Tell Student where you’re going  - Use schedule boxes  Leaving:  - Tell Student where you’re going  - Use schedule boxes | Entering:  - Greet teacher: “Student, say hi to (teacher’s name)”, give wait time then prompt if needed ex: “Hello, (teacher’s name)! I’m here now.”  Leaving:  - Go up to teacher and prompt Student to ask to leave the class, ex: “(teacher’s name), may I go to the bathroom?” | Entering: Flip name card over (hand under hand support)  Leaving:  - Student flip name card over (hand under hand support) |
| *Using hands* | *Greetings, Using voice* | *Using hands* |

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| **Introducing peers to Student** | | |
| **Beginning** | **Middle** | **End** |
| - Use when working with students, when trying to engage other peers around Student, or when doing the buddy system during Student’s classes | - Introduce peers to Student, prompt peer to greet Student and tell them their name: ex: “Hi Student, it’s Sam. How are you today?”  - Give wait time, then prompt if necessary - Prompt Student to repeat name: ex: “Student, it’s Sam. Say ‘Hi, Sam.’”  - Wait up to 5 seconds, then repeat: “Student, it’s Sam. Say ‘Hi, Sam.’” | - Explain how Student works and learns to students, ex: “Remember, Student is blind and hard of hearing. You need to explain what you’re seeing and read things to them. They’re here to learn and the more words they hear you say, the more they’ll learn.”  - Explain the activity and how they can help  - Explain that Student requires a lot of time to process – give up to 10 seconds wait time after asking a question |
|  | *Greetings* |  |

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| **Eating \*FEEDING ONLY DONE BY EAs WHO HAVE BEEN TRAINED BY DISTRICT OT** | | |
| **Beginning** | **Middle** | **End** |
| - Tell Student what you are doing – it’s time for snack/lunch | - Feed snack/lunch (must be trained by OT)  - Talk about the food – texture, taste, etc. with them  - Don’t feed when head is to the far side, aim for midline | - Clean up  - Can ask: Do you want more or do you want to stop eating? |
|  |  | *Saying ‘stop’* |

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| **Yes/No Questions** | | |
| **Beginning** | **Middle** | **End** |
| - Offer a choice  - ex: “Student, do you want to go faster?” | - Listen to Student’s response (up to 10 seconds wait time) | - If they say yes or no, honour the choice: “Ok, let’s \_\_\_\_\_\_\_ .”  - If they say something else, try to interpret what they mean and get them to say yes or no  - ex: “Student, you’re smiling. That means yes! Do you want to go faster? Say yes” |
|  |  | *Yes/No* |

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| **Personal Care \*TRANSFERS ONLY DONE BY EAs WHO HAVE BEEN TRAINED BY DISTRICT OT** | | |
| **Beginning** | **Middle** | **End** |
| - Tell Student you’re going to the bathroom  - Student ask to leave the class, flip name  card | - Ask if they’re ready to transfer  - Lift onto table (2 person transfer, requires OT training)  - Encourage Student to be an active role (lift hips, etc.) | - Transfer back into chair (2 person, requires OT training)  - Back to class or next activity  - If entering a classroom, make sure teacher greets Student |
|  | *Yes/No questions* |  |

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| **Schedule Boxes** | | |
| **Beginning** | **Middle** | **End** |
| - Tell Student you are changing rooms – ex: “Student, we are going to leave the classroom now.”  - Tell teacher where you’re going, flip name card | - Present associated object in schedule box for them to feel and touch (hand under hand)  - Say where you’re going – ex: “Student, we are going to the quiet room for bean bag time”  - Get them to repeat: “We are going to \_\_\_\_\_\_” | - At the room, tell them where you are. Get them to feel the object again – ex “Student, we’re in the quiet room now”  - Get them to repeat: “We are in \_\_\_\_\_\_\_ “ ex; “We are in the classroom” |
| *Using voice* | *Using hands* | *Using hands, using voice* |

