

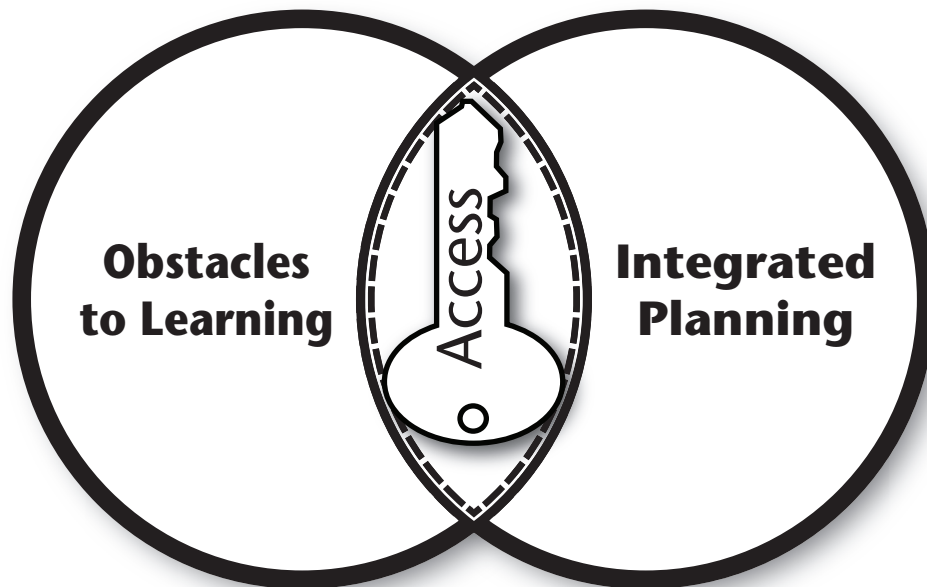
INTRODUCTION

The purpose of this book is to make your life as a school professional more structured, more effective, and easier when it comes to supporting students with special needs. Our team worked hard for several years to develop a lesson-planning model with you in mind. Whether you're a teacher, an administrator, or a clinician – and whether you're planning alone or in a team – *Lesson Plan a la Carte* can be an indispensable tool for supporting students with individualized education programs (IEP) and 504 plans. We know you have limited time in your busy schedule to prepare for lessons. This protocol will help you make the most of what little planning time you do have to ...

- modify existing lesson plans
- create new lesson plans
- author a specialized curriculum
- prep for a self-contained special education setting
- plan for integrating a student with special needs into your general education classroom (alone or with a co-teacher or para)
- prep solo for your class
- plan collaboratively with a team

Lesson Plan a la Carte not only helps you teach a well-designed lesson, it also guides you through a step-by-step process of creating an *integrated plan*, bringing together learning objectives *and* therapeutic supports your students need directly in your classroom. Moreover, the model provides your school or education agency with practical protocols for organizing and documenting modifications, specially designed instruction (SDI), and response to intervention (RTI), helping you to truly walk the talk of data-driven decision-making (DDD) as it is mandated in the reauthorized IDEA (2004). As this slim volume indicates, we don't want to add more to your plate; we want to make it simpler to manage.

What Is Integrated Lesson Planning?



