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AUTHOR Stowitschek, Joseph J.; And Others  
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ABSTRACT

The Transition Choices Program (TCP) is designed to increase the ability of young persons with disabilities to participate more fully in the school-to-adult life process through systematic instruction in six skills: exploring choices and developing preferences; planning goals and following through; seeking assistance when needed; recognizing and asserting personal rights; negotiating for choices; and respecting the preferences of others. The curriculum is based on the need for self-determination to be taught through both indirect and direct means; ingrained early in student repertoires; nurtured in day-to-day activities; and infused into school, community, and home instruction. The program kit consists of: (1) four types of assessment forms, for determining initial placement, progress, mastery, and Individual Education Plan participation; (2) teaching cards, including simulation cards, which provide teachers with information on the simulation purpose, preparation and materials, simulation activities, and evaluation; coincidental teaching cards which allow recordkeeping of planned teaching incidents; and school cards which facilitate communication between home and school; (3) an explanation of the teaching procedure; and (4) an inservice development guide. Computer diskettes with all the teaching cards and forms are available for both Macintosh and PC computers. (DB)

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# Transition Choices Program

## Preparing to Participate in Life's Choices

ED 403 695

## Teaching Guide and Curriculum

**Joseph J. Stowitschek**

**Richard Laitinen**

**James Q. Affleck**

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**Experimental Education Unit**

**College of Education**

**University of Washington**

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## Project Staff

**Principal Investigator:** Joseph J. Stowitschek  
**Co-Principal Investigator:** James Q. Affleck  
**Transition Field Specialist:** Richard Laitinen  
**Project Coordinator:** Renee Nowak  
**Research Assistant:** Tanya Prather O'Connell

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### Advisory Board

Lupita Cano  
Keith DesRosier  
Donna Dykstra  
Valerie Hawkins  
Ed Holin  
Tim Kasten  
Donna Lowary

Larry Moss  
Steve Nourse  
Paul Nowak  
Brenda Oswald  
Dana Schorr  
Jim Whittaker

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For more information, contact: Joseph J. Stowitschek,  
Experimental Education Unit, Box 357925  
University of Washington  
Seattle, WA 98195  
(206) 543-4011  
Stowi @ U.Washington.edu

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# Transition Choices Program

## Preparing to Participate in Life's Choices

### TCP Philosophy:

"The ability to direct the course of one's life begins with the ability to make choices in everyday life -- Together with the student and the family, educators must systematically infuse into the student's day, both opportunity and capacity for choice making."

### TCP Program Units:

☆ Exploring Choices and Developing Preferences	Unit 100
☆ Planning Goals and Following Through	Unit 200
☆ Choices in Seeking Assistance	Unit 300
☆ Recognizing and Asserting Personal Rights	Unit 400
☆ Negotiating for Choices	Unit 500
☆ Respecting the Preferences of Others	Unit 600

### The TCP Kit:

- ☞ **Staff Seminars in Opportunity and Capacity Building:** To prepare educators to infuse student choice making into ongoing activities ( 3 half-day seminars, plus planning and update sessions).
- ☞ **Orientation and Simulation Cards:** To introduce students to choice making skills and to give them opportunities to practice making choices in low risk situations. (Daily 5-15 minute exercises in group warm-up, small group or one-to-one times.)
- ☞ **Coincidental Teaching Cards:** To infuse authentic choice opportunities and brief teachable moments into the student's school day. (20-60 second planned incidences, custom tailored by teaching staff),
- ☞ **School and Home Cards:** To follow through on choice opportunity and capacity building into general education and family environments.
- ☞ **Choice Application Assessments:** Pre and post surveys of student's choice opportunities and capacities, used to select IEP Goals, TCP units and cards, assess outcomes.
- ☞ **TCP Wall Chart:** To help manage daily teaching, remind, and monitor progress.
- ☞ **Teaching Guide:** To illustrate teaching procedures, assist in planning, assessment.



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# TEACHING GUIDE

## Overview

### Self-Determination

The Hallmark of an independent life is the ability to determine the course that life will take. While we all must rely on the support of others at one time or another, self-reliance is both a prized and expected trait in our society. Yet, valued as this trait is, persons with disabilities, have traditionally not been expected to play a major role in determining their own vocations, avocations, or living situations. Until recently there has been little emphasis on preparing them to make day-to-day decisions, much less to assert themselves, or advocate for their rights. If the full expectations of the transition movement are to be realized, transition specialists must include provisions for preparing persons with disabilities to participate in determining the directions their transition should take. The Transition Choices Program is designed to increase the ability of young persons with disabilities to participate more fully in the school-to-adult life transition process.

### Transition Choices

How did we arrive at the six skills taught in the Transition Choices Program? We carried out five preliminary inquiry steps:

- **Interviews with Adults.** We interviewed adults with developmental disabilities and determined which self-determination skills they reported using and needing in various situations (Nowak, Laitinen, Stowitschek & Affleck, 1995).
- **Interviews with Advocates.** We interviewed Advocates for adults with developmental disabilities who identified critical self-determination skills used and lacking among their clients (Nowak et al, 1995).
- **Observations of Students.** We observed middle school and high school students with developmental disabilities in special and general education classes to determine the opportunity for, the use of, and the teaching of self-determination skills in schools. (Surratt, Stowitschek, Laitinen & Affleck, 1994).
- **Studies of Teaching.** We studied the teaching and acquisition of self-determination skills such as asserting individual rights and planning and following through on planned activities.
- **Taxonomy of Skills.** We reviewed the literature on best practices in self-determination and prepared a taxonomic analysis to point the way toward the most enabling skills which underlie broader concepts and adult applications of self-determination.

Together with the design team and advisory group of teachers, parents, students and adults with disabilities, we arrived at six overlapping, but distinguishable units of curriculum, as follows:

**Unit 100: Exploring Choices and Developing Preferences.** We have found many students either lack preferences, or lack exposure to choice options. In this unit, teachers help students to gain experience with multiple choice options and to become used to making choices.

**Unit 200: Planning Goals and Following Through.** Planning for larger things in life is enhanced when we are skillful at daily and weekly planning. Instruction in planning, and more importantly, following through on those plans, is provided in this unit.

**Unit 300: Choices in Seeking Assistance.** Knowing when and how to seek assistance is an important self-determination skill. This unit is designed to help youth with disabilities to routinely determine when assistance is, and is not needed, and to ask for assistance when it is needed.

