

CLASS 002

MR. OSCAR CASALLAS

SPECIALIZED EDUCATION TEACHER

MS. POTA KATAGAS

BEHAVIOR TECHNICIAN

A little bit about us..

Oscar Alexander Casallas (teacher, husband and father of 2 boys), 8 years of experience in the special education field. CPI trained.

- B.Ed. majored in foreign languages, UPTC.
- Certificate in Inclusive Education , McGill University.
- Second year student of M.Ed. in Educational Psychology, McGill University.

Panagiota Katagas (Pota):

- Autism Behavior Technician (25 years experience).
- B.A. double major in Child Studies and Psychology, Concordia University.
- CPI trained, various courses to keep advancing with new theories and techniques.

Content

1. Our class profile.
2. Classroom structure.
3. Class communication system (Google Classroom and Agenda).
4. Class curriculum and instruction delivery methods.
5. Adapted and modified curriculum.
6. Schedule.
7. Homework.
8. Social skills program & reward system.
9. Integration.

1. Our class profile.

Type of class: Multi-level class of 6 high functioning ASD children with challenging behaviors following an adapted or modified curriculum.

Students: 1 in 3rd grade, 1 in 4th grade, 1 in 5th grade, 2 in 6th grade.

Staff: Mr. Oscar (Special ed teacher)

Ms. Pota (Behavior technician)

Ms. Rossy and Ms. Samantha (lunch monitors)

Ms. Amanda (Science & technology teacher)

Mr. McCarthy and Mr. Sokalski (P.E teachers)

Ms. Sue (Dance teacher)

2. Classroom structure.

Different rooms for different purposes:

- A. Classroom OR Green room (ready to learn room).
- B. Stimulation room OR Yellow room (take a break or release some energy) .
- C. Sensory room (Calming room)
- D. Dark room OR Red room (de-escalation room).

3. Communication system.

1. Parents-teacher communication will be held via paper agenda and google classroom.
2. Phone calls and video conferences will be held when necessary.

Please sign or give me a thumb up every time you read my messages.



4. Class curriculum and instruction delivery methods.

- **UDL**= Universal Design for Learning

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's strengths and needs.

- Curriculum adaptations and accommodations (See slide #13 for details).
- Differentiated instruction (one- on -one when possible).
- Solid class structure (visual schedule, social skills program, reward system).

Teacch Method

TEACCH is centered on five basic principles:

1. Physical structure: refers to individual's immediate surroundings. Daily activities, such as playing and eating, work best when they are clearly defined by physical boundaries.
2. Consistent schedule: Class schedule written and displayed on the board at all times.
3. Solid work system: To establish expectations and activities that promote independence.
4. Routine: This is essential because the most important functional support for autistic individuals is consistency.
5. Visual structure: This involves visually-based cues for reminders and instruction when needed.

The cross curricular competencies

To be evaluated in the three terms as follows. Grades 3 to 6:

TERM 1	TERM 2	TERM 3
To Communicate Appropriately.	To Cooperate with Others.	To Communicate Appropriately. To Adopt Effective Work Methods.
To Adopt Effective Work Methods.	To Exercise Critical Judgment.	To Cooperate with Others. To Exercise Critical Judgment.

ADAPTATIONS AND MODIFICATIONS

5.

Definition of Adaptations: Adaptations are a description of the changes in general and special education that are needed for the student to meet his/her goals and objectives. This includes accommodations or modifications to the general and special education programs, supplemental aids (including assistive technology) and/or supports from school personnel to meet the needs of the student.

Adaptations *do not* change the rigor or expectations to the curriculum at the student's grade. Adaptations include changes like:

- additional time to complete assignments or tests
- oral test
- oral reports
- preferred seating
- changes in presentation of lessons such as oral and printed directions
- tests read

Modifications *do* change the rigor or expectations and should be made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance. Examples of modifications include:

- individualize expectations or materials for an activity
- assigning different tasks or expectations for assignments
- grading (modifications, pass/fail, open book tests)
- alternative assignments
- modified tests
- modifications to the discipline policy
- open book test

Province and School Board Wide Assessments

An important and special form of adaptations are accommodations or modifications to Province and School board wide assessments.

Accommodations: Since accommodations do not change the expectations or rigor of the task they do maintain the validity of the testing. Typically accommodations fall within the following categories:

- Presentation which include having directions read, large print test booklets or brailled tests
- Response accommodations include writing in the answer book or dictating answers
- Setting which would include small group or individual testing
- Timing which includes breaks in testing, expanded time

Modifications: Modifications to Province and School Board Wide Assessments do change the rigor. Modifications of School Board wide tests could include administering only a portion of the assessment.