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| **Buddy Students (2/day)** | | |
| **Beginning** | **Middle** | **End** |
| - In the morning, choose two students to be Student’s buddy | - Buddies work with Student throughout the day  - EAs make sure they introduce buddies to Student at the beginning of the day, and a brief reminder before each interaction  - Encourage buddies to talk to Student throughout the day | - Change buddies every 1-5 days (depending on how much interaction the students get) |
|  | *Greetings, using voice* |  |

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| **Bean Bag + Hearing Aids \*TRANSFERS ONLY DONE BY EAs WHO HAVE BEEN TRAINED BY DISTRICT OT** | | |
| **Beginning** | **Middle** | **End** |
| - Tell Student where you’re going  - Schedule box  - If leaving classroom, ask teacher to leave (entering and leaving class)  - Flip name card | - Ask if they’re ready to transfer to bean bag (Yes/No question)  - Place in bean bag carefully, ensure their body is aligned properly  - Test hearing aids using stethoscope  - Put hearing aids in, put on music  - ~40 min | - Ask if ready to move back to wheelchair (Yes/No)  - Use schedule box to explain where you’re going next  - If returning to class, greet the teacher (entering and leaving class) |
|  | *Yes/No, hearing aids* | *Yes/No* |

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| **Best Buddies** | | |
| **Beginning** | **Middle** | **End** |
| - Tell Student where you’re going  - Schedule box | - Feed Student lunch  - Encourage other students to interact with and speak to Student  - Help Student participate in the activities, as much as possible | - Tell Student where you’re going  - Schedule box  - May need to finish eating in another location |
|  | *Greetings, using hands, using voice* |  |

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| **Music w/ RR** | | |
| **Beginning** | **Middle** | **End** |
| - Tell Student where you’re going  - Schedule box | - Greet other students and EAs in the green room  - Listen to music together, sing, talk about the music | - Say goodbye to other students and EAs |
|  | *Greetings, using voice* | *Greetings* |

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| **Vision Teacher** | | |
| **Beginning** | **Middle** | **End** |
| - Greet vision teacher | - Working with materials that vision teacher brings | - Say goodbye to vision teacher |
| *Greetings* | *Using hands, using voice* | *Greetings* |

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| **Alexa Radio (RM 123)** | | |
| **Beginning** | **Middle** | **End** |
| - Schedule box: RM 123 hanger  - Ask Student, “Would you like to go listen to the radio?”  - Invite buddy students over  - Student and buddies go ask to leave the room together. Get Student to say, “May we go listen to the radio?”  - Flip Student’s name tag, go to 123 | - Do ‘greeting’ routine with buddy students  - Tell students what to expect – you will be helping Student control the Amazon Echo.  - Ask buddy to choose the station – ex: “Alexa play 94.5 FM,” then “Alexa stop”  - Ask student to whisper in Student’s ear: ‘Student, say “Alexa play”’  - Try a few times – if it’s not working, EA or second buddy whisper to Alexa at the same time as Student: “Alexa play”  - Listen to a song or two together. Encourage buddies to talk to Student about the music in short, simple sentences: “Do you like this song, Student?” | - Get student to ask Student to say, “Alexa stop” a few minutes before class ends  - Say good-bye to buddy students |
| *Yes/no, Using hands, Using voice* | *Greetings, using voice* | *Greetings, saying ‘Stop’* |

**Classes – How is Student meaningfully included? What is their active role?**

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| **PE (Gym) – Football Unit** | | |
| **Beginning** | **Middle** | **End** |
| - Run with class  - Do ‘greeting’ routine with buddy students  - Explain that the buddies will push Student for their lap around the field, teach them how to ask them questions and wait for a response  - Teach kids the Yes or No routine  - Get them to ask, “Student, are you ready to go?” \*Yes or No question routine  - Get students to ask if they wants to go faster 3x during the lap: “Student, do you want to go faster?” \*Yes or No question routine | - Hand out pinnies for football games (hand under hand) | - Push footballs off their lap. Students put football on their lap and say “Student push the football off”, repeat (can support from the elbow if needed)  - If leaving early, ask teacher’s permission to leave the room \*Leaving room routine |
| *Greetings, Yes/No* | *Using voice, using hands* | *Using hands* |