**Unit 400: Recognizing and Asserting Personal Rights.** Recognizing in day-to-day activities when you have a choice, a turn or a place in those activities leads to recognition of life-influencing rights. Asserting a choice, a turn, or a place in daily activities assures due consideration of your rights. This unit prepares students to expect consideration of their rights.

**Unit 500: Negotiating for Choices.** Bargaining and compromise are essential for people to get along together and achieve mutually agreeable choices. This unit prepares students in negotiation skills applied to daily activities involving group and individual decisions.

**Unit 600: Respecting the Preferences of Others.** An often neglected aspect of self-determination is working for the greater good. This unit is designed to help youth with disabilities to routinely seek information on, and recognize the preferences of others, weigh those preferences against their own, and adjust their actions accordingly.

How should self-determination be learned and taught? Of course there are many different ways to learn various self-determination skills. Some ways have a deeper impact than others. Some suggest that, because of the nature of self-determination, the learning of it should be self-directed, and all teaching should be non-directive. As with other skills, self-directed learning of self-determination should be a goal. However, just as with other skills, some foundation self-determination skills need to be taught in a concerted manner in order for the student to establish a repertoire. From our studies of the self-determination literature and from our own observations we have arrived at the following:

- 1) Self-determination is important enough for students with disabilities to be treated as a full-fledged curriculum subject (not to be left to chance development) -- to be taught through both indirect and direct means.
- 2) Self-determination must be ingrained in the repertoires of students with disabilities as early in life as is possible -- they must come to habitually expect to make choices and exercise related skills of self-determination.
- 3) It is in the day-to-day activities of life (school, home, community) where ingrained self-determination is nurtured.
- 4) Self-determination is best taught in conjunction with other instructional activities. Instruction must coincide with opening session, language development, work training, math class, field trips, physical therapy, physical education, home room, activity transitions, etc.
- 5) Within these activities, opportunities for choosing, deciding, planning, asserting, negotiating, exploring preferences, etc., must be capitalized on by the teacher when they occur naturally (incidental teaching). Also, opportunities must be generated by the teacher when they do not occur naturally (coincidental teaching). This is a combination of directed and non-directed teaching, however, it is by no means directionless.

Thus, the Transition Choices Program (TCP) is an overlay program and curriculum that infuses self-determination teaching incidents into the ongoing activities of school-based instruction, community-based instruction, and home support. TCP allows teachers to a) focus their current incidental teaching tendencies on an important outcome, b) expand their ability to teach incidentally through planned self-determination incidents, and c) heighten their ability to recognize and use naturally occurring incidents to promote self-determination in their students. TCP is an individually tailored curriculum, so teachers must devote planning time to adapt it to their students' needs.

Users of TCP have found that it is worth the effort because it "disciplines" or prepares them to recognize and utilize natural "teachable moments" for promoting self-determination in their students. Once they become accustomed to using planned (coincidental) teaching incidents, less planning time is needed and more incidental teaching occurs. Moreover, spin-off impacts are seen in improving communication, social interaction and other skills through incidental teaching.

## Transition Choices Program Parts

What is TCP? It is a kit of assessments, teaching cards, supporting implementation aides and an inservice development guide.

### The Assessments

Assessment is often not a favorite pastime of educators. Nonetheless it is a crucial one. Intuition and casual observation are useful, but cannot be relied upon to answer critical questions such as "How can I demonstrate that I am teaching what my students need to learn?" "What evidence do I have that students are learning what I am teaching?" "At the end of the school year, how can I show what my students have accomplished?" These are also the basic questions underlying assessments mandated to document Individual Education Plans.

TCP provides four types of assessments: 1) initial placement, 2) progress assessment, 3) mastery assessment and 4) an IEP (Individual Education Plan) participation checklist. There is a Student Performance Chart (Figure 1) for each student's IEP folder which summarizes assessment results (See Appendix A for a blank chart master).



#### **RUNNING EXAMPLE:**

*Ms. Sanchez, a teacher of middle school students with developmental disabilities, wanted one page for each student's file that summarized initial assessment results, showed their performance on progress assessments, and demonstrated when they mastered self-determination skills taught.*

*She used the Student Performance Chart to note assessment dates, scores and brief comments.*

*Roger P.'s results are shown in Figure 1.*

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## Initial Assessment.


This assessment helps to identify goals for individual educational plans (IEPs), select the TCP unit(s) to teach, place students in those units, and decide on grouping for instruction. In order to save time, teachers first screen to narrow the rest of the assessment down to one unit; second, they conduct probe observations of selected self-determination incidents to verify their screening information; third, they evaluate (rate) their students' performance on the skills of one unit before teaching it. It is essential that the assessor first complete the inservice development component of TCP in order to understand the self-determination skills being assessed. Examples and explanations of these three initial assessment steps are shown in Figures 2, 3 and 4.

Screening: This assessment is intended to be a quick scan of the class or group of students regarding the objectives of all six units. There are decision criteria for each unit, a total score for all six units, and a place for indicating which units to assess further or target for instruction.

Probe Observation Incidents: These are brief (20 - 60 second), planned incidents inserted into natural situations to check on how a student uses a particular self-determination skill. They are used in initial assessment to a) extend the teacher's knowledge of a student's performance so s/he may better rate the student on a particular TCP unit, and b) identify a particular TCP unit to start instruction on. The probe observation incidents are taken from the Coincidental Teaching Cards and listed on the Probe Observations form shown in Figure 3. At least 3 observation probes per student should be conducted for one TCP unit. More probes will increase the accuracy of the information obtained.

 **RUNNING EXAMPLE:**  
*Ms. Sanchez (figure 1) used three observation probes for unit 100 because she wasn't sure of Roger's choice exploring and choice making skills.*  
*She selected three teaching incidents from the Coincidental Teaching Cards to use as "probe incidents" and "set them up" during routine teaching activities in which Roger participated.*  
*He responded correctly to two of the three probes, receiving a score of 4 out of 6 (probe scores are either 0 or 2).*  
*She also used three probe observations before teaching Unit 200 to gain more information on Roger's planning and follow through skills. Results are also shown in Figure 3*

Unit Evaluation. This is a group or individual rating for a selected unit. Up to ten students may be rated on one page. Teachers can use the information to pinpoint specific objectives for IEPs. The questions of the evaluation are matched with the Coincidental Teaching cards (see description below) for the unit to help the teacher select the cards to use and to group the students who need instruction on this unit.