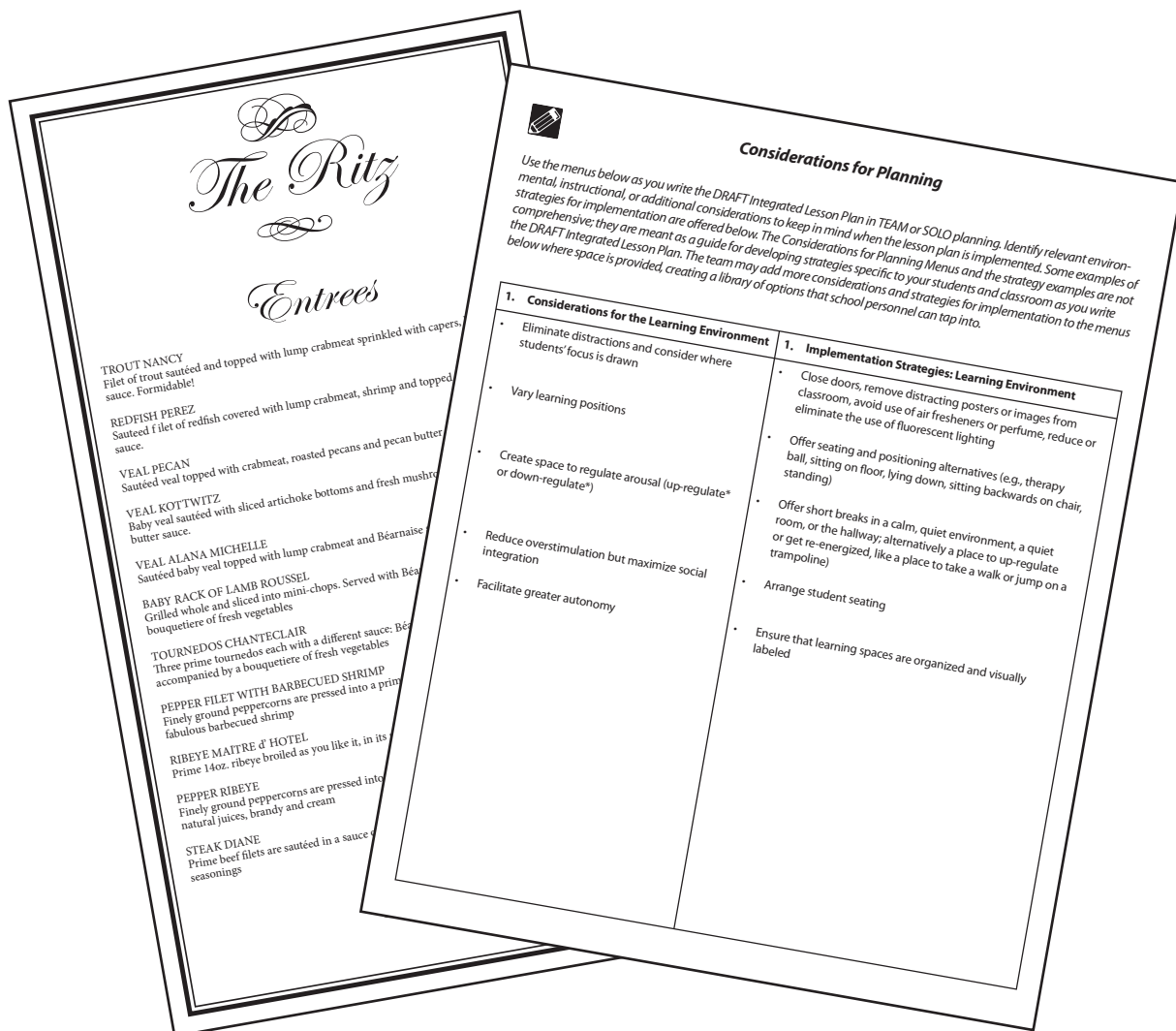
Integrated planning helps you overcome obstacles and provide access to learning.


If men are from Mars and women are from Venus, as the title of the famous self-help book by John Gray says, you might use the same words to describe teachers and clinicians. These two species often think, speak, and work differently in schools, and they often have divergent priorities and goals. *Lesson Plan a la Carte* integrates best clinical and educational practices into a plan that speaks a common language and aligns and focuses priorities, goals, and strategies.

Multiple worlds exist within the educational universe. Integrated planning happens when each of these worlds (teaching, clinical, administrative, etc.) has ready access to the perspectives and methods of the other, and most important, when all of the planning is directed toward one goal: removing students' *obstacles to learning* and replacing them with *access to learning*.

The *a la Carte* Concept and Its Authors

We called this book *Lesson Plan a la Carte* because we want you to think of it as a menu of possibilities. When you go into a restaurant and order a meal *a la carte*, you pick and choose from the menu whatever suits your particular tastes and needs. This is the fundamental concept of this lesson-planning model. As you use it, working alone or collaboratively with a team, you are guided through a system of menus that help you understand and pinpoint the particular needs of a student or a group of students. Then, following a template for writing a lesson plan or modifying one you already have, presto, you're ready to implement!




Lesson Plan a la Carte
TEAM Planning Step 3

Name: _____
 Date: _____
 Class/Teacher: _____
 Unit: _____

TEAM Lesson Plan

*Each person in the classroom receives a double-sided copy of this plan.

Date of Implementation: _____

INTEGRATED LESSON PLAN		
1. Name & Brief Description of the Lesson:		
2. Learning Objectives:	3. Therapeutic Target Areas:	

4. Implementation Activity	Supporting Materials	Lead & Team Supports

6. ASSESSMENT Date: _____

Rate the Lesson
 On a scale of 1 to 5, rate how you feel the lesson generally went.

