

EDUC 384
Introduction to Special Education, Secondary

Lesson Plan Project Final
Analysis

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Introduction

Lesson Link:

<https://edsitement.neh.gov/lesson-plan/colonizing-bay-activity-2>

Summary Of My Lesson: (Unmodified)

This lesson focusses on Puritan leader John Winthrop's "Model of Christian Charity speech," which features the famous "Castle on a Hill" idea, given to members of the new Massachusetts Bay Colony. (MBC) The lesson requires students to read or listen to a transcript of the speech, which they will then annotate and discuss. Discussion may be done in pairs or groups.

Students Will Learn: This lesson focusses on both an understanding of migration factors and push-pull factors, as well as analyzing the speech for content. Between 1630 and 1641, ~13,000 Puritans left England for the MBC. Students will contemplate Puritan reasons for leaving England. Students will also analyze and list Puritan goals, beliefs, and programs, and at the end of the lesson, will be able to cite what type of society the Puritans hoped to create. Students will be able to list challenges and benefits of this society.

Assessment: The lesson has different opportunities for assessment. After participating in in-class discussion, students will be able to either write a letter explaining Winthrop's ideas, participate in a "speech" in the form of a short play in which they ask questions to Winthrop, or draw a political cartoon illustrating their support or disapproval of the MBC. The lesson requires strong analytical skills which draw on processing and comprehension skills, but has differentiation in assessment as students may choose to write, act out, or draw their analysis of the speech.

STUDENTS

Student Name	IDEA Disability	Description of Disability (Sources Hyperlinked)
Helena Winslop*	Dyscalculia	Dyscalculia affects a person's ability to understand numbers and learn math facts.
Luka Tannon*	Emotionally Based Disorder, (EBD) Anxiety	An EBD is marked by an inability to learn that cannot be defined by preexisting factors, an inability to build and maintain interpersonal relationships, a pervasive mood of unhappiness or depression, inappropriate behavior in normal circumstances, and a tendency to develop physical symptoms and fears associated with personal and school-based problems.
Jane	Dysgraphia	Dysgraphia affects written expression. It appears as difficulties with spelling, poor handwriting, and trouble putting thoughts onto paper. Dysgraphia is a processing disorder.
Amelia	Autism Spectrum Disorder (ASD)	ASD is a condition related to brain development that affects who individuals perceive and socialize with others. It sometimes includes limited and repetitive patterns of behavior. The "spectrum" refers to the range of severity.
Jackson Curtis	Traumatic Brain Injury (TBI)	TBIs result from violent blows or jolts to the head or body, often when an object penetrates brain tissue. It involves sensory symptoms, such as blurred vision or light/sound sensitivity, as well as cognitive symptoms such as memory and concentration problems, mood swings, and feelings of depression and anxiety.

* = Denotes a student I have created

SECTION ONE

Selected Student Strengths + UDL Alignment

Selected Student	Engagement	Representation	Action & Expression
Helena	<p>Hope to Attend University and Love for Tech Theatre: Helena has a clear post-high school goal of attending arts school, which requires a certain GPA. Her goal may help her stay focused in the classroom. She generally makes As and Bs in her core subjects. Helena's engagement will remain consistent because she does not want to be pulled from tech theatre. To do this, she needs to maintain good grades in core classes. Both of these factors heighten the salience of Helena's goals.</p>		
Luka		<p>Artistic Interests: Luka's main interest is in art. Luka may be able to participate in the lesson by illustrating key concepts, such as push-pull factors, in a non-linguistic manner, such as by making or drawing a flow chart. Then, Luka could use his flow chart to participate in the</p>	

		class discussion, or in a small group.	
Jane		<p>Great Ideas: While Jane struggles with writing lengthy essays, her ideas are in order. In a social studies classroom, the development of ideas and analytical skills are very important. While Jane's written expression is still very list-oriented, it seems as though Jane would do well in a classroom where there is a formative option for either a group discussion or talking with the teacher. The teacher could give two options for students after a lesson. The first would be to write a short answer about what they learned, and the second would be to participate in a timed one-on-one discussion with the teacher that could be done while other students write out their ideas. This would be graded on the same rubric, but would allow students like Jane to discuss their ideas. In the "Colonizing the Bay"</p>	