 **RUNNING EXAMPLE:**  
*Ms. Sanchez determined from the TCP Screening assessment that four of her students may be candidates for instruction in Unit 200., including Roger.*  
*Deciding that improving student's ability to plan for themselves and follow through on those plans was a priority, she completed the Unit 200 Assessment to help pinpoint which teaching cards she would use.*  
*Figure 4 shows her ratings for the four students on two questions of the Unit 200 Assessment. It also depicts the total score she gave the students (evaluation scores are either 0 or 2).*

# TRANSITION CHOICES PROGRAM

TCP STUDENT PERFORMANCE CHART

Student: Roger P. Class: Ms. Sanchez School: Talona M. S. Year: 1996-97

Unit	Assessment Type	Initial		Progress		Mastery		Performance Notes
		Date & Score	Date & Score	Date & Score	Date & Score	Date & Score	Date & Score	
100	Screening	Feb 9: 2						OK: Explores, makes choices in most situations
	Unit Probe	Feb 11: 4/6						
	Unit Evaluation							
	Cards Retired							

200	Screening	Feb 9: 0						Teach this unit first, Roger concurs. He's got it - Plans and follows through now!
	Unit Probe	Feb 10: 2/6	Feb 29: 2.6	Mar 14: 4/6	Mar 27: 6/6	Mar 27: 6/6		
	Unit Evaluation	Feb 11: 6/56					Mar 31: 48/56	
	Cards Retired		220's	230's, 240's	250's, 260's			

300	Screening	Feb 9: 2						OK: Always asks for help when needed.
	Unit Probe							
	Unit Evaluation							
	Cards Retired							

400	Screening	Feb 9: 0						Teach Next: He lets others decide for him. Roger doesn't like other students taking his pens.
	Unit Probe							
	Unit Evaluation							
	Cards Retired							

500	Screening	Feb 9: 0						Teach after he learns to be more assertive (unit 400).
	Unit Probe							
	Unit Evaluation							
	Cards Retired							

600	Screening	Feb 9: 0						Teach after he learns to be more assertive
	Unit Probe							
	Unit Evaluation							
	Cards Retired							

Figure 3: Probe observation sample

## TRANSITION CHOICES PROGRAM

### TCP PROBE OBSERVATIONS

**KEY** Cards: Select Probe Incidents from Coincidental Teaching Cards for Each Unit  
 Result: 0 = Inappropriate or No Response, 2 = Appropriate Response to Card Incident

<b>Unit 100: Exploring Choices and Developing Preferences</b>				
Student	Date	Cards Used In Probe		Result
<i>Roger P.</i>	<u>2/11</u>	# <u>121 Choices in what to eat</u>	0	②
		# <u>146 Exploring restaurant choices</u>	0	②
		# <u>162 Learning Choices</u>	①	2
	Comments _____			Score <u>4 / 6</u>
<b>Unit 200: Planning Goals and Following Through.</b>				
Student	Date	Cards Used In Probe		Result
<i>Roger P.</i>	<u>2/10</u>	# <u>222 Planning for community trips</u>	0	②
		# <u>236 Bringing trip money to school</u>	①	2
		# <u>254 Taking the trip</u>	①	2
	Comments _____			Score <u>2 / 6</u>

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Figure 2: One of six TCP unit screening assessment parts

## TRANSITION CHOICES PROGRAM ASSESSMENTS

**KEY:** 0 = No, or does not consistently perform skill independently (without prompting)  
 2 = Yes, or consistently performs skill independently (without prompting),  
 N/O = No opportunity to observe or interview others regarding the student's performance of the skill

**TCP SCREENING ASSESSMENT - UNITS 100 - 600**

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

QUESTIONS	STUDENTS														
	Roger	Amelia E.	Dixie L.	Amos N.											
<b>Unit 100: Exploring Choices and Preferences</b> In Most Everyday Situations Does the Student: Have opportunities to experience a variety of choice options?	0	2	0	2	0	2	0	2	0	2	0	2	0	2	N/O
Recognize when choice options are offered?	0	2	0	2	0	2	0	2	0	2	0	2	0	2	N/O
Express clear preferences in choice situations?	0	2	0	2	0	2	0	2	0	2	0	2	0	2	N/O
Recognize immediate consequences of choices?	0	2	0	2	0	2	0	2	0	2	0	2	0	2	N/O
<b>Unit 100 Score -- Aim Score = 6-8</b> (Most Important: First, Second, Third Items)	8/8	4/8	4/8	2/8											




STUDENT

Questions	Roger P	Amelia E	Dixie L.	Amos N.											
1. Does the student seek out information on school activities, events and outings? • Announced in the school paper? • Announced in a newsletter sent to their home? • Announced on bulletin boards/posters? • Announced in class by the teacher? • Announced over the PA?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
2. Does the student make choices among simultaneously available options (events, activities, items to purchase)? • By evaluating how much something would cost in terms of money and/or effort? • By determining if friends are also interested in a particular purchase (e.g., clothing accessory), event or activity? • By determining if their parents/guardians support their participating in an option? • By determining which options conflict with other responsibilities or commitments?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O

## Progress Assessment

Teachers have two ways to assess the progress of students in TCP: 1) by completing Probe Observation Incidents periodically, and 2) by noting results of ongoing teaching incidents on a wall chart. The choice of using one or both is dependent upon time and information needs. We recommend using both assessments.

**Probe Observation Incidents.** These are completed as part of the teaching process. They are done only for the unit being taught and should be completed every 1 - 3 weeks, depending upon the teacher's information needs (see Figure 3). \*\*\*Note: if you are using the Coincidental Teaching Cards, you will not have to do extra probes because the first part of every teaching incident is actually a probe observation (teaching incidents scored a 2 on the Wall Chart described below). There is no instructional prompting done in the probes, which serve to indicate whether the student is acquiring the self-determination skills being taught. Results may indicate: a) the student is progressing adequately (scoring some 2's, b) the student has accomplished the unit skills (scoring all 2's), or c) instruction may need to be modified in order to show progress (scoring 0's).

 **RUNNING EXAMPLE:**  
*The middle columns of the Student Performance Chart (Figure 1) under "Progress" show how Ms. Sanchez noted Roger's probe observation scores:  
Roger showed no improvement on the first progress probe (scored 2 out of 6 on three probe incidents), some improvement on the second progress probe (scored 4/6), and mastery on the third progress probe (6/6 points).*

**TCP Wall Chart.** This multipurpose chart is described more fully below, but includes a progress monitoring function under the daily columns labeled **Result** (Figure 11). For each planned teaching incident (COIN Card), the teacher notes the results as one of the following:

**2 = Student responded appropriately with no instructional prompting**

**1 = Student responded appropriately after instructional prompting was provided**

**Optional Scoring:** Teachers may choose this option to increase the sensitivity of the information obtained and to offer more increments of student progress.

