

Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC-Chapel Hill

Teaching Communication During Daily Routines and Activities

FACILITATOR GUIDE



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Teaching Communication During Daily Routines and Activities

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Module Notes

This guide describes the preparation, flow, video segments, and learning activities for this module.

The guide is set up with the following formatting:

Script for the facilitator to SAY is written like this.

Instructions for the facilitator to DO are written like this.

Possible answers are written like this.

Icon Glossary



VIDEO: This icon indicates when a video segment should be played.



ACTIVITY: This icon indicates when a learning activity should occur.



FACILITATOR NOTES AND IDEAS: This icon indicates an open space where facilitators can add their own reflections, examples, points of emphasis, etc.

Facilitator Introduction

What Does a Facilitator Do?

A facilitator manages the flow and discussion of the professional development (PD) by

- keeping the PD and discussions on track,
- encouraging all members to participate,
- recognizing and utilizing the unique contributions of each member, and
- playing an active and critical role in all aspects of the PD session.

What Makes a Good Facilitator?

Good facilitators

- prepare prior to the PD session,
- value people and their ideas,
- communicate clearly,
- keep discussions on topic, and
- manage time to respect announced beginning and ending times.

What Are the Facilitator's Basic Responsibilities?

1. Establish the Purpose
 - a. Communicate the objectives of the module in a way that is meaningful to the participants.
 - i. Motivation to participate and learn are increased when the benefit is clear.
 - b. Help the participants connect the content to their own learning needs.
2. Support Learning
 - a. Respect participants' knowledge and experience and use it as a resource in the learning process.
 - b. Pause the video and encourage discussion when information needs to be emphasized or it relates directly to something the staff has experienced.
 - c. Avoid reading the script verbatim. Instead, familiarize yourself with the information prior to delivering the module and use it as a guide to support your interaction with participants.
3. Support Participation
 - a. Use the activities to help participants integrate the information in the module with their personal experiences.
 - b. Encourage participants to interact while completing activities to help them retain information.

- c. Encourage various participants to share with the group. Hearing other participants' ideas may help individuals retain the information better.
 - d. Think aloud and reflect on the ways this new information does and does not relate to what you already know. Encourage participants to do the same.
 - e. Seek questions from participants. When appropriate, bring individual questions back to the group to discuss. Work together to construct answers based on what has been presented in the module and incorporate your own responses.
4. Focus on Application and Use
- a. Work in teams to plan or solve problems regarding the application of the module content with students.

The facilitator guide provides support to help you be a good facilitator, but there are also open sections in the guide for you to use when planning and during the session to make notes about relevant examples from your own experience, observations, and knowledge of the participants.

Trouble Shooting Tips

As a facilitator, you may be required to intervene to keep the workshop on track. Listed below are some tips for intervening in particular circumstances.

Staying on-task and on-time.

- a. Your participants likely have a specified amount of time to complete each module. With groups of passionate and knowledgeable people, it is easy to veer off onto other topics or get side-tracked by details of a conversation. In order to help the group stay focused, you may want to:
 - i. Remind the group of the "keep focused" expectation.
 - ii. Explicitly re-focus the group back to the topic.
 - iii. Close the item and set it aside in a "parking lot."
 - iv. Ask participants to help you decide how to proceed.
2. Dealing with unproductive behavior.
- a. Difficult behavior is often unintentional or occurs as the result of emotionally charged situations. You might be dealing with inattentive members who are engaging in side-bar conversations, taking calls or indiscreetly dealing with e-mail. You might also be dealing with personal agendas or other forms of disrespectful behavior. A mild intervention will most often assist you in dealing with the behavior. For example
 - i. Use gentle and appropriate humor to redirect.
 - ii. Directly restate the ground rules.
 - iii. Direct your questions to the individual for clarification.

- iv. Ask participants to shift and work with different groups for the next activity.
 - v. Seek help from the group.
 - vi. Address the issue at a break.
3. Stimulating Active Participation.
- a. While passionate people often have a lot to say and suggestions for action, it is not uncommon for PD sessions to experience lulls. You might want to use the following techniques to keep the conversation going.
 - i. Use probing questions.
 - ii. Give an example to see if it sparks ideas.
 - iii. Call on individuals in the group.
 - iv. Invite debate.

