



DEPARTMENT:

Exceptional Learners in Education

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PROJECT TITLE:

Learning Centers in a Severe Needs Autism Classroom

CAPSTONE PROJECT  
SPRING 2020

# Learning Centers in a Severe Needs Autism Classroom

Presented By Madison Marsh



# Today's Focus

## LEARNING CENTERS

Individualized Education Plan

Goals in Small Group Instruction

Practice and Activities

Support Students and their Engagement  
with Learning Tasks

# PURPOSE

To promote student engagement for students on Individualized Education Plans in the Severe Needs Autism classroom.

# What are Learning Centers?

"Centers are areas of the room that are dedicated to learning a specific topic or developing a specific skill. Creating centers in the special education classroom will provide students with the opportunity to not only develop a skill or idea, but also to generalize it in various environments away from their school desks. Doing so also allows students the movement and sensory input that many need in order to successfully attend to a task"

(Pulsifer, 2011, p. 1).

# Why did I choose Learning Centers for my Project?

I wanted to engage students in educational activities within a comfortable area of the classroom that is dedicated to encouraging them to work towards their IEP goals and enhancing their knowledge.

I want students to be able to have the opportunities to interact with a variety of materials.

I want all my students to learn and grow everyday!

# What are the Goals?

## Student Goals

Participate in learning activities that will lead to learning skills needed to meet IEP goals.

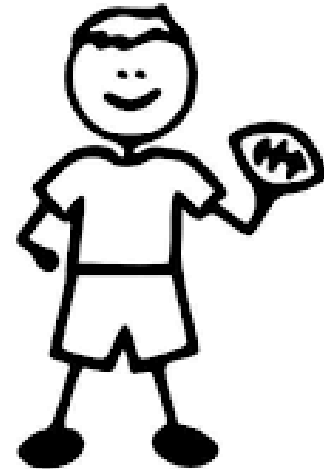
## Educator Goals

Prepare our learners to be independent with life skills and to be a contributing citizens.

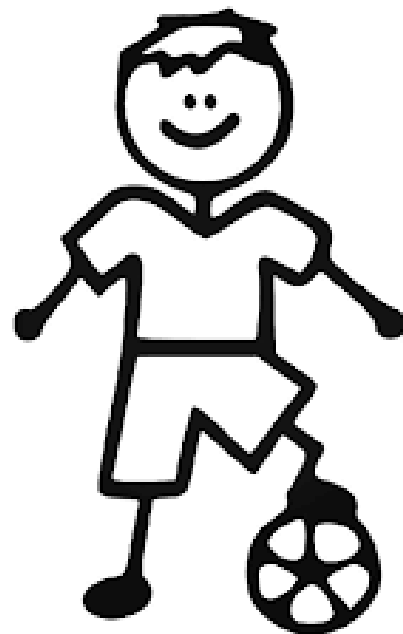
# Students IEP Goals



By 9/11/2020, D.R. will use counting objects to create groups up to 10 with 80% accuracy.



By 5/ 14/ 2020, A.J. will improve foundation math skills by independently counting the one to one corresponding quantity in 80% of measurable opportunities.



By 11/ 6/ 2020 when given specialized instruction, C.A. will show number sense comprehension by corresponding numbers with quantity at 60% accuracy.



# Colorado Academic Standards: Mathematics Extended Evidence Outcomes

## Extended Readiness Competencies

With appropriate support, students can:

- VI. Add up to five sets of ten using place value manipulative.
- VII. Solve single digit subtraction facts using manipulative.
- VII. Solve single digit addition facts using manipulative.
- IX. Create sets of objects (i.e., 5 sets of 4) and find total.

Generate addition fact families when given whole number single digit components e.g. 1,5,6 creates  $1+5=6$ ,  $5+1=6$ ,  $6-1=5$ ,  $6-5=1$

## Extended Readiness Competencies

Content based access skills:

- 5. Understanding the concept of —more and —less
- 6. Manipulating mathematical objects to create sets
- 7. Responding to others in reproducing and modeling mathematical tasks
- 8. Expressing personal preferences and choices related to patterns

# Small- Group Instruction

In our classroom it is 1:1 support with instruction. One paraprofessional/ teacher to one student.

Each station has a paraprofessional/ teacher that provides individualized instructional support, aligned to IEP goals, that appropriately challenges each student.

The paraprofessional/ teacher will lead and guide their student through the activity offering guidance and support.

# Modeling and Scaffolding

Paraprofessional/teachers will provide the evidence -based practices of scaffolding and modeling for each of the skill focus at each of the centers.