**1v = Student responded appropriately after verbal prompting.**

**1m = Student responded appropriately after modeling of the response**

**1p = Student responded appropriately with physical guidance**

**1v is the lightest (least) prompting and 1p is the heaviest (most) prompting needed.**

**0 = Planned teaching was interrupted, student did not respond, or responded incorrectly**  
(Note: 0's should be extremely rare if the teaching procedure is followed correctly)

The primary decisions made with the TCP Wall Chart are to a) continue teaching with planned cards, b) change how teaching is done with planned cards, and c) retire planned cards and add new ones to be taught next. Retired cards, that is cards that are no longer taught because students have scored 3 consecutive 2's on them, are the main sign of a student's progress. For some students, a more stringent criterion may be needed before retiring a card (e.g., 4 consecutive 2's and 3 Home Cards with scores of 2). The Student Performance Chart (Figure 1) has a place for noting when groups of coincidental teaching cards have been retired for an individual student.



### **RUNNING EXAMPLE:**

*As noted on Roger's Student Performance Chart, Ms. Sanchez retired the 220's of Unit 200 in the first three weeks of instruction on Unit 200, the 230's and 240's after the next two weeks of instruction, and the 250's and 260's in the last two weeks of instruction.*

*Other students did not progress as quickly and Ms. Sanchez used the monitoring data to modify her teaching with them.*



## **Mastery Assessment**

Mastery of a TCP unit is considered achieved when a) the student scores all 2's on Probe Observations, b) all teaching cards are retired, and c) the student is rated at 2 on the Unit Evaluation for at least 80% of the questions rated.



### **RUNNING EXAMPLE:**

*After Roger scored 6 of 6 on three Probe Observations of Unit 200, Ms. Sanchez rerated Roger on the Unit Assessment and he received a score of 48 of 56 possible or 86%.*

*Six items were rated N/O because Ms. Sanchez had no opportunity to observe Roger in these situations.*

*Ms. Sanchez decided to shift from providing daily instruction (e.g., with Orientation Cards and Coincidental Teaching Cards) to providing occasional enrichment (e.g., with Home Cards and School Cards).*



## **IEP Participation**

One of the more important education functions in which students with disabilities can exercise self-determination is participating in their own educational planning. Students may vary in their readiness from simply being assessed for IEPs to actually directing their own IEP staffings. The idea is that educators should be aiming to increase student participation and preparing them to participate at the next highest level they can handle.

The TCP Student Participation in the IEP Process checklist shown in Figure 5 requires less than 10 minutes. It should be completed at least at the start of the year for each student, and preferably at the end of the year to determine whether desired levels of participation have been attained. For each IEP participation item, the teacher notes "T" (mainly true), "F" (mainly false), or "?" (don't know) under **Is/Was** to identify the student's current or previous year's participation status. Then, under **Planned**, the teacher marks which participation items the teacher will involve the student in for the coming year. It is an excellent idea to include the planned IEP participation level as one of the IEP goals. The number of "Ts" (True's) can be totaled at the bottom both columns to provide a comparison score.

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Student: Roger P. Teacher: Ms. Sanchez IEP Date: 11/96 Date: 9/8/96

**Philosophy:** Students should be involved in the IEP process to the extent that their level of participation: a) is voluntary, b) contributes to the process, and c) reflects their interests and preferences.

**KEY:** T = Mainly True, F = Mainly False, ? = Don't Know

<u>Is/Was</u>		<u>Planned</u>
<u>T</u>	1) The student participates in assessments to be used in IEP's.	<u>T</u>
<u>T</u>	2) The student is consulted by the teacher regarding his/her concurrence on IEP goals/objectives/activities.	<u>T</u>
<u>?</u>	3) The student is consulted by other MDT team members regarding his/her concurrence on IEP goals/objectives/activities.	<u>T</u>
<u>T</u>	4) The student makes suggestions for IEP goals/objectives/activities.	<u>T</u>
<u>F</u>	5) The student participates in informal preparatory activities for eventual participation in IEP meetings or other IEP functions.	<u>T</u>
<u>F</u>	6) The student participates in formal preparatory activities for eventual participation in IEP meetings or other IEP functions.	<u>T</u>
<u>?</u>	7) The student displays comfort with, and willingness to be present at IEP functions.	<u>?</u>
<u>?</u>	8) The student's parents/guardian show they are comfortable with, and willing to have their child attend IEP functions.	<u>T</u>
<u>F</u>	9) The student attends IEP meetings or other IEP functions.	<u>?</u>
<u>F</u>	10) The student is involved in discussions during IEP meetings.	<u>?</u>
<u>T</u>	11) The student can identify one or more IEP goals/objectives/activities.	<u>?</u>
<u>F</u>	12) The student can identify most or all IEP goals/objectives/activities.	<u>T</u>
<u>F</u>	13) The student is one of the IEP signatories.	<u>T</u>
<u>F</u>	14) The student conducts parts of the IEP meeting with guidance from the team.	<u>F</u>
<u>F</u>	15) The student conducts the entire IEP meeting with guidance from the team.	<u>F</u>

4 / 15 (current) OVERALL LEVEL OF IEP PARTICIPATION (Planned) 9 / 15





### **RUNNING EXAMPLE:**

*Ms. Sanchez completed the Student Participation in the IEP Process checklist for Roger P., a seventh grader with moderate cognitive disability (Figure 5).*

*She planned to increase the number of categories of IEP participation from 4 to 9.*

*This included preparing his parents to accept his participation at IEP meetings, but she decided to wait on actual participation in the meetings until he was better prepared over the coming year.*



## **The Cards**

The units are presented in card format to facilitate planning and to guide instruction. There are four types of cards: 1) Orientation/Simulation Cards, 2) Coincidental Teaching Cards, 3 & 4) School/Home Cards.