1	2	3	4	5
poorly	okay	very well		

Notes: _____


Learning Objectives & Therapeutic Targets
 Were the Learning Objectives satisfied?
 no partially yes

Were the Therapeutic Target Areas addressed?
 no partially yes

Notes: _____

Considerations for Planning
 Were the Considerations for Planning successfully considered or implemented?
 no partially yes

Notes: _____


Lesson Plan a la Carte
SOLO Planning Step 1

Name: _____
 Date: _____
 Class/Teacher: _____
 Unit: _____

SOLO Draft Lesson Plan

Date of Lesson Implementation: _____

Lesson Author: _____

1. Name & Brief Description of the Lesson:
 7th-grade science lab: the germination of seeds; experiment setup

2. Learning Objectives:
 Students will learn to follow lab directions for setting up germination experiments. Students will draft designs for data tables to demonstrate data collection over time (a-week period), with at least 2 quantitative variables to be documented in the data tables. Students will understand and demonstrate the characteristics of qualitative and quantitative data and show examples in their data tables.

3. Obstacles to Learning: List specific problems in the classroom that might pose obstacles to learning.
 Even though her individual class work is good, Mary does poorly in labs when she has to collaborate with fellow students. She blurts out inappropriate remarks, interrupting class and other students.

4. Considerations for Planning: Turn to the Menu of Considerations for Planning. List any relevant items the team should do or keep in mind during implementation of the lesson so as to address the obstacles to learning in it.
 * provide an intensive or motivating experience
 * provide supports for group work
 * reduce sensory triggers in the environment

5. Implementation Strategies: For each item you listed as a Consideration for Planning, provide details on how you will integrate these considerations into the lesson plan.
 * delegate construction of data tables to Mary as a task in her group; appeal to her strength/interest in tabulation, lists, and data
 * develop a list of scripts for "making suggestions" to a team
 * Assign Mary a screening role for lab materials. Ask her to collect data on demands, sensory qualities, etc. Then present a brief overview to the class.

6. Supporting Materials: If implementation of the lesson will require supporting materials, list them here. Supporting materials might include: emotion charts, graphic organizers, objects, Power Cards, etc.
 seed germination kits (seeds, paper towel, jar, plastic baggies, soil, paper cups, colored light bulbs); scripts for "making suggestions" to a team member; descriptions of lab roles and responsibilities

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While founding a school for middle and high school students with Asperger Syndrome and related conditions, Valerie Paradiz (co-author of this book) witnessed what seemed to be a recurring problem: Although many students were capable of learning and reaching specific academic goals, a variety of

obstacles to learning prevented or slowed their progress, sometimes unnecessarily closing doors to important avenues for further learning and success. In response, Dr. Paradiz devised a menu-based model with the vision of finding a straightforward method for educators to integrate learning objectives with therapeutic supports and necessary modifications right in the classroom, and to be able to do so whether they were working alone (e.g., as a solo teacher in a general education classroom) or as a team (e.g., as a case study group, a co-taught class, or in teacher/clinician collaborations). Her goal was to address social, environmental, and communication challenges that block kids' access to academics and other learning.

The result of these efforts, *Lesson Plan a la Carte*, has since been successfully piloted in a variety of private and public, self-contained and integrated, classroom settings under the guidance of all the co-authors. Sarah Olivieri, a specialist in humanistic multicultural education, helped develop the model with a focus on benefiting *all* students in a classroom, whether they have an IEP or a 504 plan or not. She is also the ace designer of all the tools and menus you'll soon be putting to use. Todd Germain, who has worked as both an occupational therapist (OT) and a clinical social worker in schools and private practice, provided the clinical underpinnings for this book. One of his chief aims was to help families and schools avoid the pitfalls of squandering precious resources by providing alternatives to extensive (and often expensive) outside testing and support services. In Todd's experience, this approach to supporting students outside the school environment rarely translates into plans that involve and benefit children directly in their school.

