

DCD Centerbase Classroom – Best Practices

Overall Group

Purpose: Create a districtwide vision regarding the structure and expectations for a DCD Centerbase classroom

Schedule of Meetings:

January 12, 2016

Meeting Teaching point: Classroom Organization and Visual Strategies

1. Understand that having the classroom organized makes the environment look better, eliminates wasted time spent looking for items, and provides a safer environment for students.
2. Understand that visual supports and strategies are researched-based approaches
3. Understand how visual supports and strategies can support and enhance communication, improve student behavior and increase independence
4. Understand how visual supports and strategies can help students develop organizational skills

July 1 – Physical Arrangement of the Classroom
October 28 - Staff Schedules
Nov 18 – Individual Student schedules
January 12 – Organization of Materials & Visual Strategies
March - Planning from check sheet feedback & Communication with Parents

Content		Notes
<p>Opening: Jean</p> <ul style="list-style-type: none"> ● Purpose and Agenda Overview (2 min) ● Grounding: <u>Process</u>: Individual reflect and write→ Round robing share→Whole group identify collective themes/questions: <ul style="list-style-type: none"> - So far in this course: <ul style="list-style-type: none"> - What learning content has been most significant for you? - What are some “learning processes” that supported your engagement? - What’s a question circling in your mind about DCD classroom design? 	<p>)</p> <p>Opening (15 min) <small>(ACCESS PRIOR KNOWLEDGE)</small></p>	<p>Jean – Bring agenda copies.</p> <p>What have you used the most? What new learning has caused you to change classroom the most?</p> <p><u>Notes from 1/12/16</u> Being more aware of the classroom set up and how we organize our materials. ALL students need schedules. Covering up the clutter. Still has a question about why all students need a schedule. The schedule has been helpful for a review Para schedules have been handy, also the use of schedules has helped with the understanding the concept of time, visual timers have helped with student independent and less verbals. Listening for more “check your schedule versus its time for...” Can see similarities between between what we are learning from the critical components book and what we learned from ENVoy training.</p>

	<p>Jean: Think about how you use your conference time. If you do not have full conference schedules, how can you use that time to work towards the DCD expectations that we have been working on i.g. creating schedules, visual strategies, classroom organization.</p>
<p>Book: <u>10 Critical Components for Success in the Special Education Classroom</u> Jean</p> <p>Organization of materials pp 25-37: (15 min)</p> <ul style="list-style-type: none"> - Individual review of reading material - Large group discussion of “ah hahs”. <p>Book: <u>10 Critical Components for Success in the Special Education Classroom</u> Cathy/Deb (15 min)</p> <p>Visual Strategies pp 67-85:</p> <ul style="list-style-type: none"> • Step 1: individually review your assigned section of the chapter A. 69-top of 73, B. 73-75 or C. 75-82. • Step 2: With your group decide on the most important concepts covered in your section and create a visual to share with the large group. (words, pictures, or symbols) • Step 3: Share your visual with the large group. <p>Examples of Visual Strategies for different uses: (10 min)</p> <p>Scenarios: In your group discuss visual supports and strategies you would use with a student given the 2 situations provided (elementary & secondary). Be prepared to share with the whole group your strategies and rationale. (20 min)</p> <p>Review of givens:(5 min) Jean</p> <p><u>Organization of Materials</u></p> <ol style="list-style-type: none"> 1. Materials are organized by subject 2. Storage areas(closets or shelves) are labeled indicating what is stored there. 3. Materials are stored and furniture arranged safely. <p><u>Visual Strategies</u></p> <ol style="list-style-type: none"> 4. Visual supports and strategies are being used and are available in various location of the classroom. 5. Visual strategies are organized by activity 6. Students and paraprofessionals are aware of where the visual supports are and how they are used. 	<p style="text-align: center;">Core (65 min) (New Information & Apply Knowledge)</p> <p>Need Cathy or Deb to take notes on this</p> <p>Notes from 1/12/16 -Ah hahs</p> <p>You might know where things are located, but staff/students may not. Pre-warn and/or explain room set up changes to the students. It’s respectful to be prepared. Have activities set up so students can begin. Put away materials that you do not use consistently. Purposefully teach procedures and routines.</p> <p>Use example boxes from Kelsey K. 5 min for presentation & 5 min to individually explore. (Make sure to note that these examples are K’s and could look different)</p> <p>Jean - write up scenario slips</p> <p>Jean - add these to checklists</p>

<p>Closing conversation Jean</p> <ul style="list-style-type: none"> ● Review of our work and vision for the future (2 min) ● Revisit check sheets <ul style="list-style-type: none"> ○ Next classroom visits will be in February ● Complete evaluation (3 min) ● Next time - Determine date for March. Read Chapter 9 in the book, <u>10 Critical Components</u> in preparation for the March meeting. You will need to bring your check sheets from Dec and Feb as well as examples of parent communication from your classroom 	<p>Closing (10 min) (GENERALIZE)</p>	<p>Display Smartboard?</p> <p>Jean - bring evaluations and time sheets</p> <p>Jean - during Feb visit reviews talk about how each teacher goes forward based on learning and expectations.</p>