## **Orientation/Simulation Cards**

These cards are designed to introduce the unit to students and to "prime" students for the coincidental teaching activities. They can also be used to teach self-determination skills that cannot often be expected to occur incidentally (e.g., participating in an IEP meeting). The cards provide examples and procedures for conducting short (2-5 minutes) lessons with individuals or in small groups. During the planning phase, teachers either select or adapt from the orientation and simulation cards. Figure 6 illustrates an orientation card for Unit 200 with a sample teaching lesson and a teacher's adaptation of it.

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## CARD #200

## UNIT: Planning Goals and Following Through

**Orientation Purpose:** Students are oriented to plan and follow through on events that occur later. This is a group activity, but may be done individually. Use the following topics, or your own variations, during opening the activity to "prime" students for coincidental teaching.

Orientation Topics

1) Sample Topic: "YOU HAVE A CHOICE OF PLANNING WHAT FIELD TRIPS YOU CAN TAKE DURING THE WEEK. WHERE WOULD YOU LIKE TO GO?" Have students respond and write any feasible responses on the board.

Your Variation: Would you like to go to the mall, the park or the hatchery?

2) Sample Topic: "NOW THAT WE HAVE DECIDED WHERE WE WANT TO GO DURING THE WEEK, WE NEED TO MAKE A PLAN. HOW DO WE MAKE A PLAN?" Prompt students to respond and use examples if necessary.

Your Variation: What things do we need to plan and do before we can go?

3) Sample Topic: "NEXT, WE NEED TO PREPARE FOR THE FIELD TRIP. WHAT THINGS DO WE NEED TO DO IN ORDER TO PREPARE?" Again, ask for a response and write them on the board and use examples.

Your Variation: You tell me and I'll write them down

4) Sample Topic: "FINALLY, WHAT CAN WE DO TO MAKE SURE THAT WE WILL FOLLOW THROUGH WITH THE PLAN?" Ask students for suggestions and record responses. Some example responses might be: write the times of the trip down on paper, leave the information on the board, etc.

Your Variation: When do you bring back permission slips? How much money do you need?

Preparing Students For Coincidental Teaching:

"IT'S IMPORTANT TO UNDERSTAND THAT YOU HAVE CHOICES IN PLANNING EVERYDAY SITUATIONS. IN ORDER TO MAKE THE MOST OF THESE CHOICES YOU NEED TO MAKE A PLAN, PREPARE FOR THE PLAN, AND THEN FOLLOW THROUGH WITH YOUR PLAN. THIS WEEK WE WILL BE PRACTICING HOW TO PLAN AND FOLLOW THROUGH WITH YOUR PLAN. DO YOU HAVE ANY QUESTIONS?" Answer student's questions.

## CARD #210

## UNIT: Planning Goals and Following Through

**Simulation Purpose**

**Title:** "Grocery Store Task"-assists the students in learning plan how to get items at the grocery store.

**Format:** Individually, or in a small group (2-6 students), seated in desks.

**Entry Level:** Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Money for the items, and any other materials needed to help the student remember.

**Simulation Activities**

**Explain Activity:** 1) "DURING THE FIELD TRIP TODAY TO THE GROCERY STORE WE NEED TO PICK UP THREE THINGS FOR ART PERIOD. WE NEED FLOUR, NEWSPAPER, AND BALLOONS."

**Set Up Activity:** 2) "AT THE STORE WE NEED TO DECIDE WHEN AND HOW TO GET THESE THREE THINGS."

3) "CARL, YOU WILL BE IN CHARGE OF REMEMBERING TO GET THEM. HOW WILL YOU PLAN TO DO THIS?" If needed prompt Carl to make a plan.

4) "HOW WILL YOU REMEMBER TO GET THESE ITEMS?" If needed prompt Carl to present a method of remembering the items.

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with Carl trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## Coincidental Teaching Cards

The Coincidental Teaching Cards are the heart of the Transition Choices Program. In incidental teaching, the teacher takes advantage of natural teaching moments as they occur. The problem is they may not occur often enough, or at the right time, or teachers may not recognize them when they do occur. In coincidental teaching, the teacher plans and sets up teaching incidents in natural situations. In that way he or she can supplement natural incidents with a variety of "teachable moments" structured to lead the student toward generalized use of a skill. For instance, a Coincidental Teaching Card for Unit 200: Planning Goals and Following Through, is shown in Figure 8. There are four structured incident boxes and one "open" box at the bottom of each card.

Each incident box has two parts: 1) Planned Teaching Incidents and 2) Desired Student Performance. There is an Example which may be used as a teaching item, as is, and an Option line which may be used to write in an adaptation of the example (from a one or two word change to a complete rewrite). A rule of thumb for the planned teaching incidents is that they must be specific enough to occasion a particular self-determination response (e.g., asking what the other student would prefer to do) while not exceeding the natural conditions of the situation. In short, they must not include teaching prompts in the setup.

Planned teaching incidents typically take less than 30 seconds to set up and rarely require more than one minute of teaching afterward. Close attention must be paid to the Desired Student Response part of the box because this is where the teacher adjusts the teaching incident to the particular entry skills of individual students. For instance, the desired response of a student with a severe physical disability may be to nod toward a choice picture, or to ask a question by operating the switch pad of an electronic communication device. For some students, there may be progressive levels of desired student response that are increased as instruction proceeds. Open boxes at the end of each card are for teachers to design their own planned teaching incidents.

Coincidental Teaching Cards are grouped, either by skill levels, or by different contexts. For instance, in Unit 600: Respecting the Preferences of Others, students practice listening to others, identifying the preferences of others, comparing personal preferences to the preferences of others, and offering solutions -- *skill sequencing*. However, in Unit 300: Choices in Seeking Assistance, there is only one skill level, asking for help, but there are several different places, people and circumstances provided so the students learn to generalize asking for help -- *context sequencing*.



# TRANSITION CHOICES PROGRAM

Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

## Choosing Among Options

CARD # 228

### PLANNED TEACHING INCIDENT

Example: The teacher says, "Janet Lynn, you need to decide with the class where you want to go for the field trip next week. You can choose from the Seattle Center or the Ballard Locks."

Option: Roger, you and your class mates need to decide where to go.

### DESIRED STUDENT PERFORMANCE

Janet Lynn and the other students tell their preferences and the class decides to go to the Seattle Center. Janet Lynn agrees to go there too.

Roger asks class mates all vote on one place

## Planning

CARD # 229

### PLANNED TEACHING INCIDENT

Example: The class plans a field trip to the Seattle Center. The teacher says, "to plan for our trip we need to find out how to get there. Janet Lynn, how can we plan our transportation?"

Option: Roger, how are we going to get there? How do we make arrangements?