In practice, *Lesson Plan a la Carte* has proven itself in a variety of settings. Jessica Lally, director of curriculum at LearningSpring School of New York City, describes how the model has influenced her organization, an elementary and middle school for students with autism spectrum conditions:

When you walk into a classroom where the Lesson Plan a la Carte model is being used, you see and feel the difference compared to a classroom where it's not present. Staff know just what to do and when. Instructional adaptations for one or more students are crystal clear and implemented in a way that naturally blends academic learning with therapeutic support.¹

Schools and programs such as LearningSpring, the Cooke Center for Learning and Development,² and the Open Center for Autism³ have implemented *Lesson Plan a la Carte* systemically in their programs for development of original curricula, as well as modification of pre-existing and state-mandated curricula. As you learn to use this model, you'll have many opportunities to read tips and testimonials from staff schools and programs like these, who have actively used the *a la Carte* tool each day with efficiency and success.

¹ Jessica Lally, MA, director of curriculum, LearningSpring School, New York, New York, in an interview on August 6, 2010 (www.learningspringschool.org).

² The Cooke Center for Learning and Development is comprised of a network of elementary, middle, and high schools (K to age 21) for students with a broad range of developmental disabilities. It is the largest provider of inclusion services in New York City (<http://www.cookecenter.org/>).

³ A non-profit organization in upstate New York formerly directed by Sarah Olivieri, the Open Center for Autism offered a variety of after-school and camp program options for students with autism spectrum conditions by developing original curriculum using the Lesson Plan a la Carte system.

Common Challenges for Educators

Teachers, clinicians, and administrators are being asked more frequently than ever before to respond to students with an increasingly complex set of needs and behaviors. You are asked to address sensory, motor, language, and communication issues, as well as manage the social-emotional needs of students, all while trying to differentiate learning and meet curriculum mandates. Add to this the demands of documenting intervention fidelity (through RTI or other protocols), and you might find yourself in over your head. Take, for example, a school counselor who is leading a social skills group. In this instance, intervention fidelity would have to extend to the classroom as well, where the teacher must plan his lessons in a way that integrates the counselor's goals, objectives, strategies, and methods with his own learning objectives. Expectations such as these increasingly present greater demands on educators.

Professional Isolation

Over the years, research has shown that traditional “push-in” and “pull-out” interventions alone are insufficient to address the obstacles to learning and complex needs of students in today's school environment.⁴ Pull-out methods take students out of other important curricular activities, require kids to generalize learning across contexts, and create a disorganizing effect on classroom schedules and small-group instruction. Push-in services can also create dynamics that are difficult to resolve. The following is an excerpt from a consultation with a teacher and a clinician working in a self-contained science class that may ring a bell with you.

Over the years, research has shown that traditional “push-in” and “pull-out” interventions alone are insufficient to address the obstacles to learning and complex needs of students in today's school environment.

Ms. Johnson, a speech-language therapist, teaches a push-in lesson for Ms. Aaron's ninth grade science class. Ms. Johnson establishes a Language Concept of the Week lesson that Ms. Aaron, in the beginning, is enthusiastic about, thinking that her students might benefit from a closer examination of the meaning of abstract concepts in her curriculum.

One day in class, the speech therapist presents a lesson on the term to observe, a concept she feels should be appropriately understood in a science class. However, the classroom teacher is confused. In her mind, the timing of the Language Concept of the Week is all off, since student observations of scientific results or experimental effects in a lab aren't central to her learning objectives at this point in the unit. The result: The science teacher is left with the feeling that the push-in speech service “takes away precious lesson time.” In response, Ms. Aaron decides to ask Ms. Johnson to present a lesson on the concept and use of rubrics, since the class will be using rubrics in the upcoming week to organize data. However, the speech therapist feels this is not an appropriate therapeutic role for her. “Teaching rubrics,” she says, “is neither my area of expertise nor something I'd feel comfortable doing.”

⁴ Case-Smith, J., & Holland, T. (2009). Making decisions about service delivery in early childhood programs. *Language, Speech, and Hearing Services in Schools, 40*, 416-423.
Murawski, W. W. (2010). *Collaborative teaching in elementary schools: Making the co-teaching marriage work!* Thousand Oaks, CA: Corwin.

Clearly, this is a case of neither of the two professionals finding a way to integrate her objectives in a lesson, with the result that each feels being “put upon” and misunderstood. Indeed, many professionals in schools find themselves isolated from the very colleagues who could be useful to them in problem-solving classroom challenges, due to the training and experience that creates the Venus and Mars worlds we spoke of earlier.⁵

Reports of a different type of professional isolation come from general education teachers who express feeling overwhelmed by the demands of integrating a student with special needs into their classrooms with limited or no access to clinicians and without adequate professional development.