Module Overview

About This Module

The goal of this module is to explain the importance of using the Universal Core vocabulary throughout the school day and to describe the use of predictable daily routines as a way to get started.

Learning Outcomes

- Participants will be able to recall the importance of incorporating Universal Core vocabulary into the daily routines and activities.
- Participants will be able to describe the 3 strategies used in supporting communication development daily routines and activities.
- Participants will be able to discuss vocabulary students might use when communicating during daily routines and activities.



Facilitator Notes

Materials and Equipment

MATERIALS	EQUIPMENT
For the Facilitator: <ul style="list-style-type: none"> • Video of <i>Teaching Communication During Daily Routines and Activities</i> • Activity 1 Handout: Taking Advantage of Classroom Routines • Print one poster for each classroom: Use Universal Core • Handout: Daily Routines Planning Form • Participant email addresses or representative for the group's email • Course Evaluation Form • Agenda 	For the Facilitator: <ul style="list-style-type: none"> • Chart paper or Whiteboard • Extra Pens and Pencils • Laptop • LCD Projector • Speakers appropriate for the room size

Module Preparation Checklist

Task	✓
Obtain and test LCD projector and personal computer	
Obtain chart paper or confirm there is a whiteboard in the presentation space.	
Obtain markers for chart paper or whiteboard	
Copy participant materials.	
<ul style="list-style-type: none"> • Participant Handouts 	
<ul style="list-style-type: none"> • Workshop evaluation form 	
<ul style="list-style-type: none"> • One poster per classroom 	
<ul style="list-style-type: none"> • Agenda 	
Obtain and test Video of <i>Teaching Communication During Daily Routines and Activities</i> (found on project-core.com)	
Set up chart paper	

Workshop Schedule

		Content	Activity
Section 1	<i>Introduction</i> 5 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Opportunities to Learn</i> 29 min	Using universal core vocabulary to take advantage of every opportunity for educators to teach and students to learn.	Taking Advantage of Classroom Routines
Section 3	<i>Demonstrate Universal Core</i> 15 Min	How to encourage students to use the Universal Core to communicate their own thoughts and ideas during routines.	Supporting Each Other
Section 4	<i>Wrap-up</i> 10 min	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey at: project-core.com/PDSurvey	

Module Instructions

SECTION 1—Introduction

Expected Time: 5 minutes

Greet participants and discuss any housekeeping information they may need.



Facilitator Notes

State the title of the module and briefly review the learning objectives.

Welcome everyone. Today we will be discussing Daily Routines and Activities. We will talk about the importance of using Universal Core vocabulary throughout the school day and to describe the use of predictable daily routines as a way to get started.

Introductions: See who is in your audience. If the participants are well known to you, skip introductions.

As we get started, I would like to know a bit about who is here today.

Raise your hand if you are a classroom teacher.

How many of you are speech-language pathologists?

Are there any occupational therapists here today?

Physical therapists?

Teaching assistants?

How about school psychologists?

School administrators?

Did I miss anyone?

Ask anyone who raises a hand to say what job he/she does.

Review list of handouts.

I'm glad all of you could be here today. We will begin the recorded presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of the following documents:

Today's agenda,

Activity 1 Handout: Taking Advantage of Classroom Routines

Poster, and a

Daily Routines Planning Form

Make sure everyone has all of the handouts.

Does everyone have a copy of each of these?

Supply extra handouts to anyone who needs them.

You need these handouts for the activities we will do during today's session. Does anyone have any questions?

Pause to see if there are questions and respond as appropriate.

If there are no (more) questions, let's go ahead and get started.

Explain the reason for today's session and start the module.

We always say that we start teaching the moment the students walk through the door but maybe a better way to put it is that we start managing our students' day the moment they walk through the door. We all have our way of getting the day started but it generally consists of greeting the students with a warm welcome and getting them to the classroom. Then students begin their morning routine of putting their belongings in their cubbies or lockers, taking out their homework and teacher/parent journal, placing these items on a designated desk, using the bathroom, washing their hands, and sitting at their assigned seat to eat breakfast. All of these tasks are important and needed but what if we could still accomplish all of these tasks AND teach communication at the same time? Today's module will help us think about how we might transform these daily routines into teaching and learning opportunities to support the expressive language of our students.