### DESIRED STUDENT PERFORMANCE

Janet Lynn says, "We should see if there is a van we can use that day." She then goes to ask.

The school bus call the office.

## Preparing

CARD # 230

### PLANNED TEACHING INCIDENT

Example: The teacher says, "Janet Lynn, what have you done to get ready to go to the Seattle Center?"

Option: Roger, did you call the front office? When is the bus going to pick us up?

### DESIRED STUDENT PERFORMANCE

Janet Lynn says, "I asked if there was a van for us."

Yes. 12:00

## Follow Through

CARD # 231

### PLANNED TEACHING INCIDENT

Example: On the day of the field trip, the teacher watches whether Janet Lynn goes to the Seattle Center.

Option: check to see if Roger has permission from home, money

### DESIRED STUDENT PERFORMANCE

Janet Lynn goes to the Seattle Center.

Roger gets to go.



## School /Home Cards

School/Home Cards are simpler versions of Coincidental Teaching Cards. School Cards may be given to instructors in students' general education, P.E., vocational or other classes to extend generalized teaching of a self-determination skill. Of course the instructor will need to be recruited in advance and coached in how to use the cards. Home Cards may be sent to parents to enrich the pool of situations in which the student applies the self-determination skill. Before Home Cards are used, parents must be oriented to the purpose of TCP and recruited to assist at home. They may also need to be coached in how to use the cards. Figure 9 depicts sample School (top half) and Home (bottom half) Cards.

Card # 281 Planning Goals and Following Through

Dear Ms./Mr Jarvis :

Roger is learning to choose, plan for, and follow through on an activity. You can help by doing the following:

- 1) Think of two activities in your class where Roger must choose between and plan for them.
- 2) After Roger chooses one activity, have him/her describe the steps needed to do the activity"
- 3) If he/she doesn't describe the steps correctly, give a reminder of the steps missed
- 4) Check the proper results line below and return the card.. Many thanks!

Results:            Selected only the preferred choice.  
                             Selected the preferred choice after I reminded.  
                             Did not select the preferred choice.

Card # 291 Planning Goals and Following Through

Dear Parent/Guardian: Raymond

Roger is learning to choose, plan for, and follow through on an activity. You can help by doing the following:

- 1) Before a shopping trip, ask Roger to check the refridgerator and tell you three grocery items that are needed.
- 2) If he/she tells you three items you do need, write them on the list.
- 3) But if he/she does not tell you, then remind her of the groceries needed .
- 4) Check the proper results line below and return this card to school.

Results:            Told me three grocery items without reminding  
                        X   Told me three grocery items after I reminded  
                             Did not tell me three grocery items.

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## The Teaching Procedure

While there are many teaching approaches and styles, our studies have found that it is paramount that teachers and instructional assistants use one, simple prompting strategy consistently rather than teach in several different ways inconsistently. Also, in our field tests, we have uncovered a few important guidelines for teaching the TCP units effectively.



### Contingent Prompting Strategy


Once the Unit and teaching cards have been selected and adapted by the teacher, a contingent prompting strategy is used to teach the self-determination skill. In this strategy, the teacher prompts the student a) not at all (Level 1), b) lightly (level 2), or c) heavily (Level 3), depending on the correctness of the student's response to the coincidental teaching incident (**Set Up**) selected from one of the cards (see Figure 10).

In Level 1 the teacher sets up the opportunity for the student to use a self-determination skill, observes the student to determine whether the student responds correctly (appropriately) or incorrectly (inappropriately) and praises if the response is correct. If the response is correct, the instruction episode is done. If the response is incorrect, the teacher continues teaching by going to Level 2.

In Level 2, light prompting, the teacher may simply point or give a verbal suggestion about the correct response and observe the student. If the student responds correctly the teacher checks to see if the student can respond without prompting before ending the instruction. Checking is done by doing the whole set up again and observing how the student responds without prompting, and praises if the response is correct. The instruction episode is done. If the student continues to respond incorrectly or responds incorrectly after checking, the teacher continues teaching by going to Level 3.

In Level 3, Heavy prompting, the teacher may model (demonstrate) the desired self-determination response or give physical guidance, if it is appropriate, and observe the student's next attempt. If the student responds correctly the teacher checks to see if the student can respond without prompting and praises if the response is correct. The instruction episode is done. If the student continues to respond incorrectly or responds incorrectly after checking, the teacher continues teaching by repeating Level 3, until the student responds correctly in a checking situation. Notice how much importance we place on checking. Checking lets the student know that we expect him or her to respond correctly without prompting.



 **RUNNING EXAMPLE:**  
 During the Monday morning "weekly review," Ms. Sanchez asked Roger to select three planning steps from a card collection (with pictures) for a Thursday "clean earth day" park clean-up outing.

The correct planning steps were : first, get permission from Mom, second, get some snack money, and third, bring a collection bag

She said "Roger, what plans will you make for the earth day trip?" (1) set-up for planning in Unit 200).

Roger selected the first and third steps from a picture instruction list but missed the second step.

Ms. Sanchez said "Aren't you going to get Hungry on the trip?" (2) light Prompt)

Roger went back to the picture list and picked out the snack money picture instruction (correct).

Ms. Sanchez then said "Good Roger. Now, Lets put all the planning cards back and try it again. What plans will you make for the earth day trip?" (Check).

Roger picked all three steps (correct).

Ms. Sanchez said "Nice planning, Roger, Remember to follow through." (Done)

Note: this is also the set-up for a Thursday check and possible teaching on Roger's following through on plans. made.