What is scaffolding?

"Verbal interaction between teacher and child that helps the child to solve a problem, carry out a task, or achieve a goal beyond efforts that are unassisted is referred to as scaffolding" (Applebee & Langer, 1983, p. 228).

According to Drecktrah & Genisio it is found that "Modeling an activity at the same time scaffolding is provided further enhances the learning opportunity."

Our paraprofessional/ teacher is able to model for the students by saying, "watch me first, then it is your turn" while demonstrating the activity so the student can see what is being asked of them.

I do. We do. You do.

Marsh Capstone | 2020

# Our Classroom Centers

Stations are labeled by black, **pink**, **purple** and **blue** stars

Student will get a schedule with their station rotation

1:1 rotation with the opportunity to work with different classroom adults

Four stations for five minutes rotating through twice

Once a station is completed students will move their color from the "To Do" to the "Finished" column on their rotation schedule

Stations are used during math and reading

# Learning Center Stations



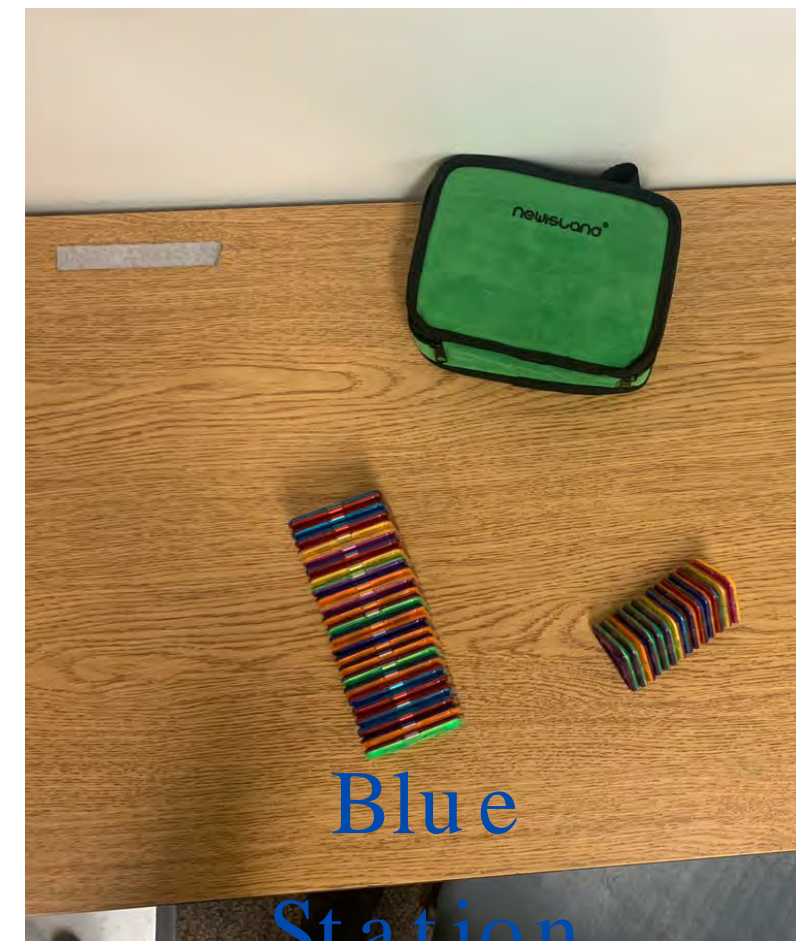
Black  
Station



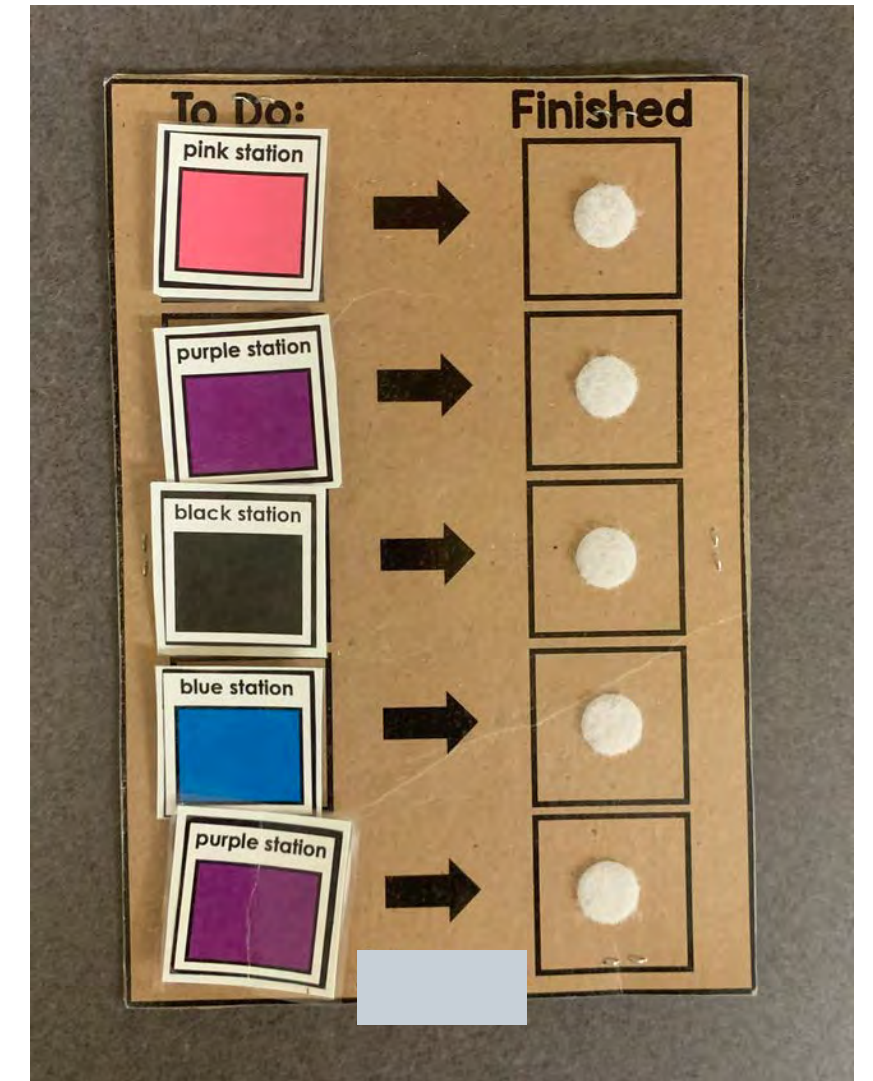
Pink Station



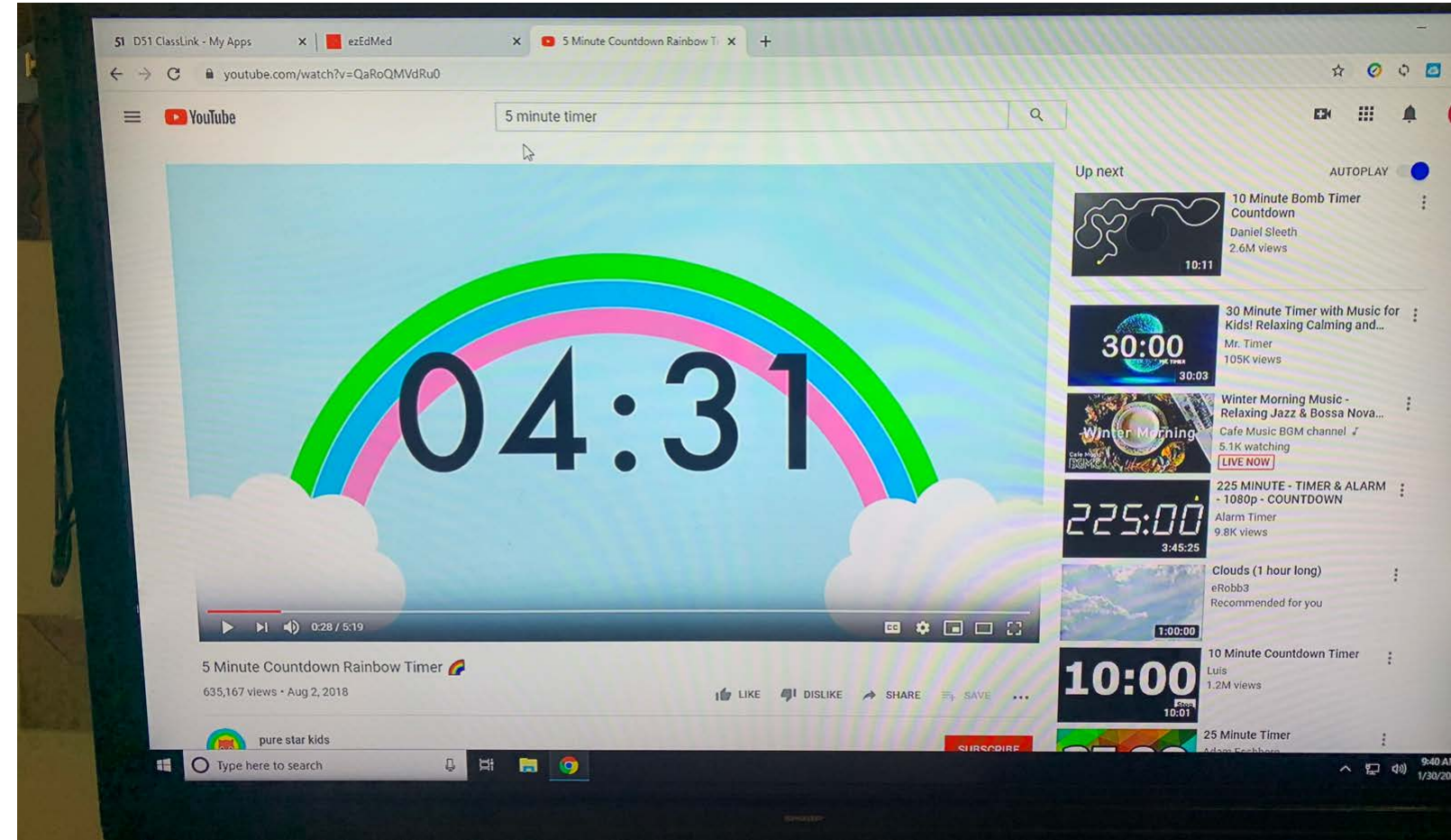
Purple  
Station



