**Special Education Meets Agriculture Education  
Overview:**

Special Education in the US

Important Terms to know

Visual Learners & Special Education

Modified Ag in the Classroom Curricula

**Important Terms to know:**

* **Accommodations**: a change in the *mode* of presentation, expression, and assessment by a teacher for a student’s benefit. Students **are** held to the same standard as their developing peers.
* Examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Modifications:** a change in the *information* being presented, expressed, and assessed by a teacher for a student’s benefit. Children **are not** held to the same standard as their peers.

Examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Task Analysis**: Breaking a large task down into smaller tasks to help the student overcome larger goals
* **Backward Chaining:** teaching each step in an overwhelming task backwards. The student is eventually able to do it on their own
* **Generalization:** being able to do a skill in a variety of settings, with a variety of people, and at all different times.

**Visual Learners:**

Learning Suggestions for visual learners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

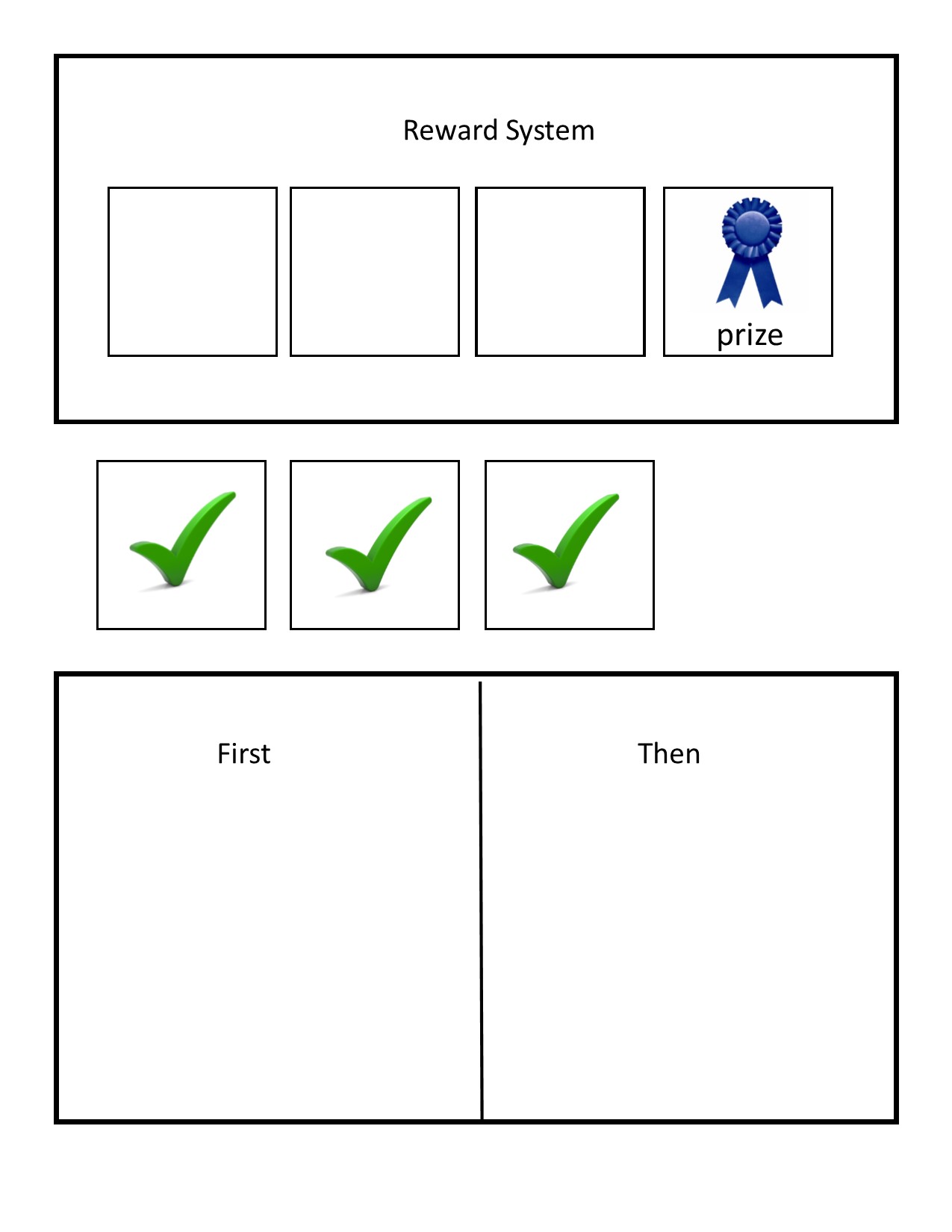
**Students that benefit from Visual Aids:**