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| **Math (124) – Shapes** | | |
| **Beginning** | **Middle** | **End** |
| - Counting objects to 10 (pencil crayons, marbles in a Ziploc) | - Do ‘greeting’ routine with buddy students  - Explain that the buddies will help Student learn shapes (circle, square, triangle)  - Buddy student says “What shape is that, Student”?  - See if Student can name it. If not, give them the answer ex: “It’s a triangle.” Get Student to ask, “What things are that shape?” | - Buddies ends activity with Student – practice names again |
| *Using voice, using hands* | *Using voice, using hands* |  |

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| **LA (132) – Harry Potter** | | |
| **Beginning** | **Middle** | **End** |
| - Do ‘greeting’ routine with buddy students  - Explain that the buddies will help Student read a book about Harry Potter | - Get them to read each page. Then say “Student, turn the page”  - Wait (up to 10 seconds) before giving hand under hand support  - Switch should be placed on right side, within10cm of body  - Encourage student to describe pictures: “Remember, they can’t see so you have to tell them what’s going on”  - At the end, ask buddy to ask Student what house they’re in. Get Student to ask buddies: “What house are you in, \_\_\_\_\_\_\_\_\_\_ ?”  - After a few reads, can also ask Student “Who wears glasses in the story?” (Harry Potter)  \*Teacher to write Tarheel book | - Thank buddies, practice names  - Choice time with iPad stories and headphones |
| *Using voice* | *Switch, using voice* |  |

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| **Science (124) – Body** | | |
| **Beginning** | **Middle** | **End** |
| - Do ‘greeting’ routine with buddy students  - Explain that the buddies will help Student read a book about body systems for Science | - Get them to read each page. Then say “Student, turn the page”  - Wait (up to 10 seconds) before giving hand under hand support  - Switch should be placed on right side, within 10cm of body  - Encourage student to describe pictures: “Remember, they can’t see so you have to tell them what’s going on” | - Thank buddies, practice names  - Choice time with iPad stories and headphones |
| *Using voice* | *Switch, using voice* |  |

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| **Socials (132) – Presentation** | | |
| **Beginning** | **Middle** | **End** |
| - Do ‘greeting’ routine with group members  - Explain that Student will help the group make choices about the project | - Working on presentation in a group with two students  - EA to facilitate – students can ask questions about what to include in the presentation (at least one every 5 minutes) – can be yes/no questions (ex: “Student, do you want to talk about \_\_\_\_.?” Or choice questions “Student, do you want the slides to be blue or red”?)  - Student to have one slide that they read (something at their level to help their understanding) | - At end of the working time, practice names again  \* Student will do the switch on presentation day (hand under hand), and will recite slide  - Switch should be placed on right side, within10cm of body |
| *Greetings* | *Yes/No questions, using voice* | *Switch* |

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| **Exploratory (125) - Music** | | |
| **Beginning** | **Middle** | **End** |
| - If coming in late, teacher to come greet Student | - Feels instrument – help run their hand over it  - Listening – only plays the instrument when they’re playing  - Participate in group activities  - Use drumsticks on wheelchair with buddies | - If leaving early, ask teacher’s permission to leave the room \*Leaving room routine |
| *Greetings, using voice* |  | *Greetings, using voice* |

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| **French (132) – Song** | | |
| **Beginning** | **Middle** | **End** |
| - If coming in late, teacher to come greet Student  - Teacher to prompt class to say “Bonjour, Student!”  - Wait up to 5 seconds, EA to prompt Student to say “Bonjour, classe!” | - Do ‘greeting’ routine with buddy students  - Explain that the buddies will help Student sing the current song in French  - Buddies practice singing to Student  - EA choose a part of the current song for Student to learn (could be one word, or a phrase) as a cloze activity  - Practice with buddies a few times | - Prompt Student to say thank you, wait up to 10 seconds processing time, say: “Student, say thanks \_\_\_\_ and \_\_\_\_\_ !”  - Choice time with iPad stories and headphones |
| *Greetings* | *Using voice* |  |