		<p>lesson, Jane would do well participating in a group discussion – also because she is fairly socially confident.</p>	
Amelia		<p>Graphic Organizers: Amelia, who was diagnosed with Autism at age 4, is very good at reading when she has time to process information, and does best when graphic organizers or visual aids are present. These are commonly used in history lessons, and easy to create for students who need them.</p>	
Jackson			<p>Newfound Interest in Art: Before his TBI, Jackson was most interested in English, soccer, and other core classes. Since his TBI, Jackson is now interested in art and uses it as both a coping mechanism and method for communication. Jackson is especially interested in painting, and enjoys art more than his core classes because he does not have to remember specific instructions. Art class is a good outlet for Jackson to express himself in</p>

			times of frustration, and if art can be incorporation into a lesson, it would benefit Jackson.
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SECTION TWO

Selected Student Barriers + UDL Alignment

Selected Student	Engagement	Representation	Action & Expression
Helena	<p>Non-Creative Elements: While this lesson does allow for some creativity in the speech portion, not all aspects are as creative as tech theatre, so while Helena is likely to put forth good effort, she may not put forth her best effort</p>		
Luka			<p>Aggressive Tendencies: Luka is known to experience aggressive tendencies when he is especially fearful. This means that his physical responses are not appropriate for the environment. Luka's teacher, alongside a special educator or favorite teacher (such as Ms. Maple) will work with Luka during the small group portions of the lesson to redirect his focusses onto creating piece of art/infographic about the lesson, rather than feeling aggressive or frustrated.</p> <p>Dislikes/Fears Discussions: Luka prefers to sit by himself in classes, and does worst in discussion-based courses. Luka's</p>

			<p>anxiety manifests itself as an aversion to group work, so Luka will have great difficulty during the push-pull factors discussion. By exposing Luka to small amounts of group work, he may be exposed to the benefits of collaboration and communication, all while slowly working towards overcoming his fears.</p>
Jane			<p>Assistive Technology: Jane requires assistive technology in the form of text-to-speech software. Because of this, some lessons may be limited – especially those in social studies.</p>
Amelia	<p>Overwhelmed: Amelia easily gets overwhelmed and frustrated when she does not have time to process information. This is apparent when she is called to answer a question and does not have an answer immediately, or when she is not using a graphic organizer. Amelia would benefit from options that provide her with coping skills during times of frustration. In addition to coping</p>		

	skills, many of Amelia's weaknesses can be mitigated by using visuals, which turn her processing weaknesses into reading comprehension strengths.		
Jackson			Mood Swings and Impulsivity: Jackson struggles to verbalize his feelings and often experiences mood swings and erratic behavior. He blames his sister Cara for the car accident that causes his TBI, and is frustrated by his inability to express himself verbally.

SECTION THREE

Barrier 1: Analytical Elements

Revisions: Priming and Audio

Rationale

Barrier #1: Analytical Skills

This lesson is almost entirely reliant on the student's ability to analyze the content of the speech. While this is an important skill for students to have, and there is a lot to be learned from students analyzing material and coming to their own conclusions, this may pose as a challenge for students – especially those with processing issues. Amelia, for example, struggles with processing information quickly and requires extra time to come to conclusions. Jackson, who has suffered from a TBI, has difficulty staying on task, so a heavy analysis of a speech with no previous priming may overwhelm and frustrate him.

Lesson Plan Revision(s):

- **Priming:** Students would be given both background knowledge on the speech, and have the opportunity to fill out a warm-up graphic organizer with the class. The graphic organizer would feature basic content regarding push-pull factors, the goals and beliefs of Puritans, and the basic structure of the MBC as outlined by King Charles I's charter. This would provide context to students and aid them with processing while they work on analyzing the speech themselves.
- **Audio:** While students read the speech, an audio recording of the content could also be played. This would help students with processing issues.

Rationale for Revision(s):

- **Priming:** Students like Jackson have accommodations that require priming, which is the introduction of content on a basic level before content is explored in-depth. Priming could be done in the form of a graphic organizer, which would also benefit students like Amelia.
- **Audio:** Some students struggle with reading comprehension and processing. Being able to listen to the content of the speech would provide additional means of engagement with the material, and would make the material accessible to a great portion. Playing the audio costs no money, and students who are very distracted by audio could opt to sit in the back of the classroom, where the audio is quieter.

