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In Rosa's case, she needs to communicate with her parents or other people to ask for things that she wants. Fr
exchange communication system (PECS) is one of the solutions that might help her to communicate. PECS is design
communication skills with an initial focus on spontaneous communication. Also, PECS can be implemented in a var
school, and the community so that the users and the people who try to communicate with them have the materials to
users' wants and needs. It's an accessible system that requires pictures only. Also, it can be developed into six phases
use a couple of words in advanced phases. According to that, research has shown that many preschoolers using PECS
In this case, Rosa is the right age to start using this system, which can increase her communication skills.

The lack of communication creates different challenges for affected persons within the community and education which could lead to other behavioral issues that we are trying to avoid such as aggressive behavior or the child becoming inappropriate. The appropriateness of PECS is not officially documented, but, on common grounds, it is considered vital for those who have difficulty expressing their needs, lack ways to make people understand their connection, and require a communication system to communicate with themselves across different settings. For that reason, I picked the goal of using a picture to communicate because it can be used later in an educational setting and also in the home or community.

In addition, Rosa comes from a family where English isn't the native language, which makes communication difficult. There are also differences in the meanings of signs between countries. Pictures are easier than signs and can combine words and pictures. An intervention specialist and the team involved in her case can collaborate to make sure that Rosa uses the pictures in a meaningful way. The family should be involved in the picture exchange communication system to make sure that Rosa is mastering the skills. All the team should know the strategies that are being used with Rosa and the picture exchange communication system. If in any case an error occurs,

I started with pictures related to food and lunchtime because to begin, Rosa can pick something that she wants to follow up and generalize this task in different settings such as the home and restaurants. The OT also can help Rosa to system when she asks for something specific. All this collaboration will help Rosa to communicate in different places pictures, and the long-term aim is to adapt this system to other development targets such as life skills or educational

Rosa will pick up the picture for the item she wants, reach to the communication partner who's holding the item in the communicator hand.

The Annual goal:

Rosa will independently complete request sequence on 8 of 10 opportunities when communication partner asks for reinforcers across and 3 activities, with 80%.

Through this routine Rosa will:

- pick the right picture.
- Hand the picture to the trainer
- get the food or utensils from the trainer
- matching the food name or the tools by using the English language.
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Three short objective goal:

- Rosa will match picture that has the right part to ask and to communicate 2/5 times per lunchtime
- Rosa will Hand the picture to the trainer within 6/8 times per item or lunchtime
- Rosa will be able to match the right picture with the wanted item 8/10 per week.

Special Education Intervention Lesson Plan

LESSON INFORMATION	<p>This lesson is about: Communicate using signs, pictures or words. (in lunchtime)</p> <p>The lesson will be taught (individual, small group, or whole class): in both ways, group to generalize the lesson and for peer modeling.</p> <p>Prerequisite skills:</p> <p>None- the trainer should know what is the favorite food for Rosa to make the Communication more efficient.</p>
LEARNER OUTCOME	<p>The lesson is about the usage of picture to ask for her favorite food (Communicate using signs, pictures or words)</p> <p>Primary Learning Target(Objective): For the first trimester, Rosa will use pictures to ask for her favorite food from the trainer.</p> <p>Secondary learning target:</p> <ul style="list-style-type: none"> - The lesson also intends to teach Rosa how to ask for what she want through a picture tools outside the class and in everyday life. - The lesson tries to teach the value of using the picture to communicate through this process in every sitting. <p>Moreover, the language will develop some vocabulary such as knowing the names of food and utensils.</p> <p>At the end of the lesson, Rosa must be able to:</p> <ol style="list-style-type: none"> 1. pick the right picture. 2. Hand the picture to the trainer 3. get the food or utensils from the trainer 4. matching the food name or the tools by using the English language. <ul style="list-style-type: none"> - Rosa will pick the picture in English 8/10 times per lunch. - Rosa will use different pictures to pick what she want during lunchtime 4/5 times. - Between every two trials, Rosa can use her hands to get other food from her plate.
*EXPRESSIVE/RECEPTIVE COMMUNICATION SKILL (INCLUDES ACADEMIC LANGUAGE IF IT IS RELATED TO AN ACADEMIC AREA VOCABULARY DEVELOPMENT	<p>Academic Language: Rosa will use picture for these Basic words such as:</p> <ol style="list-style-type: none"> 1. Spoon 2. Fork 3. Plates 4. Her favorite food (more than one item) <p>Expressive Communication Skill: . Rosa will ask for her spoon, food through picture</p> <p>Receptive Communication Skill: . the trainer will say the object name everytime (I want ...)</p> <p style="color: red;">OMIT FOR ESE413/513</p>