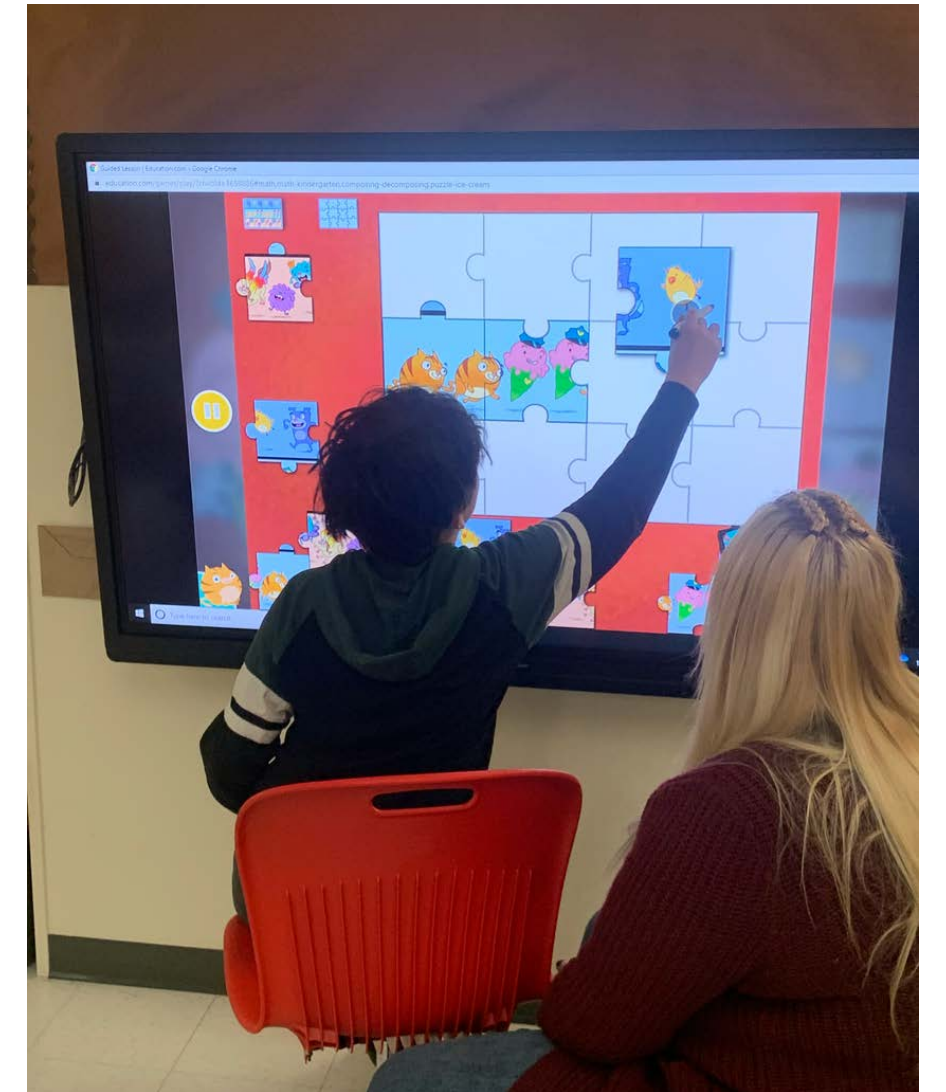
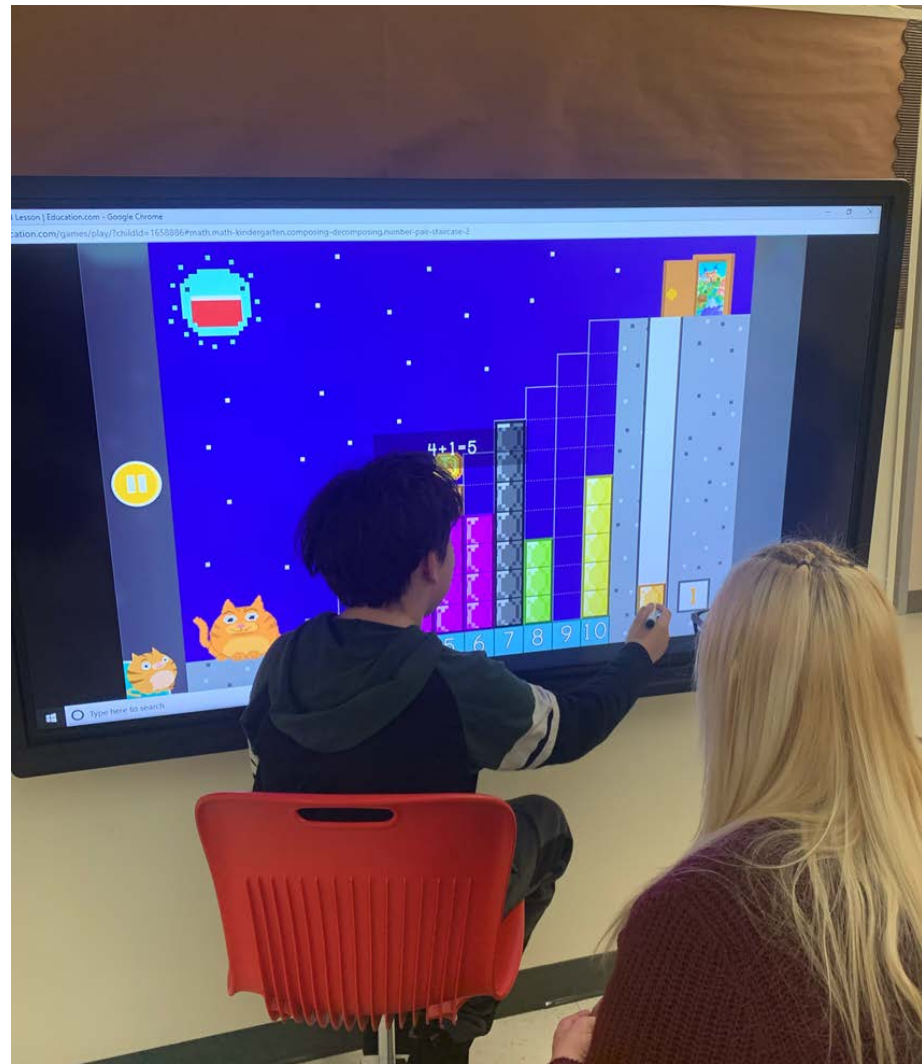
Blue  
Station



# Learning Center Stations



# Supporting Student Engagement with Activities



# Learning Center Benefits

## Differentiated Instruction

Each station has multiple skill level activities that will target the student's goals and the Colorado Academic Standards (EEO).

## Sensory Input

Students will actively transition from table stations and activities will be adapted to meet and support the students' sensory needs.

## Support

Students will receive adult support.

## Active Engagement

Students will actively participate in the learning task.



# What is Being Measuring and Why?

In a study Emergent Literacy in an Early Childhood Classroom: Center Learning to Support the Child with Special Needs, the researchers Margaret Genisio and Mary Drecktrah found that "learning environments, such as the centers, enhance opportunities to grow in emerging literacy and to interactively use the communicative arts of speaking, listening, reading, and writing. Centers are an exciting learning environment for the child."

The classroom teacher, paraprofessional, and I found this statement to be true through the teaching experience of our center learning.

# What is Being Measuring and Why?

Why is this data being collected?