Mr. Shore, a high school biology teacher, has a student named Mary in his ninth-grade general education class. While Mary is very bright and gets a nearly perfect score on all her assignments and tests, she is very disruptive in the classroom, blurting out inappropriate remarks, particularly during labs or group work (“Someone stinks in here.” “Turn off that light. It hurts my eyes!”).

When Mr. Shore speaks with Mary about her behavior, she seems to understand that her remarks in class are inappropriate and that they distract Mr. Shore and others from the current activity. Mary apologizes and promises not to do it again, but she still cannot seem to stop herself. Mr. Shore has run out of ways to get through to Mary. When she interrupts, he asks her to leave the room and go to the counselor’s office. He is fed up with having her in his class.

Here is a case of a general education teacher who does not have access to simple OT strategies that he could implement easily and directly in the classroom. Additionally, Mr. Shore doesn’t have time in his busy day to seek out the school district’s OT, whose schedule is limited on his campus. In fact, he may not even know that Mary’s challenges are sensory-based because he hasn’t had the professional development training necessary to inform him about how sensitivities to light, or even smell, can become obstacles to learning for many students with special needs.

Limited Time for Lesson Planning and Documentation

Another significant challenge that educators must deal with daily is the limited amount of time we have to prep for class, and do it well. Let’s face it, as educators supporting children with IEPs or 504 plans, we find ourselves so busy tracking goals, modifications, and related services to be sure we’re fulfilling state and federal requirements that clerical demands sometimes seem to consume our day. In all honesty, having to use up our precious planning time to be sure we’re crossing every bureaucratic “t” and dotting every red-tape “i” sometimes seems to impede our ability to genuinely support our students.

Finally, even if we do have the necessary planning time, we often have no protocol in place for creating the kind of *integrated lesson plans* we dream of: Lessons that are individualized for a student, a particular group of students, or an entire classroom and that address obstacles to learning in real time right in the classroom. What we teach is important, but HOW we teach it is all the more important. If we are

⁵ To peek ahead and see a fully developed integrated lesson plan for a science class using the Lesson Plan a la Carte model, see pages 52-53.

to fulfill federal mandates for data-driven decision-making regarding a student's ongoing progress and educational plan, we need a real method for it – one that we can rely on, that helps us fuse learning objectives with therapeutic supports and accommodations, that addresses professional isolation in our schools (whether we are planning as teams or alone!), that produces consistent documentation of the complex learning activities we design, and that ultimately validates the way we aspire to teach each day we show up for work. This is where *Lesson Plan a la Carte* comes in.

“When I use this planning method, it doesn’t mean I have extra busy work. It’s the kind of classroom tool you have and you use, and it serves your documentation purposes.”

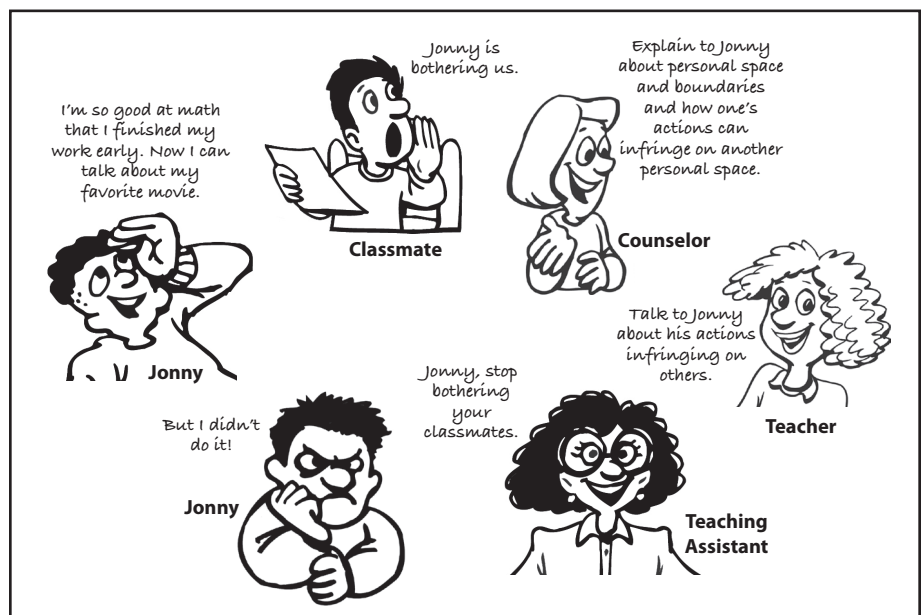
Michelle DeFelice Haverly, MS,
Special Educator, NYSUT Trainer
and Content Developer

The Telephone Game

Remember the telephone game? You probably played it as a child. First one child whispers a short sentence into another child's ear. That child then turns and whispers it to another child. That first utterance gets passed from one person to another the same way, but by the time the message has passed through a dozen people, it has become so different from the original that it has everyone giggling hysterically. You're probably thinking, "Oh yeah, I remember that game. But what does it have to do with lesson planning?"

