

Instructor: Barbara Powers

Road Map: **Course Title: Integrating Autistic and Multiply Disabled Nonverbal Communicators Into Classroom Activities**

The following Standards are addressed in this course.

NYS Student Learning Standards: ENGLISH LANGUAGE ARTS – Alternative (ELA)

Standard 1 - Students will read, write, listen, and speak for information and understanding

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Key Ideas: Communicating and Writing

Communicating and writing to acquire and transmit information requires asking questions, applying information from one context to another and presenting the information clearly.

Performance Indicators:

- Use nonverbal communication skills to convey information, needs and wants.
- Use verbal communication, including alternative communication systems, to convey information, needs and wants.
- Use written form to convey information, needs and wants.

and

National Educational Technology Standards and Performance Indicators for All Teachers(NETS)

PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.
- **TEACHING, LEARNING, AND THE CURRICULUM.**

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.
Teachers:

- o facilitate technology-enhanced experiences that address content standards and student technology standards.
- o use technology to support learner-centered strategies that address the diverse needs of students.
- o **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**
Teachers use technology to enhance their productivity and professional practice. Teachers:
- o use technology resources to engage in ongoing professional development and lifelong learning.
- o continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- o use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Week	Outcome	Activities	Assessment	Standards	Seat Time Equivalent
Week 1	<i>Outcome:</i> Participant will demonstrate ability to utilize the OLA course shell format.	<i>Activities:</i> Open and complete “Navigation Activities” and post required thread.	<i>Assessment:</i> Post response to “Navigation Activities”.	<i>Standards:</i> NETS – Productivity and Professional Practice-use technology resources to engage in ongoing professional development and lifelong learning.	30 minutes
	<i>Outcome:</i> Participant will be comfortable exchanging ideas and communicating on line.	<i>Activities:</i> Open “Introduction Activities” and post required thread.	<i>Assessment:</i> Post introductory information Read peer introductions.		30 minutes
	<i>Outcome:</i> Participant will understand the course objectives and requirements.	<i>Activities:</i> Complete reading of “Outcomes and Requirements Activities” and post required thread.	<i>Assessment:</i> Acknowledge-ment of reading of course Outcomes and requirements is posted.		30 minutes
	<i>Outcome:</i> Participant will be aware of the types of classroom programs and disabilities other participants are working with or plan to work with.	<i>Activities:</i> Participant will describe the type of classroom and the type of students they work with or plan to work with and comment to at least one other participant about similarities or differences in their of classrooms.	<i>Assessment:</i> Post description of classroom and type of students Post relevant comment to at least one peer	<i>Standards:</i> NETS – Productivity and Professional Practice- use technology resources to engage in ongoing professional development and lifelong learning.	30 minutes 15 minutes