To monitor growth on IEP goals

What data is being collected?

Math data is collected to evaluate growth for each of the students' IEP goals

What will be done with the outcome data?

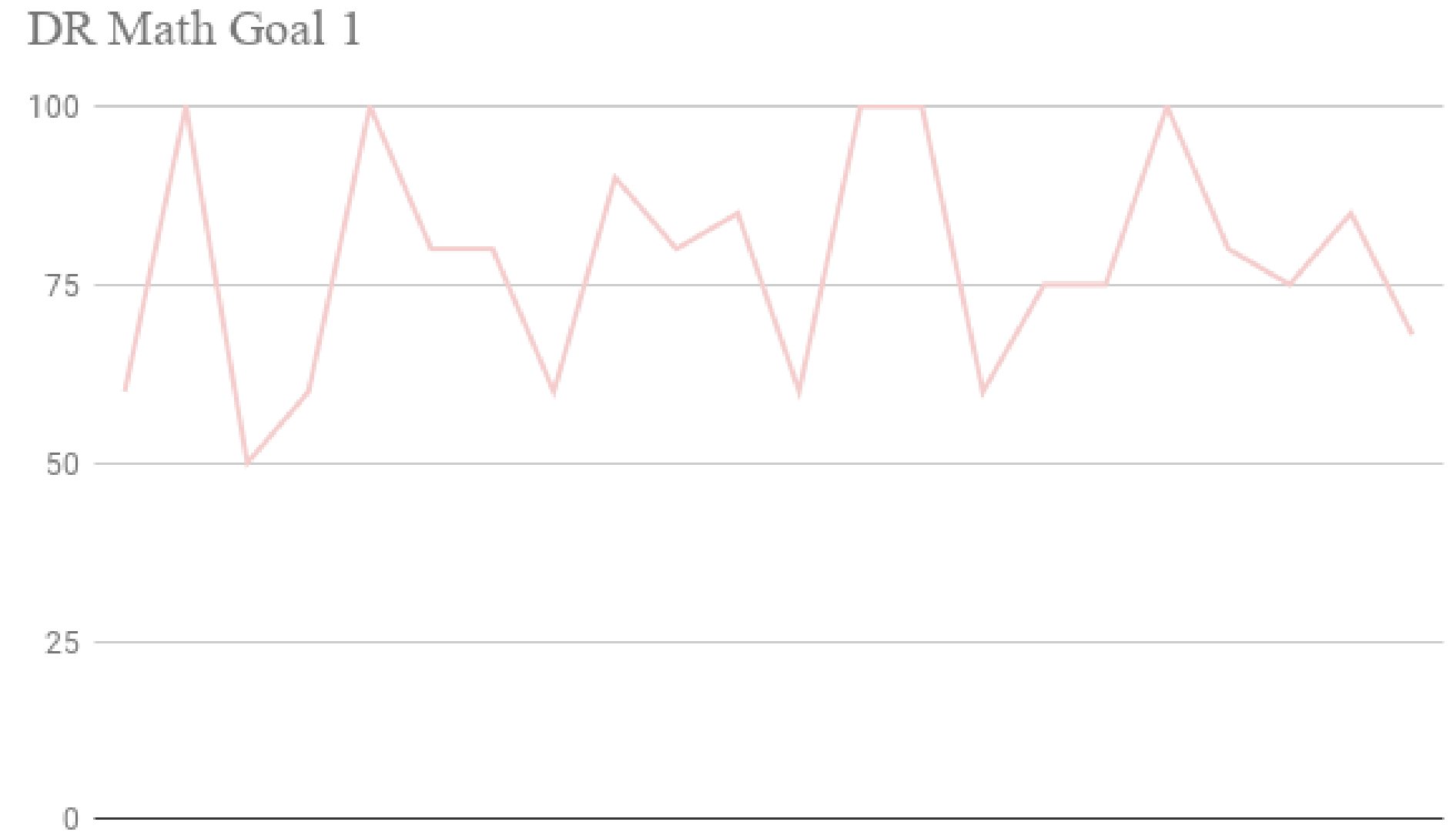
Determine growth as prescribed in the individual IEP goal

# Pink Star Station

Material used: Counting Bears

HOW: D.R. will sort the bears by color into groups up to 10.

D.R. Goal: by 9/11/2020, DR will use counting objects to create groups up to 10 with 80% accuracy.



