

Adapting Curriculum for Secondary Students...and Some Other Stuff

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Purpose

- Students 3 or more grade levels below peers
- Students with significant needs
 - Autistic
 - Severe behaviors
 - Non-readers
- Classes taught in the Interrelated Classroom

English Language Arts

Reading:

- Leveled readers - high-low books
 - High Noon books offers a variety of levels and topics.
 - Includes fiction and nonfiction texts



Shadow Lands Level 1: Thirst
Lilly and David are vampires. That's a hard secret to keep, especially when you're pretending to be normal high school kids. Lilly is really 200 years old. David is 18, but his old friends don't know he's a new vampire. Will Lilly and David be able to keep their secret?
([More information/components](#))



Shadow Lands Level 2: Coven
Jane, Grady, Tamsin, James, and Emily are witches. They meet at Coven House to practice magic, and to stay safe, and keep others safe from the Dark Ones. The Dark Ones are witches, too. They want power, and they will do anything to get it.
([More information/components](#))

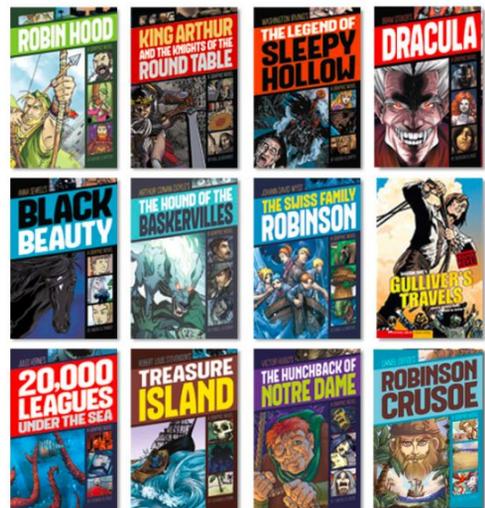


Shadow Lands Level 3: Blackwings
Shadow Demons are attacking. Can the teenage Blackwings stop them?
([More information/components](#))

English Language Arts

Reading:

- Graphic novels:
 - Allows non-readers to comprehend texts
 - Variety of topics including fiction, nonfiction, and informational texts .



English Language Arts

Reading:

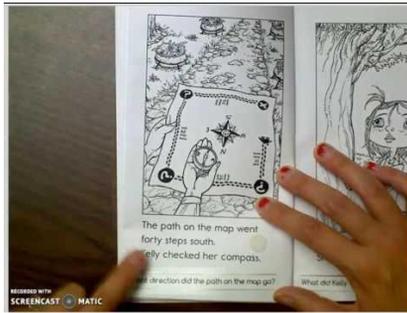
- Audiobooks/digital read aloud:
 - Students can access texts independently
 - Offered from the Kansas State Library for free.



Highly Adapted English Language Arts

- Take readers and adapt for low-to-non readers
 - Printed from Reading A-Z
 - Generate simple questions that can be answered with picture icons
 - Tape to bottom of page
- Record videos of reading (story or passage) with Screencastomatic
 - Upload to google classroom
 - Email to the students
- Students complete independently and turn into a finished box

Examples of Highly Adapted Reading Material



English Language Arts

- Supplement with online resources
 - www.adaptedminds.com
 - www.ixl.com
 - www.readworks.org
 - www.readtheory.org (track reading levels)
 - www.easycbm.com
 - <https://www.nationalgeographic.org/education/explorer-magazine/signin/>
 - www.firstbook.org
 - www.readinga-z.com
 - <https://screencast-o-matic.com/>

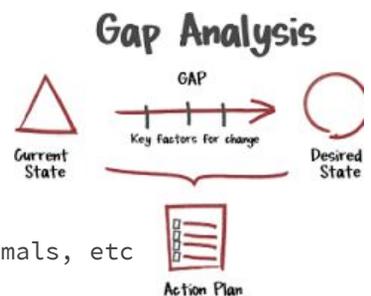
Math

- We go two directions
 - Math Study Skills
 - Functional Math Classes based on student levels
 - Adapted Algebra I
 - Functional Math - money, cooking, etc



Math Study Skills

- Student gap analysis
 - Drill down to missing skills - fractions, decimals, etc
 - Typically use these to write your IEP goals
- Short lessons to reteach skills
 - Supplemental materials or extra practice
- Tend to jump around based on skills - no sequential order typical of a math class
- We use KEYMATH
 - Test students on skills and run recommended workbooks to fill in missing gaps



Adapted Math Classes

- Works for individual students or small groups at a similar level
- Work off a curriculum
 - Could be one used by the school or your own
 - We pull to best suit the needs of our kids
- Sequential order of skills taught
- Daily reinforcement and assessments