SECTION 2—Opportunities to Learn

Expected Time: 29 minutes (including activity)



Facilitator Notes

Let's start by watching a video segment and then we will pause it to do an activity together. If you have questions during the segment, please write them down so we can discuss them when we pause. If you just can't wait to ask the question, I can pause the video right then but let's try and watch the whole segment because it may answer your question.



Start the video.

At the 3:50-minute mark you will see "Activity 1", pause the movie to complete activity 1.

We're going to pause the module now so we can do Activity 1.



LEARNING ACITIVITY 1

Taking Advantage of Classroom Routines

Expected Time: 25 minutes

See Appendix A for Activity 1



Facilitator Notes

Materials

- Activity 1 Handout: Taking Advantage of Classroom Routines
- Chart paper or Whiteboard

Ask participants to locate the handout and sit in their classroom teams.

Please find the handout, Taking Advantage of Classroom Routines for Activity 1. For this activity it will also be helpful if you are sitting with your classroom teams. So, take this time to move if you are not already seated with your team. For staff not assigned to an individual classroom please spread yourselves out between each of the classrooms.

Ask participants to work in their classroom teams to complete the activity and give directions.

This activity is broken into three sections. In the first section you are all going to talk about and write down some of the non-academic routines that occur in your classroom every day. For example, the video talked

DAILY ROUTINES AND ACTIVITIES ■

about the routine you have when students first come to school in the morning but what other routines do you have? Take just a couple of minutes and complete this section.

Pause and allow participants to create their list.

In part two, you will all choose one of the routines you listed and write down the steps involved in the routine. Then for each step, write the things you say to guide your students.

Write examples on chart paper or whiteboard.

For example, if you have a routine for transitioning to specials, the steps may look like this: *1. Signal for attention. 2. Give directions. 3. Students move. 4. Line up at the door. 5. Give the GO signal.*

Now beside each of the steps write what is typically said during these steps by the adult.

Write examples on chart paper or whiteboard.

For the first step you might say, *"In one minute the bell is going to ring."* Step 2, *"The bell has rung, check your schedule."* Step 3, *"Your schedule is here"* OR *"Look at your schedule. What comes next?"* Step 4, *"Line up"* OR *"Where do you need to be?"* Step 5. *"Let's go to PE."*

You are welcome to substitute this routine for your own but be sure to plan it out before the session.

Go ahead and get started on this section. I will be moving around the room if you have questions.

Provide participants time to generate some ideas and provide support when needed.

Let's hear a few of your examples. Would someone please share your steps and what you typically say?

Pause and allow participants to share their ideas.

For the last section of this activity, you will all write down the things your students might do during the routine that you could attribute meaning to and then demonstrate a core word.

Write examples on chart paper or whiteboard.

A behavior that might occur during step 1 is *the student looks at the door*. Then under Your Comment to Attribute Meaning, what you could say to attribute meaning that would include a core word you could demonstrate?

DAILY ROUTINES AND ACTIVITIES ■

Allow participants to brainstorm but here is an example if they are struggling to come up with their own. *I saw you look at the door. You want to go. Then under core word write GO or WANT GO.*

Get started on this section and again I will come around if you need help.

Allow participants to complete the handout.

After 10 minutes pull the group back together and facilitate a group discussion.

I would like us to share our ideas. This will help us think about what it means to attribute meaning and demonstrate core vocabulary. Who would like to get us started?

Throughout this discussion be sure participants stay focused on the student's communicative behavior and attributing meaning.

Wrap up the discussion and bring participants' attention back to the movie

SECTION 3— Demonstrate Universal Core

Expected Time: 15 minutes

Materials:

- Handout: Poster
- Handout: Daily Routines Planning Form



Facilitator Notes

Now let's watch the next segment of our movie to learn more about demonstrating Universal Core across the school day.



Start the movie and complete the video.

Lead the group in a discussion. Ask participants to find the poster titled Use the Universal Core.

Please find the poster called, "Use the Universal Core." (Pause) The information on this poster is one way to help us, the adults in the room, to demonstrate using core throughout the day. Old habits can be hard to break so let's brainstorm some ways we could help each other make this shift to using Universal Core throughout the day. I'll write our ideas down.

Below are some additional ideas if needed.