<p>Week 2</p>	<p><i>Outcome:</i> Participant will list three ways that not being able to communicate verbally impacts the student's learning experience.</p> <p><i>Outcomes:</i> Participant will describe the nonverbal communication systems in use or proposed for future use in their program.</p>	<p><i>Activities:</i> Complete "Reading on Nonverbal Communication" and post a list of three ways that not being able to communicate verbally impacts the student's learning experience.</p> <p><i>Activities:</i> Participant will describe the nonverbal communication systems in use or proposed for future use in their program and comment to at least one other participant about the systems they are using.</p>	<p><i>Assessment:</i> Complete reading</p> <p>List of three ways learning is impacted is posted.</p> <p><i>Assessment:</i> Description posted and relevant comment to peer posted.</p>	<p><i>Standards:</i> NYS Standards – ELA- <i>Standard 1 - Students will read, write, listen, and speak for information and understanding,</i></p> <p>Key Ideas: Communicating and Writing</p> <p>Performance Indicators: Use nonverbal communication skills to convey information, needs and wants. Use verbal communication, including alternative communication systems, to convey information, needs and wants. Use written form to convey information, needs and wants. NETS – Planning and Designing Learning Environments and Experiences- apply current research on teaching and learning with technology when planning learning environments and experiences.</p> <p><i>Standards:</i> NYS Standards – ELA- <i>Standard 1 - Students will read, write, listen, and</i></p>	<p>30 minutes</p> <p>15 minutes</p> <p>30 minutes</p>
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	<p><i>Outcome:</i> Participant will investigate the ways nonverbal communication is used in the classroom.</p>	<p><i>Activities:</i> Complete reading on the ways nonverbal communication can be used in the classroom, post a list of at least three ways, and indicate one way that it might be or already is used in their classroom.</p>	<p><i>Assessment:</i> Complete reading Post list Provide example</p>	<p><i>speak for information and understanding,</i> Key Ideas: Communicating and Writing Performance Indicators: Use nonverbal communication skills to convey information, needs and wants. Use verbal communication, including alternative communication systems, to convey information, needs and wants. Use written form to convey information, needs and wants. NETS – Productivity and Professional Practice- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</p> <p><i>Standards:</i> NETS – Planning and Designing Learning Environments and Experiences- apply current research on teaching and learning with technology when planning learning environments and experiences.</p>	<p>30 minutes 15 minutes 15 minutes</p>
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<p>Week 3</p>	<p><i>Outcome:</i> Participant will recognize the differences between communication systems and be aware of the potential usefulness in the classroom setting.</p>	<p><i>Activities:</i> 1. Visit websites to examine the range of nonverbal communication systems from low tech to high tech. List one low and one tech system viewed with at least one feature of each system. 2. Complete reading on “Communication Systems” and post thread indicating types of communication systems they think might be effective in their setting or that are already in place there.</p>	<p><i>Assessment:</i> Explore websites Post list of one high and low tech system reviewed and a feature of each system. Complete reading Post discussion of type of communication system that might be effective in their setting.</p>	<p><i>Standards:</i> NYS Standards – ELA- <i>Standard 1 - Students will read, write, listen, and speak for information and understanding,</i> Key Ideas: Communicating and Writing Performance Indicators: Use nonverbal communication skills to convey information, needs and wants. Use verbal communication, including alternative communication systems, to convey information, needs and wants. Use written form to convey information, needs and wants. NETS – Planning and Designing Learning Environments and Experiences- apply current research on teaching and learning with technology when planning learning environments and experiences.</p>	<p>90 minutes 30 minutes 15 minutes 30 minutes</p>
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<p>Week 4</p>	<p><i>Outcomes:</i> Participants will learn about the Mayer-Johnson Communication symbols, Object Symbols, eye gaze boards, picture communication boards and voice output communication devices and their application to severely disabled students.</p>	<p><i>Activities:</i> Complete reading on “Nonverbal Communication Systems for Severely Disabled Students” and visit at least one websites to further explore nonverbal communication systems used with students with severe multiple disabilities. Summarize the relevance of the site that was further explored and post summary. Read peer postings and comment on a peer’s observations.</p>	<p><i>Assessment:</i> Complete reading</p> <p>Visit one website</p> <p>Post summary of the relevance of site that was further explored.</p> <p>Comment to peer</p>	<p><i>Standards:</i> NYS Standards – ELA- <i>Standard 1 - Students will read, write, listen, and speak for information and understanding,</i></p> <p>Key Ideas: Communicating and Writing</p> <p>Performance Indicators: Use nonverbal communication skills to convey information, needs and wants. Use verbal communication, including alternative communication systems, to convey information, needs and wants. Use written form to convey information, needs and wants. NETS – Planning and Designing Learning Environments and Experiences- apply current research on teaching and learning with technology when planning learning environments and experiences.</p>	<p>30 minutes</p> <p>75 minutes</p> <p>45 minutes</p> <p>15 minutes</p>
<p>Week 5</p>	<p><i>Outcomes:</i> Participants will learn about the Picture Exchange</p>	<p><i>Activities:</i> Complete reading on “Nonverbal Communication Systems for</p>	<p><i>Assessment:</i> Complete reading</p>	<p><i>Standards:</i> NYS Standards – ELA- <i>Standard 1 - Students will</i></p>	<p>30 minutes</p>

	<p>Communication System, the TEACCH model and other visual supports and their application to the autistic student.</p>	<p>Autistic Students” and visit at least one websites to further explore nonverbal communication systems used with students with autistic spectrum disorders. Post comment on relevance of the specific site that was further explored.</p>	<p>Visit one website</p> <p>Post summary of the relevance of site that was further explored.</p> <p>Comment to peer</p>	<p><i>read, write, listen, and speak for information and understanding,</i></p> <p>Key Ideas: Communicating and Writing</p> <p>Performance Indicators: Use nonverbal communication skills to convey information, needs and wants. Use verbal communication, including alternative communication systems, to convey information, needs and wants. Use written form to convey information, needs and wants.</p> <p>NETS – Planning and Designing Learning Environments and Experiences- apply current research on teaching and learning with technology when planning learning environments and experiences.</p>	<p>75 minutes</p> <p>45 minutes</p> <p>15 minutes</p>
<p>Week 6</p>	<p><i>Outcome:</i> Participant will create a lesson that utilizes at least one nonverbal communication system.</p>	<p><i>Activities:</i> Participant will create and post a lesson that utilizes at least one nonverbal communication system. Read other lessons posted.</p>	<p><i>Assessment:</i> Post lesson plan that incorporates nonverbal communication systems. Read other lessons.</p>	<p><i>Standards:</i> NYS Standards – ELA- <i>Standard 1 - Students will read, write, listen, and speak for information and understanding,</i></p>	<p>120 minutes</p>

	<p><i>Outcome:</i> Participant will evaluate course.</p>	<p><i>Activities:</i> Participant will complete course evaluation.</p>	<p><i>Assessment:</i> Post completed course evaluation.</p>	<p>Key Ideas: Communicating and Writing</p> <p>Performance Indicators: Use nonverbal communication skills to convey information, needs and wants. Use verbal communication, including alternative communication systems, to convey information, needs and wants. Use written form to convey information, needs and wants.</p> <p>NETS – Teaching, Learning and the Curriculum- Facilitate technology-enhanced experiences that address content standards and student technology standards. Use technology to support learner-centered strategies that address the diverse needs of students.</p> <p><i>Standards:</i> NETS – Productivity and Professional Practice- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</p>	<p>15 minutes</p>
					<p>15 hours</p>