From 8/13-3/11 D.R. average is a 73% for Math goal 1

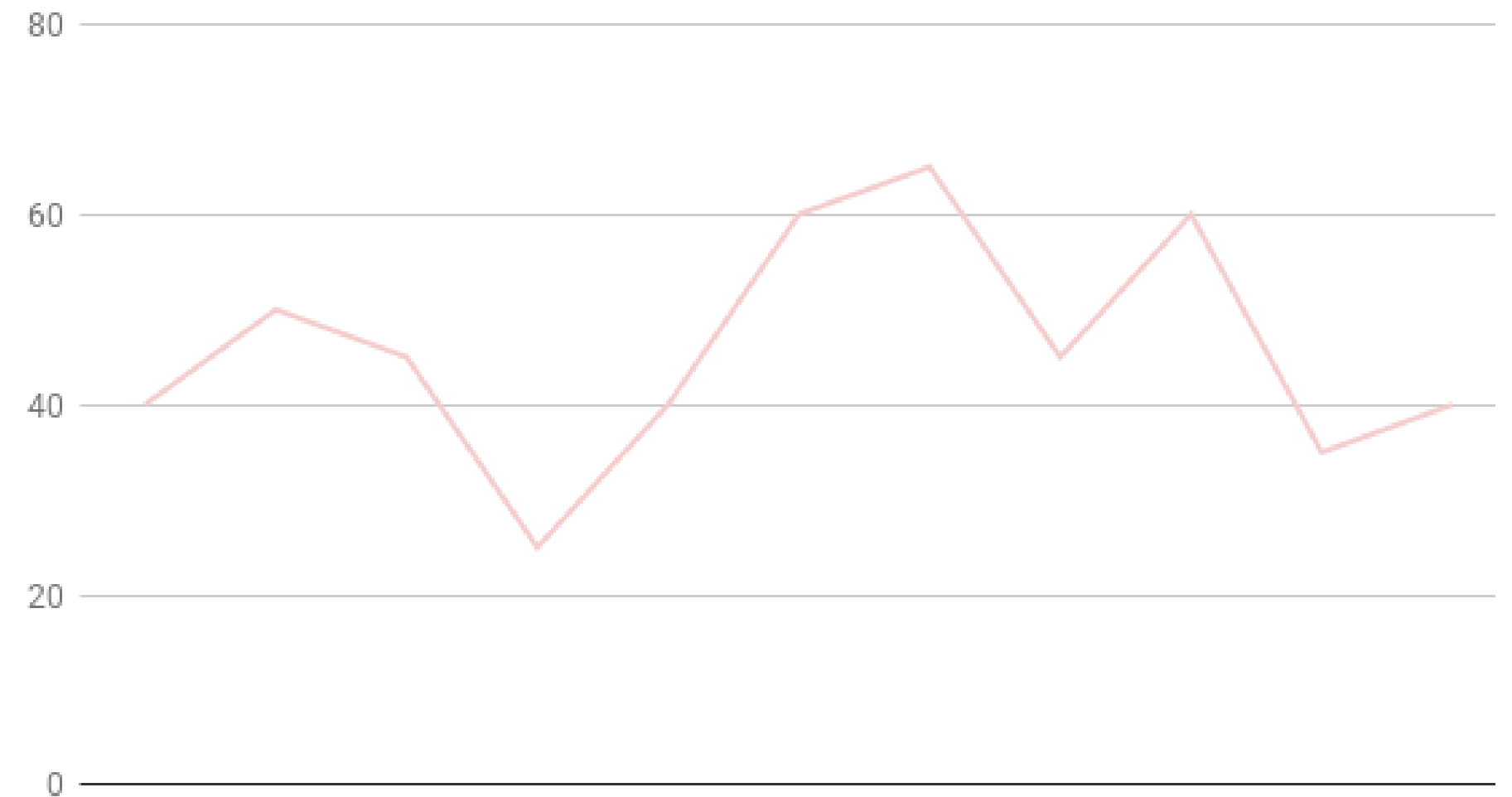
# Pink Star Station

## MATERIAL USED: COUNTING BEARS

How: The adult will display a specific number of bears and A.J. would need to MIRROR that same number or he will organize the bears by color.