6. Class schedule.

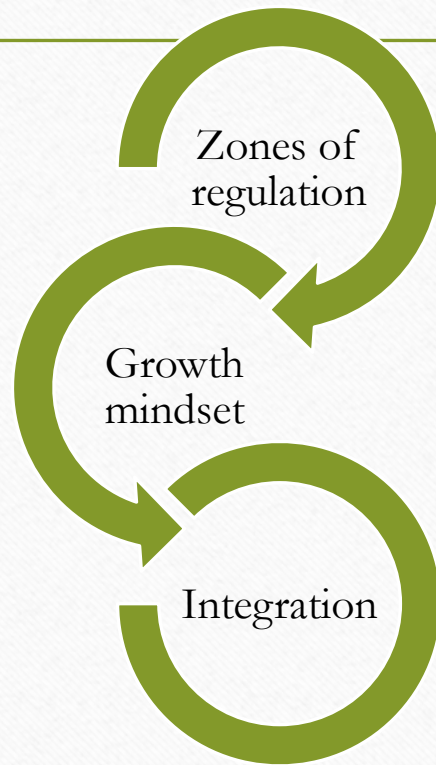
Time	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:05 Entry	5	Entry	Entry	Entry	Entry	Entry
9:05-9:15	10	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Phys.Ed
9:15-9:25	10	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Phys.Ed
9:25-9:35	10	Social Skills	Math	Social Skills	ELA	Phys.Ed
9:35-9:45	10	Social Skills	Math	Social Skills	ELA	Phys.Ed
9:45-9:55	10	ELA	Math	Social Skills	ELA	French i-Pad
9:55-10:05	10	ELA	French i-Pad	French	French	French i-Pad
10:05-10:15	10	ELA	French i-pad	French	French	French i-Pad
10:15-10:25	10	SNACKS	SNACKS	SNACKS	SNACKS	SNACKS
10:25-10:35	10	SNACKS	SNACKS	SNACKS	SNACKS	SNACKS
10:35-10:45	10	Phys.Ed	SNACKS	SNACKS	Social Studies	Math i-pad
10:45-10:55	10	Phys.Ed	DANCE	ART	Social Studies	Math i-pad
10:55-11:05	10	Phys.Ed	DANCE	ART	Social Studies	Math i-pad
11:05-11:15	10	Phys.Ed	DANCE	ART	Social Studies	Math i-pad
11:15-11:25	10	SENSORY	SENSORY	SENSORY	SENSORY	SENSORY
11:25-11:35	10	SENSORY	SENSORY	SENSORY	SENSORY	SENSORY
11:35-11:45	10	Math	ELA	Math	Math	ELA
11:45-11:55	10	Math	ELA	Math	Math	ELA
11:55-12:05	10	Math	ELA	Math	Phys.Ed	ELA
12:05-12:15	10	ART	ELA	ELA	Phys.Ed	Social Skills
12:15-12:25	10	ART	Meditation	ELA	Phys.Ed	Social Skills
12:25-12:35	10	ART	Meditation	ELA	Phys.Ed	Social Skills
12:35-12:45	10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45-12:55	10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55-1:05	10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:05-1:15	10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15-1:25	10	LUNCH	LUNCH Reward System Reward System	LUNCH	LUNCH	LUNCH
1:25-1:35	10	Reward System	Reward System	Reward System	Silent Reading	MOVIE
1:35-1:45 k-1 recess	10	Reward System	Reward System	Reward System	Silent Reading	MOVIE
1:45-1:55	10	Silent Reading	Silent Reading	Silent Reading	Silent Reading	MOVIE
1:55-2:05	10	Silent Reading	Silent Reading	Silent Reading	Reward System	MOVIE
2:05-2:15 2-3 recess	10	French	Spelling Bee	French Spelling	Reward System	MOVIE
2:15-2:25	10	French	Spelling Bee	French Spelling	YOGA	MOVIE
2:25-2:35	10	RECESS	RECESS	RECESS	RECESS	RECESS
2:35-2:45	10	RECESS	RECESS	RECESS	RECESS	RECESS
2:45-2:55	10	Math i-Pad	SCIENCE & TECHNOLOGY	Math i-Pad	DANCE	SCIENCE & TECHNOLOGY
2:55-3:05	10	Math i-Pad	SCIENCE & TECHNOLOGY	Math i-Pad	DANCE	SCIENCE & TECHNOLOGY
3:05-3:15	10	Reward System	SCIENCE & TECHNOLOGY	Math i-Pad	DANCE	SCIENCE & TECHNOLOGY
3:15-3:25	10	Reward System	SCIENCE & TECHNOLOGY	Reward System	Reward System	SCIENCE & TECHNOLOGY
3:25-3:35	10	Reward System	SCIENCE & TECHNOLOGY	Reward System	Reward System	SCIENCE & TECHNOLOGY
3:35-3:45	10	Reward System	SCIENCE & TECHNOLOGY	Reward System	Reward System	SCIENCE & TECHNOLOGY

7. Homework

Homework will be sent based on the student's needs, and their working pace in class.

- Math or English homework will be sent on a weekly basis (paper or virtual).
- Spelling homework and tests will be introduced during the second term.
- Any unfinished work will be sent as homework at the end of the day and its due the next day.
- Personal books and library books are used for our silent reading periods.

8. Social skills programs & reward system.



Reward system:

- Students accumulate points throughout the day for expected behavior and their work done during each period.
- Students might redeem their earned points during lunch time, and 15 minutes before school dismissal by choosing among the following:
- Computer or Ipad time
- Boardgames or building blocks
- Free drawing

9. Integration

A student can be considered a candidate for integration when he :

1. Shows active listening skills during teaching instruction.
2. Follows directions the first time.
3. Works quietly without disturbing others for an entire period.
4. Shows respect for teachers, peers and school property at all times.
5. His working pace is equal or higher to the rest of the students in the mainstream class.

We appreciate your support and
engagement at all times. Thanks for
working together with us.

The end.