This game illustrates the humor of human communication when it breaks down, but it also demonstrates the negative effects of isolation. There is no way in this game to enrich one's understanding through feedback from others, no spirit of interdependence by which members of the group support and are empowered by each of the other members. As far-fetched as it might seem, it's not a stretch to imagine a similar scenario in a school.

For example, imagine an incident involving a student with a pattern of disruptive talking. Another student tells a para-educator about it, who in turn tells the lead classroom teacher. Attempting to follow the instructions of a counselor, the teacher asks the teaching assistant to talk to the student about respecting the personal space of others. When the teaching assistant intervenes with the student, the student indignantly calls out, "I didn't do that!"



What the teaching assistant in this scenario doesn't know is that this student has difficulty with self-monitoring and reading social cues, and so he doesn't see his own behavior as disruptive. What the counselor doesn't know is that this behavior tends to happen during math and science. What the teacher doesn't catch is that the behavior tends to occur when the student has finished his work far ahead of the other students. The intervention, which ends up sounding something like, "stop bothering your classmates," is a far cry from what the counselor might have intended. This is because there hasn't been an opportunity to bridge professional perspectives and share strategies within the educational team.

Further, while we strive to foster the capacity for independence, and ideally interdependence, among our students, that goal may only be realized to the degree that interdependence has been achieved among ourselves as educational team members.

Put differently for those who don't plan in teams but are working solo in their classrooms or clinical offices: If we don't have easy avenues of accessing perspectives other than our own, we might be playing the worst kind of telephone game of all – with only one player. That's a lot of pressure for solo planners. Or worse, maybe we don't even know how alone we are because we have no input or feedback from other professional perspectives ... many general education teachers find themselves in this situation every day.

The Fork in the Road: Two Possible Scenarios

One of the first and most vital steps in integrated lesson planning is to engage in structured sharing of professional perspectives. Whether you are creating/modifying lesson plans and curriculum alone or with a team, *Lesson Plan a la Carte* helps bridge the gaps discussed above and bring multiple perspectives into play as you develop a lesson. All it takes is a little shift in how you approach your planning, and some simple protocols to assist you with that. Consider the team planning example below, keeping in mind that if you are planning solo, without team support, your time will come, so please read on!

Paul is a seventh grader with ASD in a general education classroom. He has been sent to the office for disciplinary actions several times for "correcting the teacher" and being "generally rude." Paul is given an in-school suspension, and a school counselor devises a behavior plan that reinforces positive behaviors and provides for consequences for negative behaviors. Paul tries hard, and for a while the number of referrals to the office for him diminish.

Based on this example, one could say that the intervention was effective from a behavioral perspective – one might even assert that this is what really matters. But what has Paul really learned? Have his needs really been met? Or are there underlying issues still standing as obstacles to his learning in the

Now that our teams are using Lesson Plan a la Carte regularly, everybody agrees that it really does help organize their thoughts and their planning. It points us in a better direction before we even begin to implement a lesson.

Jessica Lally, MA, Director of Curriculum, LearningSpring School, New York City

classroom? However, there are two issues that we need to take a look at. What has the teacher learned about the counselor's take on this child? And what has the teacher learned about responding to the social-emotional needs of students in general? What has the counselor learned about how this teacher understands this student in the context of the classroom and students' behavior in general? How have these two professionals grown and enriched each other through this encounter? Now, let's rewind and see the difference.

Paul is a seventh grader with ASD in a general education classroom. He has been sent to the office for disciplinary actions several times for "correcting the teacher" and being "generally rude." A team consisting of the teacher, counselor, and speech-language therapist creates a series of lesson plans that integrate the counselor's sense of Paul as having difficulties with perspective taking, the speech-language therapist's understanding of Paul's pragmatic language difficulties, and the teacher's sense that Paul is socially isolated in the classroom and struggles in large-group formats. As a result of this team planning, the teacher puts an emphasis on small-group instruction, clarifies and highlights Paul's role among his peers, and makes explicit expectations of his behavior during the lessons using language he understands.