A.J. Goal: By 5/ 14/ 2020, A.J. will improve foundation math skills by independently counting the one to one corresponding quantity in 80% of measurable opportunities

AJ Math Goal 1



From 8/13 - 3/11 A.J. average is 57.34 for Math goal 1

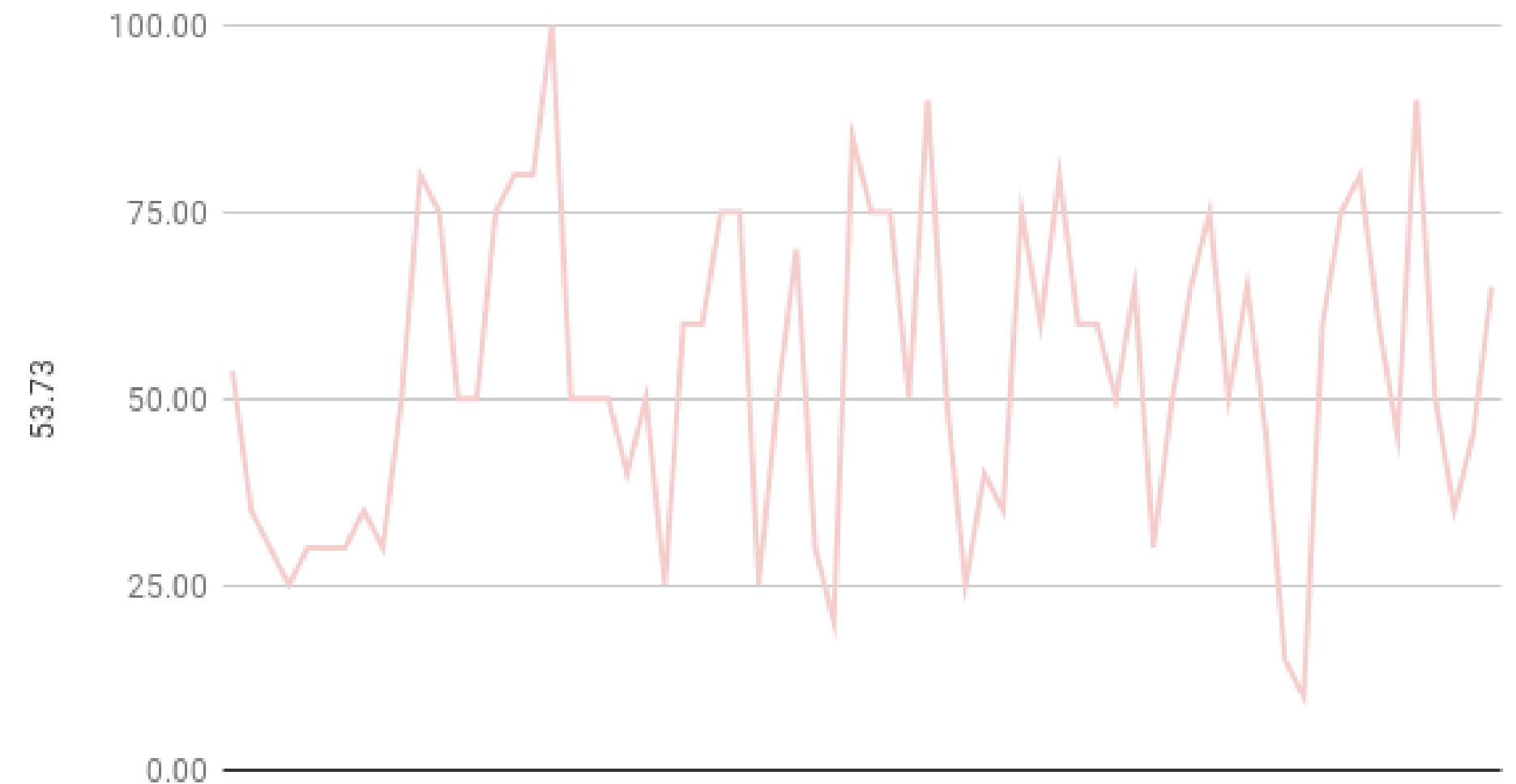
# Pink Star Station

Material used: Counting  
Bears

How: The adult will write a  
number such as "6" on a  
whiteboard and C.A. would  
need to find 6 of the same  
colored bears.

C.A. Goal: By 11/ 6/ 2020 when given  
specialized instruction, CA will show  
number sense comprehension by  
corresponding numbers with quantity at  
60% accuracy

CA Math Goal 1



From 9/16 - 3/11 C.A. average is 53.73 for Math goal 1

# My Question to You!

Do you see the relationship on how  
these students would use these  
skills in real life?

# Work Cited

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Brown, M. S., Bergen, D., & House, M. (2000). An observational study: examining the relevance of developmentally appropriate practices, classroom adaptations, and parental participation in the context of an integrated preschool program. *Early Childhood Education Journal*, 28(1), 51–56.

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