**Name**: Andrea MacMurray **Date**: 3/12/2012 **Students**: ‘E’

**Grade Level:** Third **Subject**: Person Centered Planning

**Topic**: What My Teacher Next Year Should Know About Me!

**K-12 CAREER DEVELOPMENT CURRICULUM FRAMEWORK**

* Present ideas appropriately, including the use of visual techniques.
* Use appropriate forms of language to formulate and articulate effective oral and/or written responses.
* Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).
* Demonstrate the capacity to communicate constructively with peers and adults.

**Objective(s)**:

‘E’ will draw at least two things that he feels that his teacher should know for next year. He will then articulate what each picture means to me.

**Rationale:**

I am conducting this learning experience to help ‘E’ organize what his strengths are and what is most important to him in which would be helpful to a new teacher.

**Materials:**

* Paper
* Pencils
* Art Supplies

**Procedures**

Introduction**:**

Good Morning ‘E’! Today I would like you to think about what you want your teacher next year to know about you.

Body of Learning Experience:

I want you to draw at least two things that it would be helpful if your new teacher knew. For instance if I was going to tell a teacher about myself I might draw a picture of a math blocks and say that when I use manipulatives I understand math better. Now it is your turn go ahead and draw.

Conclusion**:**

‘E’ look at all of those pictures you drew! How about you describe to me each one and I will write what you tell me.

**Positive Feedback:**

Throughout the entire learning experience, I will be actively trying to give positive feedback to ‘E’. I will positively be reinforcing the concepts that they are working with. For instance ‘E’ you are really focused on your drawing.

**Assessment**:

To document this learning experience I will be observing ‘E’ as he creates his piece of artwork. As well as documenting, what ‘E’ dictates to me about what he wants his future teacher to know.

**Anticipated Problems:**

With a detailed plan I try to prepare for possible problems that could arise, here is what I think might happen with ‘E’ and within my plan I planned ways to accommodate anticipated problems. ‘E’ is very focused and motivated. ‘E’ wears an assistive hearing aid which helps him to block out background noise. I will wear the assistive technology piece that corresponds to his hearing tool so that he can hear me well. I will also have ‘E’ sit on the side of the table that faces the white board and puts his back to the rest of the room. That will help him to focus in on the learning experience if the room is distracting.

**Rules and Expectations:**

The rules for this classroom are a continuation of their classroom. I will be reinforcing the rules that they created in their classroom.

3/15/2012

Learning Experience Reflection

This learning experience went well. It took longer than I originally thought that it would. ‘E’ really got into his piece of art and describing to me what each picture was about.

‘E’ and I work together multiple times a day so the execution of this new type of learning experience went quite smooth. The objectives were for ‘E’ to choose at least two things to draw that he would want his future teacher to know and then dictate to me what each picture was about. He was absolutely able to meet this objective and then some. I know through my observations as well as his work sample.

This learning experience took place in the resource room. At the time, the resource room was relatively quiet. ‘E’ was able to focus. We did some reading work took a break to do this and then went back to reading. It was a nice break from the normal routine. ‘E’ was really into drawing his pictures. He kept going back to the soccer field he drew to add more detail. It was pretty easy for him to describe to me that he would want his future teacher to know that he likes soccer, the rest were more difficult for ‘E’ to not only draw but articulate. I had to probe a little to help him discover what supports he has now and what he hopes to have next year.

Because ‘E’ and I were in a relatively quiet room, there were really no communication problems. However, I did wear ‘E’ assistive technology microphone and he wore his ear piece. This just helps him to drown out background noise and really be able to hear the correct sounds that people are saying.

Next time I would devote a whole class period to this sole project. After seeing how into it ‘E’ was, I would try to find more time in the day for this activity. ‘E’ really was soothed by drawing and I plan to use that as transition activities for him in the future to help him shift from one subject to another. Overall, learning experience went quite well!