Figure 10: Three level teaching strategy contingent on the student's response

<u>TEACHER</u>	<u>Student</u>	<u>TEACHER</u>	<u>Student</u>	<u>TEACHER</u>
1 Set Up ----->	Correct ----->> Done ✖ Incorrect (go to 2)	----->	Praise --->>	Done
2 Prompt -----> (light)	Correct ----->> Done ✖ Incorrect (go to 3)	Check ----->	Correct ----->> Done ✖ Incorrect (go to 3)	Praise --->>
3 Prompt -----> (heavy)	Correct ----->> Done ✖ Incorrect (repeat 3)	Check ----->	Correct ----->> Done ✖ Incorrect (repeat 3)	Praise --->>



## Teaching Guidelines

Several rules-of-thumb came out of the field testing of TCP which can enhance students' learning of self-determination skills:

- Stick to the prompting strategy. Consistency in using the procedure as specified is crucial. Don't try and mix in other techniques or embellish with explanations. Our field tests confirm that students learn when a) at least 80% of the planned teaching incidents are implemented, and b) The prompting strategy is followed at least 80% of the time. We also found that many students don't learn when a) and b) are not present!
- Don't talk the students to death. Many teachers "overteach" with lengthy verbal explanations and paraphrasing of instructions. It's the student who should do most of the responding, not the teacher. Keep the set-ups, the prompts and the praises short and to the point, then get on to the next teaching episode or lesson.
- Always "check" after prompting. Correct responding to a prompted set-up should always be followed by a repeat of the entire set-up with no prompts to check and see that the student responds correctly under the expected conditions of skill use. A check helps to keep the student from becoming prompt-dependent (waiting for teacher's help).
- Share the Teaching Incidents with the Students. Coincidental teaching is not a secret or surreptitious activity. Students perform better if they know what your objectives are and what you are trying to do. Other students will not "sabotage" the set-ups if they are enlisted as helpers or confederates in setting up the teaching incidents.
- Set an Exact Time for Prompting. The time between the "set-up," student response and prompting should be specified in seconds (e.g., 5, 30, 1 min.) depending on the nature of the teaching incident. Otherwise the connection with the set-up will not be made, or the teacher will go on to other activities and miss the opportunity to teach.
- Teach! Don't Babysit! Many instructional assistants feel they are helping students with disabilities by doing the work for them. They are not. The student should not be expected to do tasks that are far beyond his/her current level of performance, but the teacher's and teaching assistant's jobs are to move the student beyond that current level -- in other words, to teach! This is particularly true in teaching self-determination skills.



### **RUNNING EXAMPLE:**

*After a few weeks of teaching Roger, Ms. Sanchez notice that Roger would "tune out" whenever she provided "strings" of examples or lengthy explanations.*

*She found that it was better to present several short, to-the-point teaching incidents for Roger to respond to one at a time, than to just talk about the skill with him.*

*She also found that this was true of nearly all of her students.*

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## The TCP Wall Chart

This is the major coordinating, planning, scheduling and progress monitoring document of the program. It is large and visible for two important purposes: 1) public posting and 2) reminding. Smaller pieces of paper are less visible and tend to get misplaced. Because teachers, instructional assistants, and support staff share in the teaching, all need access to a common information source that identifies what is to be taught and when, who does the teaching, and what were the results. The Wall Chart is first used during the planning phase of the inservice development (see below) and given weekly updates, either by a team or an assigned individual. The following information is charted for each day of the week as illustrated in Figure 11:

**STUDENT** Space for charting up to six students  
**OR/SIM** The selected Orientation or Simulation Card  
**COIN 1** The selected Coincidental Teaching set-ups from the cards (three per day)  
**COIN 2**  
**COIN 3**  
**SCH/HM** The selected School or Home Cards  
**(Incid.)** Unplanned teaching incidents (eventually, the most frequent entries)

For each student, space is provided to note:

**CARDS** The numbers of the planned teaching card set-ups  
**TIME** The class period or hour of day planned for teaching the card set-up  
**PERSON** The person assigned to do the teaching  
**RESULT** The students' response to the teaching incident (0, 1, 2, N/O or ABS)



### **RUNNING EXAMPLE:**

*After first period on Monday, 4 students in Ms. Sanchez class went to general education classes in the school, leaving Roger and 2 others for social and language instruction activities.*

*She used the first 5 minutes to orient students (OR/SIM) to the Unit 200 planning skills, following Orientation Card #201, and to "prime" them for coincidental teaching that would occur across the school day.*

*While other students selected appropriate planning steps with verbal cueing for an activity to occur later in the week, Ms. Sanchez noted that Roger would respond appropriately only after she modeled all planning steps.:*

*Likewise with two of the three Coincidental Teaching incidents (Cards #221, #223, #224) she used with Roger During 2nd, 4th and 6th periods (COIN).*

*After enlisting the help of Roger's mother, she had begun sending Home Cards and Roger had brought back the first results (SCH/HM).*

*In addition, Ms. Sanchez had noticed 2 unplanned planning opportunities that she used to prompt Roger through. Again, She had to model the correct planning steps. (Incid.)*

*Later in the afternoon, while the teaching assistant had the students on a work crew, Ms. Sanchez transferred the day's scores (RESULT) to the Wall Chart.*

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## Schedule Aides (Discs, Forms)


Teachers who have used TCP have developed teaching sheets, sticker labels and other aides to help them conduct the teaching incidents at the planned times. One teacher places a sticker label on her arm or clothing with the Coincidental Teaching Card numbers and title jotted down (see Figure 12). After teaching with one of the card incidents, she noted the result and then transferred the results to the Wall Chart at a break period. Other teachers noted their specific teaching assignments on a daily lesson sheet found in the Appendix.

**Figure 12: Sample Arm Sticker "Lesson Reminder" for Coincidental Teaching**

TCP Lesson Reminder			
STUDENT	CARD	TIME	RESULT
<i>Roger</i>	<i>200 Orientation</i>	<i>1st</i>	<i>1</i>
	<i>221 Choose Activity</i>	<i>2nd</i>	<i>1</i>
	<i>223 Plan Three Steps</i>	<i>4th</i>	<i>1</i>
	<i>224 Play Ping Pong</i>	<i>6th</i>	<i>1</i>

(Insert teacher-made daily coincidental teaching schedule from Tanya)

For the convenience of the user, all TCP teaching cards and forms are included on a Word disc which can be accessed by any Macintosh or PC computer that can accommodate Word 5.1 or higher. Working from the Word discs may facilitate lesson "customizing" if the user is accustomed to using a computer for their lesson planning.

 **RUNNING EXAMPLE:**

*Ms. Sanchez used her Macintosh Performa to make and print out custom daily lesson reminders.*

*After planning which cards to use for the week, she simply "cut" and "pasted" teaching incidents from the Orientation, Simulation and Coincidental Teaching Cards on to an arm sticker as a lesson reminder (see Figure 12).*

*For Roger, she taught from this as a quick reference, noted his responses and then, at the end of the day, transferred the results to the TCP Wall Chart*

*Her instructional assistants simply used the Wall Chart as their reminder and "arm stickers" to note results during a teaching incident.*

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## How to Use TCP

To ensure effective use of the Transition Choices Program we recommend that eight steps be followed beginning with inservice preparation and concluding with the assessment of students' mastery of self-determination skills.