* Autism Spectrum Disorder (ASD)
* Specific Learning Disability (SLD or LD)
* Intellectual Disability/Delay (ID)
* Emotional and Behavioral Disturbance (EBD)

**… all students!!**

**Some examples of visual aids that are often present in Special Education:**

* Picture Exchange Communication Systems (PECS)
* Visual Schedules
* Checklists
* iPads
* Reward Systems

****

**How visual aids help the student in Special Education:**

* Provide **clear** and **outlined** expectations, rules, and guidelines for behavior/academic work
* Bring routine, structure, and sequence
* Make abstract concepts visually concrete
* Reduce anxiety
* Help all students (with and without disabilities)
* Allow student to work towards a goal
* Permit students to express their thoughts
* Allow student to communicate with *anyone* because they are part of everyone’s communication system
* Assist with transitions
* Address difficulty with sequential memory and organization of time

**Good practices for using visual aids:**

* Work folders/boxes
* Laminate (reuse activities)
* Use task analysis
* Use explicit, individual, systematic instruction
* Scaffolding as needed
* Use reinforcers that the *child* wants
* Assess student continually to monitor progress
* Individualize!!

**Ag in the Classroom Modified Materials**

Each lesson includes:

* Instructions for teachers on how to use the materials
* Bottom left corner includes a label with the book of origin, activity name, and page
* File Folder Activities include the instruction sheet with the answer choices and activity pages

**Main Modifications:**

* Adding visual pictures (lists, procedures, hands-on activities, notes)
  + Nouns and verbs!
  + Great for students who can identify pictures but can’t read
* Manipulating worksheet/project into a different type of activity (File Folder Activity, Sequencing Activity)

**File Folder Activities**

* First page has the instructions and potential answer choices
* Activity pages have places for questions, places for the student to put their answers,
* Many activities have different levels of file folder activities

**Matching**

* This is often putting answers into categories

**Sequencing**

* 1. Print two copies of the activity. Cut up one copy into strips and have students lay one strip on top of the other. (match strip to strip)
* 2. Take away the excess copy of the activity. Have student sequence strips.
* 3. Have students sequence the strips without the numbers.
* 4. Have student sequence strips without the pictures.
* **If applicable:**
* 5. Remove key words from each step and have students fill in key words. (Provide a word bank)
* 6. Do the activity above without a word bank.
* **Alternative using Backward Chaining:**
* 1. Explain each step to student.
* 2. Have student master step 5
* 3. Go through each step again but let student explain /do step 5 on their own.
* 4. Repeat Steps 2 & 3 with each step going backwards until the student can do all the steps on their own.

**Let’s Make a Bracelet!**

**Draw in some visuals you would add to this procedure**

1. Get a pipe cleaner
2. Get 6 beads
3. Put on a yellow bead for sunshine
4. Put on a brown bead for soil
5. Put on a blue bead for water
6. Put on a clear bead for air
7. Put on a green bead for plant
8. Put on a red bead for love and care of plant
9. Twist ends of pipe cleaner to make a bracelet

**File Folder Activity G**

**Plants are used to…**

|  |  |
| --- | --- |
| **Plants are used to**   * Look pretty * Clean the air * Give us oxygen * Give us food | **Plants grown in Tennessee**   * Wheat * Soybeans * Vegetables * Corn |
| **What Plants Need to Live:**   * Food * Water * Sunlight/Sun | **What we need to live:**   * Food * Water * Shelter * Clothes |

Your File Folder Activity

Thanks for coming to my workshop!!

If you have questions, comments, or lesson plan ideas, please feel free to contact me!

[Kelly.s.hunt@vanderbilt.edu](mailto:Kelly.s.hunt@vanderbilt.edu)

Notes:

Please fill out this survey and turn it in as you leave!

1. Do you think it would be useful to have Special Education Accommodations for Ag in the Classroom (AITC) lesson plans?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is one improvement I can make to this workshop?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is one improvement I can make to the modified AITC lessons? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is one thing I did well in the workshop? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is one thing you like about the curriculum that you’ve seen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_