Math

- Purchased curriculum
 - ProEd-PCI Pre-Algebra
 - Very basic
 - Good review
 - Lacks extended practice - will need to supplement
 - Intervention books that support your school's curriculum
 - Typically given to your math team
 - Already purchased



Math

- Students significantly below level
 - Drill down to grade level
 - Aims-Web
 - Key Math
 - Ask elementary school for grade level resources
 - We use 3rd & 4th that our elementary school got rid of
- Drops in a Bucket
 - Pre-primer - fifth grade
 - Repeated skill practice
- Mountain Math
 - Repeated skill practice for the whole year
 - Change weekly



Math

- Supplement with resources available online
 - www.prodigygame.com
 - www.adaptedmind.com
 - www.ixl.com
 - www.commoncoresheets.com
 - www.education.com (math and reading)
 - www.math-drills.com
 - www.mathseeds.com
 - www.abcya.com
 - www.easycbm.com (assess and progress monitor)



Social Studies & Science

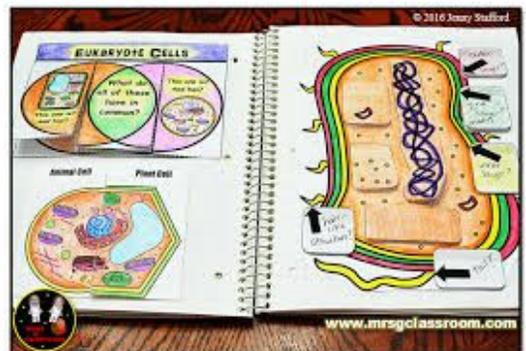
- Rarely do we pull from the classroom
- Guided notes based on student level (we have 4 levels that we use)
 - [Level 1](#)
 - [Level 2](#)
 - [Level 3](#)
 - [Level 4](#)



Social Studies & Science

Science

- Use of interactive notebooks
 - Used with general education students
 - Modify with our own pages if needed
 - Very user friendly
 - Help students stay organized
- Our Biology teacher is very willing to work with our kids
- We don't have to do a lot



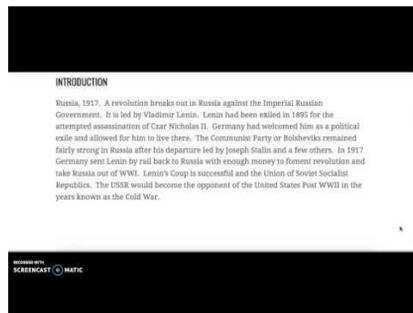
Social Studies & Science

Social Studies

- Use interactive notebooks when we have a functional or adaptive class in the resource room
- Follow general outline of general education class but do not do the same activities
- Government - We the People textbook (I have all three levels)
- Liberty Kids - dvd cartoon series on American Revolution

Supporting Students in the General Education Classroom

- Read aloud
 - Rarely to we read to our kids
 - We don't have time
 - Make them use the tools they have
 - Computer
 - Ipod
 - Friend
 - Pre-record reading assignments
 - Great for when you are gone!



Adapting Curriculum for Student with Significant Behaviors

- Make interventions part of the subject area
 - YOGA - research topic for student
 - Read articles on how yoga is helpful for anger issues and managing stress
 - Provided opportunity for student buy in
 - We selected articles that specifically stated it was helpful
 - Put into practice daily and include time for self reflection
 - Self reflection - crucial to do when student was very upset or angry
 - We did yoga no matter what!
 - Later changed yoga to meditation - noticed a difference in results

Yoga Resources

- Fightmaster Yoga - youtube
- The Honest Guys - youtube
 - Meditation
- Cosmic Kids
 - Great for the lower level



Zones of Regulation

- Worked in with yoga research
- Placed emphasis on recognizing when leaving green zone
- Go to safe zones and do breathing or yoga exercises
- Put visuals on all doors leading outside to stop running

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Students with Significant Behaviors

- Acknowledge that anger is an appropriate feeling
- How you handle that anger is the challenge
- As a role model - verbalize your own feelings
 - Often they do not realize you are upset - they don't read verbal cues
 - Explain why you are upset
 - Model how you handle it.
 - "I am upset because _____ and I need to take a break to calm down. Please let me be alone for 5 minutes and then we will talk."

Apps We Use...

Attainment Apps

- Social Success
- Personal Success
- Community Success

Do not use if your student gets frustrated easily!!

- There is a long load time and it can set them off!
- Results - better hygiene practice!



Apps We Use...

Stop Motion