1. *Disrupt the way you normally do things. Changing things around a little bit makes us more aware of what we are doing and makes way for new habits to form.*
2. *Lead by example. If we see others demonstrating Universal Core vocabulary, it will help us remember to do it as well.*
3. *As a classroom, formulate daily short-term goals that will ultimately lead to long-term success—and then help each other remember the goals. (e.g., We will try and demonstrate at least 3 Universal Core words in each activity.)*
4. *Give positive feedback when you see each other attempt to demonstrate a core word.*
5. *Tell each other about student success stories. This is a powerful motivator.*
6. *Be sure all students have their communication system with them at all times so that we can take advantage of unexpected opportunities.*

Ask participants to find the form *Weekly Daily Routines Planning Form* and give directions.

Finally, I want you to take a look at the Daily Routines Planning Form. This is another way we can help ourselves make this shift to using Universal Core throughout the day. By using the planning form, we help all the adults in the room understand the expectations for that week, what we should focus on, and what we want to help each other remember to do. As we said earlier, we are trying to create a new habit

of demonstrating core across all activities and this is one more way we can do help ourselves achieve that goal. Are there any questions about how this form is used?

Pause to see if there are questions and respond as appropriate.

SECTION 4—Wrap-up

Expected Time: 10 minutes



Facilitator Notes

Hand out the Assessment.

These are great ideas and I will send these out in an email so everyone has them. At this time, I am going to pass out the assessment for this session. Please complete the assessment and the course evaluation and turn them in as your exit tickets.

Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.)

That completes the Daily Routines and Activities module. Please complete a brief survey about this PD session at: project-core.com/PDsurvey. Take your handouts with you so that you may refer back to them as we continue to learn about using Universal Core vocabulary. Thanks for your attention and participation.

CEUs

Project Core does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided in **Appendix C** to help facilitate the application process required by your state or LEA to secure CEUs for the completion of this module

Appendix A

Agenda

Daily Routines and Activities

		Content	Activity
Section 1	<i>Introduction</i> 5 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Opportunities to Learn</i> 29 min	Using Universal Core vocabulary to take advantage of every opportunity for educators to teach and students to learn.	Taking Advantage of Classroom Routines
Section 3	<i>Demonstrate Universal Core</i> 15 Min	How to encourage students to use the Universal Core to communicate their own thoughts and ideas during routines.	Supporting Each Other
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Taking Advantage of Classroom Routines

Daily Routines and Activities Learning Activity 1

Think about the daily schedule in your classroom. What types of daily routines do you do? Some examples include the routines you have when students arrive in the morning, transition to specials, and make choices during recess or leisure time. Other daily routines might involve lunch or snack time, going to the bathroom, and transitioning to work with various related service providers.

Directions: Part 1 - Make a list of 3 to 5 more routines that happen in your classroom every day.

- 1.
- 2.
- 3.
- 4.
- 5.

Directions: Part 2 – Choose one of the routines you listed and write down the steps involved in the routine. For each step, write the things you say to guide your student(s).

Routine: _____

Steps	Things You Say

Directions: Part 3 – Review the steps from part 2. Think about and write down the things your students might do during the routine that you could attribute meaning to and then demonstrate a core word.

Routine: _____

Student Behavior	Your Comment to Attribute Meaning	Core Word(s)

Daily Routines Planning Form

Daily Routines: Adults use the daily schedule to identify opportunities to communicate across the school day. (1) Identify the activity (i.e., arrival, breakfast, art). (2) Identify how adults will demonstrate core vocabulary to support student's expressive language (i.e., *demonstrate how students can use their core vocabulary to ask for a TURN, choose the SAME or DIFFERENT colors for the art project, or suggest we add MORE.*). Adults and students use the Universal Core vocabulary to talk about the activity. Review the PD module '*Teaching Communication During Daily Routines*' for additional information.

MONDAY		TUESDAY	
Activity on Schedule	Core Vocabulary Focus	Activity on Schedule	Core Vocabulary Focus

WEDNESDAY		THURSDAY	
Activity on Schedule	Core Vocabulary Focus	Activity on Schedule	Core Vocabulary Focus

FRIDAY		ADDITIONAL NOTES
Activity on Schedule	Core Vocabulary Focus	

Use the Universal CORE

Arrivals & Departures



here
on
get
put
look

help
put in
where go
you stop
where go

Use this poster for initial ideas on core words you might use and model during these common activities. Create your own posters for other routines in your classroom.