Barrier 2 : Forms of Assessment
Revisions: Optional Take-Home Assessment
Rationale

Barrier #2: Forms of Assessment:

The lesson offers assessment in the form of writing, acting, or drawing. This means that students like Luka and Jackson, who enjoy art, have a means of expressing what they have learned. For students like Jane, who have great ideas but struggle with writing, this is also good, as Jane has a means to show what she has learned. While this differentiation is good, the options for assessment could be expanded on for students like Amelia, who require extra time to show what they have learned

Lesson Plan Revision:

- **Optional Take-Home Assessment:** The lesson could be expanded into a take-home portion that could be done either as homework or study hall work for students who require extra time to process information. If students have created a graphic organizer in the priming stage of the lesson, they could use that graphic, alongside possible notes they have taken (or someone has taken for them) to complete an assessment outside of class.

Rationale for Revision:

- **Optional Take-Home Assessment:** Some students take longer to process information, and experience frustration when they are asked to quickly come up with an answer. Assessment will be more accurate to what students have actually learned if they have additional time, if they so choose, to show what they have learned. would also benefit students like Helena and Luka, who experience shyness in class, as they may benefit from being able to work on their assessments on in environments in which they feel comfortable. For students like Jane, who have great ideas but struggle with writing, they could use this time to record an at-home video in which they express their ideas. Having a take-home option is not unfair, because students have the choice to complete the assessment in class or on their own time. Students will still be graded using the same rubric.

Barrier 3: Class Discussion
Revisions: Digital Display
Rationale

Barrier #3: Class Discussion

After my priming modification that will lead students into analyzing the text, students participate in a discussion regarding the material. This benefits students like Jane, who are social and have a good time expressing their ideas, but poses a challenge for shyer students like Luka and Helena, as well as students like Jackson, who struggle with finding the right words to express themselves. The class discussion could be modified to play to the strengths and abilities of all students by providing more options for discussion.

Lesson Plan Revision:

- **Options for Discussion + Digital Display:** The purpose of the discussion-portion of the lesson is for students to show what they have learned and ask questions. Discussions also aid students in exposing them to ideas they may not have come up with on their own, but that are not teacher guided. An online portion to the discussion could also be added, in which students type up and post their thoughts and questions. This online portion would be given to students who feel uncomfortable expressing their ideas orally or in front of their peers.

If possible students could post their questions, answers, and points to a Google Doc or similar classroom-friendly service. The teacher would have access to who posted what question or answer, but would be able to read it aloud or have the class answer it as it displays on the board. This would also help students who benefit from typing as opposed to hand-writing options.

Rationale for Revision:

- **Options for Discussion + Digital Display:** Having an “online” and digitally displayed option for students to post their discussion thoughts regarding John Winthrop’s speech would allow for greater class participation, as this online component creates additional means of accessing information. Students who feel uncomfortable sharing their ideas orally will have a means to write out their ideas. Further, this can benefit students with processing issues, as students will have time to type out their answers. This could be done in a way where students have a few minutes to type, and typed answers are discussed and displayed on the board towards the end of the discussion.

SECTION FOUR

Selected Revision from Class Presentations: Assistive Technology

Definition of Assistive Technology

My favorite strategy as presented by my peers was the strategy of using **Assistive Technology** to both minimize distractions and maximize processing and comprehension. Particularly for students like Jane, who require text-to-speech processing, the addition of assistive technology would provide a wider variety of means of engagement for this lesson. Students could also benefit from predictive text.

Areas of Incorporation Into the Lesson

- **Text-to-Speech Software:** TTSS could be added to the portion of the lesson where or given as additional review for students who struggle with reading comprehension
- **Graphic Design Software:** While not technically TTSS, this could be given to students such as Helena, Jackson, and Luka, all of whom enjoy creating art. Because the lesson allows for assessment in the form of art, students could use this software to create their political cartoons to be submitted online.
- **Spell-Checking Software:** This software could be used to help students who struggle with spelling, such as Jane, in order to make work more readable while showing correct spellings. While students such as Jane still struggle with spell-check software, it remains a beneficial accommodation to have.

How Assistive Technology Supports the Lesson Requirements

The requirements of this lesson ask for students to analyze and read the lesson, list push-pull factors for migration, describe the beliefs and goals of Puritans, and predict possible strengths and weaknesses of Puritan society.

I pledge that I have neither given nor received any unauthorized aid on this work

Honor Pledge:
Glynnis Farleigh
05/02/2018