STATE STANDARDS ADDRESSED (EXTENDED STANDARDS, EARLY LEARNING STANDARDS) BLOOM'S TAXONOMY OR ADAPTED BLOOM'S TAXONOMY	Using picture to communicate with other: the social communication attempt to re social communication with appropriate facial expression or gesture. Participate usually initiate basic communication with her family or other people know the participate using picture to communicate with other. With modeling and support follow typical patterns when communicating with others (using picture and support, continue a conversation through multiple picture exchanges).
MATERIALS NEEDED	<ul style="list-style-type: none"> - pictures of the objects that Rosa going to need during lunch - Rosa favorite spoon, plate, and food - Two trainers (physical prompt and communication partner)
INSTRUCTIONAL STRATEGIES (BEGINNING, MIDDLE AND LESSON CONCLUSION, EVIDENCE BASED STRATEGY, ASSISTIVE TECHNOLOGY SUPPORTS)	<p>What will the teacher do:</p> <ol style="list-style-type: none"> 1- The communication partner will show the most preferred item to Rosa 2- Reinforce Rosa to exchange the item with picture within $\frac{1}{2}$ second 3- After Rosa correctly hand the picture, the communication partner will say(I want And named the object) in English. <p>The physical promoter:</p> <ul style="list-style-type: none"> - will wait for Rosa to initiate to prompt her to exchange the picture physically - when Rosa get the picture and hand it to the communication partner, the physical prompt will systematically fade. <p>CONCLUSION:</p> <p>Teacher(communication partner and the physical prompt can help when Rosa makes a mistake and if she hands the picture to the communication partner.</p>
*SUPPORTS FOR THE TARGETED RECEPTIVE/EXPRESSIVE COMMUNICATION SKILL OR ACADEMIC LANGUAGE	<p>.</p> <p>OMIT FOR ESE 413/513</p>
DIFFERENTIATION STRATEGIES FOR INDVIDUAL, FOCUS LEARNER OR GROUPS OF	<p>Since Rosa has low cognitive capacities and is hard to expose herself, the teacher to her and attend to her strenuously during the process. Also, it must be shown in</p>

CHILDREN	sighted and so the coach must also be ready to assist Rosa as she does the activities. The sample food must also be suitable to what Rosa want or like, by using the pictures.
ASSESSMENT STRATEGIES (you should have assessment strategies for each lesson you teach AS WELL AS baseline data and summative assessment at the end of the unit(baseline and summative is edtpa requirement)	Pre assessment- the coach will see if Rosa knows some of the current vocabulary or knowledge the coach will start to use new words. Formative assessment- Post assessment- for the post-assessment, the coach will base this on Rosa's performance parts. For data collection: the physical promoter can take the data, using the data sheet. Initiate to the object and how many times she needs the physical promoter help to what she knows and what she likes with free access to the object and what is her show pleasure .., etc,,)
REFERENCES, RESEARCH AND CITATIONS	Cite evidence based practice as well as any work that is not you own.
ENGAGEMENT STRATEGIES	Using materials that Rosa like and want to have; could help with her engagement gaps between each routine. Add other items that she likes to different learning situations. Technologies can come in the form of audio materials such as say, songs with instruments in general. To supplement Rosa's learning, this can work well since Rosa has no real damages her hearing
MAINTENANCE AND GENERALIZATION OF THE SKILL	Maintenance of skill Redo the task with Rosa, in different times and different sitting. If she do it correctly another task. Or we can start to Generalize the task into outside the usual sitting. Generalization of skill Generalize the task into home sitting, different places (restaurant, grandparents home, etc.) Also the whole team from OT.PT going to help this communicational system with Rosa, she can use and generalize this system in different setting.

Post – Observation Reflection: (Response/Reflection)

CSU Intern: _____

Supervisor: _____

Grade level/subject area: _____

Date: _____ **Observation #:** _____

Directions: Following the observation and post-conference, interns are to complete the post-observation reflective responses electronically to their supervisor within 48 hours of the observation. Interns and supervisors should then use the data from the completed post-observation reflection to formulate next steps for both the intern and supervisor.

Post-observation Reflective Responses:

1. What was the greatest surprise in the lesson today?
2. What evidence supports that students understood the purpose of the lesson and the connection between the purpose and the activities?
3. What were some of the most effective connections between the lesson purpose and the activities?
4. How did the assessment tasks provide students the opportunity to demonstrate and explain their thinking?



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