turn
put
want
get

stop
finished
go in
do it

get it
put on
you help
get more
he do

Personal Care



Mealtime



do
get
put
more
look

want
not like
not more
what that
you like

I need
help
open it
put here
look good

more
get
want
like
you

not
go
look
not like
get that

it same
want different
look here
turn on
go up

Play & Leisure



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Assessment

Daily Routines and Activities

Name: _____

Date: _____

1. Universal Core vocabulary can be taught in which of the following activities?
 - a. On the playground
 - b. Getting off the bus.
 - c. Going to the restroom.
 - d. Moving from one activity to another.
 - e. All of the above

2. Using routines to teach students to use core vocabulary to communicate requires showing them what they could say. All of the following are examples EXCEPT:
 - a. Student takes off backpack and looks at adult. Adult says, "You look like you have a question. You can ask, "WHERE GO?" and points to the symbols.
 - b. Student is trying to put her shoe on and looks at the adult who says, "I see you looking at me. Are you asking for HELP?" Adult says "HELP" while pointing to HELP.
 - c. Student is running in the hall. Adult says, "I know you want to get to class but you need to STOP" and points to STOP.
 - d. Student pushes lunch tray away. Adult says, "You pushed your tray, I think you are FINISHED. You can say, FINISHED" and points to the symbol.

3. True False Deciding what words to demonstrate starts by watching students closely and attributing meaning to the things they do.

4. True False After you show students how they might use Universal Core vocabulary, you should use hand-over-hand to guide the student to point to the symbols.

5. True False The entire school day provides opportunities for educators to encourage students to learn to use the Universal Core to communicate for multiple purposes across multiple contexts and multiple partners

Appendix B

Assessment

Daily Routines and Activities

Name: _____

Date: _____

1. Universal Core vocabulary can be taught in which of the following activities?
 - a. On the playground
 - b. Getting off the bus.
 - c. Going to the restroom.
 - d. Moving from one activity to another.
 - e. **All of the above**

2. Using routines to teach students to use core vocabulary to communicate requires showing them what they could say. All of the following are examples EXCEPT:
 - a. Student takes off backpack and looks at adult. Adult says, "You look like you have a question. You can ask, "WHERE GO?" and points to the symbols.
 - b. Student is trying to put her shoe on and looks at the adult who says, "I see you looking at me. Are you asking for HELP?" Adult says "HELP" while pointing to HELP.
 - c. **Student is running in the hall. Adult says, "I know you want to get to class but you need to STOP" and points to STOP.**
 - d. Student pushes lunch tray away. Adult says, "You pushed your tray, I think you are FINISHED. You can say, FINISHED" and points to the symbol.

3. **True** False Deciding what words to demonstrate starts by watching students closely and attributing meaning to the things they do.

4. True **False** After you show students how they might use Universal Core vocabulary, you should use hand-over-hand to guide the student to point to the symbols.

5. **True** False The entire school day provides opportunities for educators to encourage students to learn to use the Universal Core to communicate for multiple purposes across multiple contexts and multiple partners

Appendix C

Information for CEUs

Daily Routines and Activities

Project Core does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided below to help facilitate the application process required by your state or LEA.

Module Objectives

- Participants will be able to recall the importance of incorporating Universal Core vocabulary into the daily routines and activities.
- Participants will be able to describe the 3 strategies used in supporting communication development daily routines and activities.
- Participants will be able to discuss vocabulary students might use when communicating during daily routines and activities.

Author Bios

Karen Erickson, Ph.D., Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Lori Geist, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies (CLDS) at the University of North Carolina at Chapel Hill. She is a certified speech-language pathologist with an emphasis in assistive technology and augmentative communication. Dr. Geist's PhD is in Computing Technology in Education from the School of Computer and Information Sciences at Nova Southeastern University. Prior to joining the CLDS team, Dr. Geist led a clinical research and development team for DynaVox Technologies.

Claire Greer, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine,

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Penny Hatch, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Dr. Hatch worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

Agenda

		Content	Activity
Section 1	<i>Introduction</i> 5 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Opportunities to Learn</i> 25 min	Using universal core vocabulary to take advantage of every opportunity for educators to teach and students to learn.	Taking Advantage of Classroom Routines
Section 3	<i>Demonstrate Universal Core</i> 15 Min	How to encourage students to use the Universal Core to communicate their own thoughts and ideas during routines.	Supporting Each Other
Section 4	<i>Wrap-up</i> 5 min	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey	