**Laura Kopp- EDU 388-Strategy Lessons**

**STRATEGY:**

* Teaching a student how to use a flip schedule within an inclusive classroom through modeling and verbal prompts

**GOALS:**

* A student will demonstrate acceptable behavior when within the inclusive classroom by listening to the teacher(s) and/or paraprofessional
* A student will execute and carry out the tasks or assignments given by the teacher within an individual period (i.e. math, reading, writing, etc.) independently
* A student will show his or her ability to complete the flip schedule without a substantial amount of breaks

**MATERIALS/ENVIRONMENT NEEDED:**

* Visual ‘flip’ schedule with tasks or assignments needing to be completed
* Student should have all the resources needed for given class (i.e. math book, notebook, folder, binder, etc.)
* Inclusive classroom/contained

**PROCEDURES:**

1. Before using the visual flip schedule within the inclusive classroom, the special education teacher will explain its use in a self-contained environment.

 -The teacher will have simple tasks, which the student is already able to execute, for the student to complete

 -The teacher will explain that each task is represented on the flip chart in the order they need to be completed

 -The teacher will explain that this visual schedule can be used in the inclusive classroom to help a student stay on task and to complete the work that can be done within the given period

1. The teacher will model the visual flip chart use for the student by completing all the tasks as the student would in the inclusive classroom

 -When one task is complete, flip down the flap to cover that given task and continue on to the next

1. The student will execute each task and close the flap as each one is finished

 -If needed, the teacher and student can practice at the same time

1. The teacher can provide verbal prompts to help a student stay on task and to use the flip schedule properly within an inclusive classroom

**PRACTICE/EXTENSION:**

* The students can practice outside of the inclusive classroom, or within it

 -Graduated guidance, such as verbal prompts, can begin to be taken away; the student should be able to complete the flip schedule without any breaks

**EVALUATION:**

* Through observation within the inclusive classroom and written notes a teacher can monitor a student’s progress
* A teacher can assess progress with a checklist or rubric

**STRATEGY:**

* Using a memory game to help a student recognize the major events of a story’s plotline

**GOALS:**

* A student will be able to recall the major events of a story
* A student will arrange the major events of a story’s plotline in the order they occurred
* Student will previously have practiced how to use the memory game

**MATERIALS/ENVIRONMENT NEEDED:**

* The story/book currently being read
* Computer which has the software to use generated memory game
* Memory game either computer generated or used with teacher made tiles

 -The computer-generated game can be used with students who have severe motor limitations or auditory learners

 -There could possibly be an option for students to have a visual of the event as well as a written account

* Can be used in the inclusive classroom or within a contained environment

PROCEDURES:

1. The student will read to him or her self or read aloud the story currently being worked on.
2. The student will then recall what the major events of the story are by using the memory game.

 -The memory game will either be computer generated or having been typed out and made into strips that can be mixed up on a student’s desk to be put in the correct order

 -The teacher may use verbal prompting, such as asking questions about what clues in the sentence can help the student decide and recall the order events occurred in the story

1. If time allows it, have the student reread the story and to give the student a chance to change the order if they would like
2. Go over the order of events with the student

 -Ask questions such as “Why did you think this event occurred before this one?” or “How do you think the character felt at the end?”

EVALUATION:

* Concrete observation, and taking notes as needed to document student improvement or areas that can be further worked on
* If the teacher feels the student is ready to do the activity without any verbal prompt, to have the student complete the memory game without any verbal prompts