**SPED 448**

**Instructional Setting Inventory and Schedule**

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**Step 1: Identify Potential Settings for Instruction**

**Objectives:**

1.When student is eating a meal that requires utensils, the student will complete task analysis for fork use at 100% accuracy for 10 consecutive meals.

-special education classroom

-general education classroom

-lunchroom

-home kitchen

2. After student uses the washroom, student will complete task analysis of hand washing at 100% accuracy for 10 consecutive times.

-special education classroom

-school bathroom

-home bathroom

3.When student is playing a game for indoor recess, student will follow 100% of game rules for 10 probe trials.

-playground

-special education classroom

-general education classroom

4. When student is playing a game for indoor recess, student will take equal amount of turns with peers for every time student plays game.

-playground

-special education classroom

-general education classroom

5. When student is at convenient store/ lunch line, student will complete 100% of task analysis of buying an item independently for 10 consecutive trips.

-lunchroom

-grocery store

6. When art class begins, student will complete task analysis of changing shirt/ putting on sweatshirt at 100% accuracy for 10 consecutive times.

-general education classroom

-special education classroom

-school bathroom

7. When student is at grocery store with adult, student will maintain a voice volume where people 20 feet away from him cannot hear him.

-school hallway

-grocery store

8. While student is batting in a baseball/kickball game, after the student makes contact with the ball and ball is in “fair territory”, student will run all the way to 1st base for 5 probe trials.

-playground

-gym

9. When student is at store/lunchroom, student can independently place all items on conveyer belt at check out for 10 consecutive trips to the store.

-grocery store

-lunchroom

10. When student is at store/hallway with adult, student will stay no further than 10 feet from the adult accompanying him.

-grocery store

-school hallway

**Full List of Potential Settings**

General Education Classroom Lunchroom Hallway

Bathroom Playground Gym

Grocery store Special Education Classroom

**Step 2: Determine Characteristics of Effective Learning Environments**

Characteristics that would be successful in the learning environment:

-Minimal distractions

- Calm environment

-Verbal praise

-Interaction with peers

-Short duration of instruction

-Adult supervision throughout instruction

-Tactile resources (counting blocks)

-Verbal prompts

-Reward system for good behavior

-One-to-One instruction

-One new concept at a time

-Repetitive Instruction (daily reminders)

**Step 3: Identify Procedures for Inventorying Settings**

I will collect the inventories of the general education classroom, special education classroom, hallway, lunchroom, gym, playground, and bathroom during my practicum hours by simply observing the environments. I will observe the classrooms during school hours. I will walk around the hallways during class changes and when they are empty. I will inventory the gym during gym class. When it comes to the grocery store, I will have to go there and observe it as well. I could also interview my co-op teacher in the special education classroom and the general education classroom teacher. I will be taking notes throughout the observation of the layout of the classroom/environment.

**Step 4: Conduct an Inventory of the Potential Settings (attached)**

-General Education and Special Education Classroom Setting

-Non-classroom School Setting

-Community Setting

**Step 5: Determine Appropriate Settings for Instruction**

Age of Student: 9 years old

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| IEP Objective | Settings | Activities |
| 1.When student is eating a meal that requires utensils, the student will complete task analysis for fork use at 100% accuracy for 10 consecutive meals. | 1.Special Education classroom  2. Lunchroom | -Student P made a recipe during class time and has to use utensils to eat.  -Student is eating lunch and has to properly use utensils to eat. |
| 2. After student uses the washroom, student will complete task analysis of hand washing at 100% accuracy for 10 consecutive times. | 1. Special Education classroom 2. School bathroom | 1. If student works with materials such as glue, food, etc. in the classroom, student should wash his hands before and after. Student can also wash hands after blowing nose in classroom.  2. Student should wash hands after using the bathroom. |
| 3. When student is playing a game for recess, student will follow 100% of game rules for 10 probe trials. | 1. Special Education classroom  2. Gym  3. Playground | 1. Student P can play a board game with peers during recess.  2. Student can follow rules through sports such as baseball, basketball, kickball, etc.  3. Student can follow rules for tag, “man on woodchips”, etc. |
| 4. When student is playing a game for recess, student will take equal amount of turns with peers for every time student plays game. | 1. Special Education Classroom  2.Gym  3. Playground | 1. Student P can be playing a board game and take turns with peers.  2. Student can take turns in batting order, playing catch, shooting the basketball.  3. Student can take turns with jump ropes and the swings with his peers. |
| 5. When student is at convenient store/ lunch line, student will complete 100% of task analysis of buying an item independently for 10 consecutive trips. | 1. Lunchroom  2. Grocery store | 1. Student can purchase item in lunch line.  2. Student can buy a piece of candy (with adult supervision). |
| 6. When art class begins, student will complete task analysis of changing shirt/ putting on sweatshirt at 100% accuracy for 10 consecutive times. | 1. Special Education classroom  2. School bathroom | 1. Student P can put sweatshirt on over regular t shirt .  2. Student can change t shirts in the private bathroom before art class. |
| 7. When student is at grocery store/hallway with adult, student will maintain a voice volume where people 20 feet away from him cannot hear him. | 1. Hallway  2. Grocery store | 1. When student is walking to different areas of the school, student can use a quiet voice in order to not disrupt the other classes.  2. Student P can walk through aisles of grocery store and talk in a voice so he does not draw attention by screaming or yelling. |
| 8. While student is batting in a baseball/kickball game, after the student makes contact with the ball and ball is in “fair territory”, student will run all the way to 1st base for 5 probe trials. | 1.Gym  2. Playground | 1. Student P can be playing baseball/kickball and focus on running to 1st base.  2. Student can be playing baseball/kickball for fun and can work on running the bases. |
| 9. When student is at store/lunchroom, student can independently place all items on conveyer belt at check out for 10 consecutive trips to the store. | 1. Lunchroom  2. Grocery store | 1. Student can place items of hot lunch at the lunch counter and independently pick it up.  2. Student can take items out of the cart and independently put them on the conveyer belt. |
| 10. When student is at store/hallway with adult, student will stay no further than 10 feet from the adult accompanying him. | 1. Hallway 2. Grocery store | 1. When student is being accompanied by a teacher or aide, the student will stay close to them and not wander off in the school. 2. Student will stay close to adult supervision while in the grocery store and not wander off by himself for safety concerns of the parents. |

**Step 6: Provide a Rational for Your Recommendations**

The 8 settings I chose for this assignment were chosen because they were mostly in the school environment and the student could easily receive instruction for the objectives. When I thought of the characteristics of effective learning environments for the student, I noticed that interaction with peers kept reappearing for many of the environments I chose. I feel like that is very important for my student because he loves being with his friends and would seem to participate more in the instruction if he was with his fellow peers. The settings I chose also could give verbal praise and rewards if the student was having good behavior and properly going through the instruction. The student responds very well to verbal praise and tries to make his instructors happy so I feel like these settings would be appropriate.

The IEP objectives I chose for this assignment would very easily be taught in the settings. Most of the objectives are in the school setting and could be taught in its natural setting, which I feel helps the student generalize the fastest. If the student can work on most of the objectives in a school setting, hopefully he can generalize the skills in his life outside of school as well. I feel like the settings I chose were appropriate places, for example, the objectives for following rules and taking turns with peers. This can go across 3 different settings- classroom, gym, and playground. If the student can work on this throughout a school day, it will be easy and effective. The settings I chose are very natural for the student and make instruction go smoothly and will be taught when necessary.

The activities for the settings are appropriate because the activities go right along with the objectives. Most of the objectives deal with functional tasks such as using utensils, purchasing items, and being able to follow game rules and taking turns. The activities chosen for these objectives are the exact activities needed to perform the skills in order to accomplish the objectives. If the student needs to practice following the rules or taking turns, it makes the most sense to play an actual game or playing sports that have rules. The student can wash his hands after using the bathroom or when his hands get dirty in the classroom. The activities chosen are activities the student already participates in during the school day and it is very easy to incorporate his objectives throughout the day.