Every Second Counts: Embedding Functional Learning Throughout the School Day

Presented by: Lindy McDaniel, lmcdaniel5@kumc.edu
Where to Begin?

It’s Not About the Academics!
It's about Teaching Learning to Learn Skills

- In seat behavior
- Time on task
- Joint attention and joint engagement
- Being a part of a group
- Following directions
- Complying with rules and expectations
- Communicating
- Manage emotions and self-regulation
- Delayed gratification

Day One...
Start with the students' current skill set and what they are successful with to create progress.

Day 8. . .

After Discovering What the Student was Successful With and Interested In
Teach One on One or in Small Groups... then Move Skills to Larger Group Settings.
For Example. . .

* You can view direct instruction at considerateclassroom@blogspot.com under Sept. 2013

Use special interests to shape and build skills. . .

“Just Give Him the Whale” by Kluth and Schwarz
Using Strengths and Special Interest

It is baby steps! You have to know where the student is at, and build up from there.

After the Use of a Special Interest to Shape the Student’s Skills...

It is baby steps! You have to know where the student is at, and build up from there.
But always be thinking about how to fade special interest items and move on to the next level.

Or Even Making Special Interests More Academic!
Keep Students’ Attention Spans In Mind

Changing It Up Before You Get Unwanted Behavior—With Layered Grouping and Backward Chaining

Key Points About the Video

- Teaching language with basic language board.
- Functional Mail Run:

You can view other aided language boards at considerateclassroom@blogspot.com under October 2013
Other Functional Errands

- Getting Mail
- Requesting a Pencil
- Delivering Shredding
- Getting Library Books
- Writing a Message

Why Do Functional Errands Work?

- Just by standing up, students get 10% more oxygen to the brain.
- Putting students in organized movement patterns builds confidence and self esteem.
- By doing an errand for someone other than themselves, the students get a feeling of ‘I matter’... I contribute to something bigger than myself.

-Research by Dr. Becky Bailey (Conscious Discipline)
Another Example of a Functional Errand

Layered Grouping

Other Examples...
Teach with Purpose!
Purpose Creates Success!

Children Need to Know the Purpose

- Doing a task for task sake is not very purposeful but doing a task to share information or fill a specific need creates purpose.
- Purpose supports engagement and the more engaged a student is the less likely we are to get unwanted and off task behavior.
The best behavior plan is a good lesson plan!!!

-Kathleen Lane

Be intentional and purposeful throughout every moment of the day to engage ALL learners!

Arrival Jobs

You can view more about arrival jobs on the considerateclassroom.blogspot.com under July 2014
A Closer Look at Arrival Jobs:

- Watering the Plant Job
- Date Helper Job
- Weather Helper Job
- Attendance Helper Job
- Filling Pitchers Job

What skills were being worked on?

- Self-help and independence
- Requesting help
- Sorting boys and girls and counting
- Environmental awareness and problem solving, knowing the weather
- Fine motor and self-control
- Numbers: days of week and calendar skills (color matching or word matching)
Why were Arrival Jobs Successful?

- The children were contributing to something bigger than themselves.
- The activities were strategically laid out in a right to left fashion using a work system.
- A work system tells students:
  - What work
  - How much work
  - When the work is finished
  - What comes next

Teach skills that will build lifelong success. . . What do we want for our students long term?
The Ability to Communicate...

Typically developing children have multiple ways to communicate a message. *Children with ASD may have only one way to communicate multiple messages.*

- Summer Institute TASN-ATBS, 2011

Behavior is Communication

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*Children with ASD may have only one way to communicate multiple messages.*

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Teaching Appropriate Ways to Communicate

A Closer Look at His Supports

You can download this file off of Boardmaker Achieve under Considerate Classroom.
The Ability to Self-Regulation...

You get more info about Quick Prompts at considerateclassroom.blogspot.com under September 2012

Conscious Discipline Visuals-
www.consciousdiscipline.com

The Ability to Follow Rules, Routines and Expectations!

You can view more details about these at considerateclassroom.blogspot.com under September of 2013
The Possibilities... 

Resources


My email is lmcdaniel5@kumc.edu