Aside from the question of efficacy, the point here is that this teacher has learned a great deal about perspective-taking and pragmatic language skills, and the clinicians have learned about the social dynamics and language demands of this classroom, not to mention how teachers view and respond to those dynamics. These professionals can now apply what they have learned in future encounters with similar students and related issues. Not only is their sense of isolation and professional stagnation reduced, they have also built a foundation for a proactive system that addresses academic, social-emotional, and behavioral obstacles to learning.

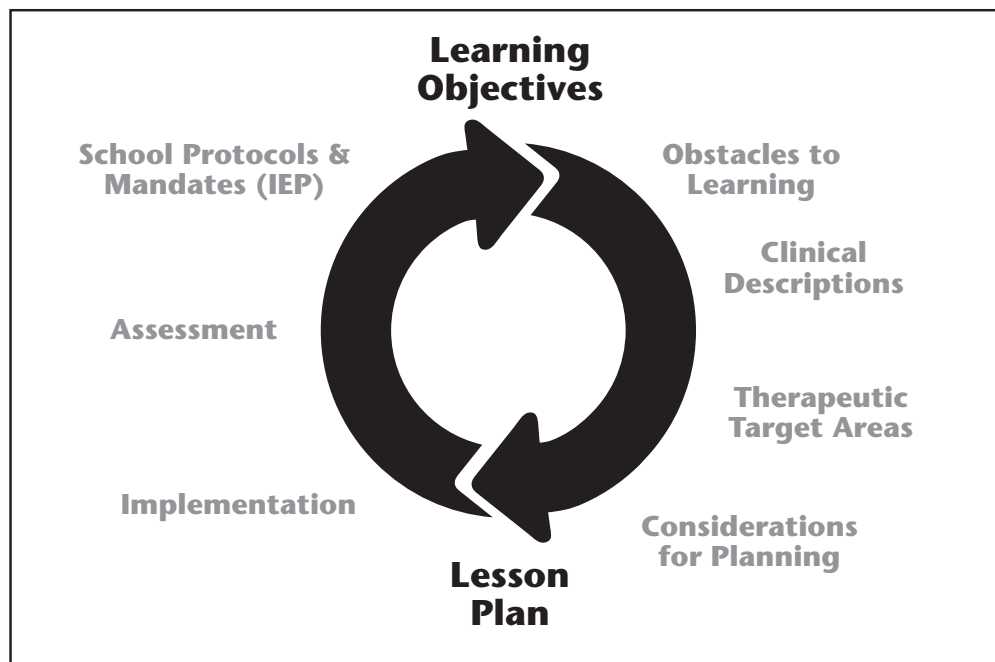
Benefits of *Lesson Plan a la Carte*

In summary, there are some significant challenges when it comes to planning integrated lessons for students with special needs. *Lesson Plan a la Carte* is here to help make the process clear and efficient for you or your team while addressing common challenges observed in classrooms. In the upcoming pages of this manual, we'll provide you with

- An introduction to key concepts in integrated lesson planning
- A clear, step-by-step planning protocol that's efficient and effective
- Guided worksheets for writing original integrated lesson plans or curricula
- Guided worksheets for modifying existing lesson plans to make them more integrated
- Methods for identifying a student's, group of students', or classroom's particular obstacles to learning
- Inventories of strategies to support your lesson-planning process, with the goal of providing students access to learning
- Protocols for conducting purposeful, organized team meetings

- Templates for documenting and substantiating instructional practices
- Follow-up lesson plan assessments that include both qualitative and quantitative data collection
- Additional assessment options for your internal or state-level documenting and reporting needs
- Opportunity to build a library of integrated lesson plans for your greater school community

As you proceed to the next chapters of this book, you will learn key concepts to get you thinking about, and perhaps redirect, your approach to lesson planning. Then, we'll provide you with the hands-on tools you need to get started creating integrated lesson plans!⁶



The Steps of the Lesson Plan a la Carte Process

⁶ *The Ziggurat Model Release 2.0* (Aspy & Grossman, 2012) and the *Comprehensive Autism Planning System (CAPS)* (Henry & Myles, 2007) are complementary resources that address these same challenges from different points of departure (not strictly lesson planning) (see Appendix A).

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