- Step 1: Participate in Group Inservice or Independent Study**
- Step 2: Conduct the TCP Initial Assessment**
- Step 3: Prepare for Instruction - Plan, Adapt Cards, & Schedule**
- Step 4: Conduct Orientation/Simulation Teaching**
- Step 5: Conduct Coincidental Teaching**
- Step 6: Monitor Progress and Replan**
- Step 7: Generalize the Teaching (School Cards, Home Cards)**
- Step 8: Assess TCP Skill Mastery**

### Step 1: Participate in Group Inservice or Independent Study

In order to use TCP effectively, it is necessary to become thoroughly versed in the program components, to develop a comfort level with coincidental teaching, and to plan for the teaching incidents. Two, four-hour inservice development activities have been prepared and made available to educators. They may be completed in two ways:

- 1) arrange for a workshop through one of the following sites: Attn. Dr. Joseph J. Stowitschek, Experimental Education Unit, University of Washington, Seattle, WA 98195, (206-543-4011), or Attn. Dr. Richard Laitinen, Dept. of Curriculum and Instruction, College of Education, University of Memphis, Memphis, TN 38152 (901) 678-4390..
- 2) Use this guide as a practice and independent study guide. NOTE: It is advisable that all teachers, instructional assistants and support staff (e.g., communication disorders specialist, occupational therapist, etc.) complete the independent study together as this is a team approach.



#### **RUNNING EXAMPLE:**

Ms. Sanchez' program and colleagues follow a team approach, with twice weekly after school meetings between she, the two teaching assistants, the CDS, and occasionally other teachers and support staff.

After agreeing that self-determination was a priority curriculum area to be developed, the team decided to devote some of the allotted district inservice time and their team meetings to learning and adapting the Transition Choices program for their students.

They chose to carry out a group self-study with considerable simulation practice of the prompting strategy, followed by adaptation of the Coincidental Teaching Cards and Weekly lesson planning.


They all agreed to read the TCP Guide before starting the inservice.

The initial inservice used one day of their allotted district inservice time.

The regular team meetings were used to review and problem solve for four weeks until the program was running smoothly.

## Step 2: Conduct the TCP Initial Assessment

TCP provides different types of assessments from which you may choose the best options to fit your needs (See description in **TCP Program Parts**). Think of the Screening Assessment as "bracketing" to prioritize units to assess in more depth, or to select the first unit to teach. Because your evaluation of students is affected by your familiarity with them and your knowledge of the TCP materials, we strongly recommend that you first a) work with the students for at least three weeks, and b) complete the inservice training described in Step 1. After screening, you may decide to use Probe Observations (Figure 3) or the Unit Assessments (Figure 4) to verify the screening results, or gather more detailed information. Appendix A contains blank copies of the TCP Screening Assessments, TheTCP Probe Observation, and the six TCP Unit Assessments

 **Screening Procedures.** The Screening Assessment can be completed for an individual student or for a group of students by writing their names across the top columns of the chart as shown in Figure 2. For each of the six units the rater is asked to answer between two and five questions about each student's use of a self-determination skill in "most everyday situations." That means as a typically developing student would be expected to use the skill, either in most or all of the opportunities observed. Each question is answered by circling (e.g., ②) one of three choices (qualifying comments may be added if the rater wishes):

**O = The student does not use the skill in most situations without prompting**

**2 = The student uses the skill independently in most situations (without prompting)**

**N/O = The rater has not had a reasonable opportunity to observe the student**


(Note: It is not expected that the rater would be knowledgeable of the student's performance beyond school-sponsored activities. The number "1" is reserved for progress assessments in which prompting is scored.)

After answering the questions, the rater totals the students' scores for each unit and for all units (See Figure 2). There is an aim score provided to help the rater decide whether the student has a usable skill level for each unit, as well as for all units. There is also space at the bottom of the Screening Assessment (page 2) for the rater to note the unit numbers which have been prioritized for further assessment, or selected to be taught first. It may also denote how students may be grouped for instruction. Finally, there is space on the TCP Student Performance Chart (Figure 1) to note the screening dates and scores for each unit.

### ***2* RUNNING EXAMPLE:**

*Ms. Sanchez first completed the Screening Assessment for all 7 students, then passed it around for review and comment at a team meeting.*

*She adjusted the scores based on comments and the team prioritized the unit to be assessed further and to be taught.*

 **Probe Observation Procedures.** Probe observations are usually completed for one unit. They are done the same way as coincidental teaching except there is no prompting or praising. The observer selects three or more teaching incidents from the Coincidental Teaching Cards to use as "probe incidents" Notes the teaching incidents on the Probe Observation form (see Appendix A), sets up the incidents at different times during the day so the student can be observed, and records the student's responses.

1) Selecting Probe Incidents. Locate the Coincidental Teaching Cards for the unit you want to



probe and review the teaching incidents on the cards (See **Curriculum Guide**). Select three or more incidents from the different levels (e.g., for Unit 100 Cards -- e.g., 121, 122, 131).


Note the Card # or copy the "probe" incidents and the student performance expected on the TCP Probe Observation Form (shown in Figure 3)

- 2) Setting Up Probe Incidents. Each incident will take between 30 and 60 seconds to set up and observe. You will need at least three to check a student's performance on a unit. The more probe observations you complete, the more accurate your information will be. Set up the probe incident as it instructs. You may choose to use helpers or "confederates" in the set up. Make sure they know it's a probe and to not prompt the students.
- 3) Recording Probe Responses. The student's response is considered correct if it is appropriate for the particular situation that was set up. Score by circling one of the following according to how the student responded:

**2 = The student responded appropriately for the situation**


**0 = The student either did not respond or responded inappropriately for the situation**

- 4) Making Decisions. The student should score at least 4 out of 6 possible on three probe incidents. Compare the probe and screening results to determine if they agree. If the results do not agree, rely more heavily on the observation findings, or conduct more probes. The probe observation results can also be used to lend more accurate information to the Unit Assessments, especially for items where N/O is scored. Finally, note the score on the TCP Student Performance Chart (Figure 1).

 **RUNNING EXAMPLE:**  
*Roger selected correct planning steps for only one of three probe incidents, receiving a score of 2/6.*

*Ms. Sanchez noticed that Roger tended to let other students talk for him and, when he did tell how he planned to accomplish an activity, he did not follow-through and do it later.*

*She suggested to the team that Roger and three other students she observed were good candidates for Unit 200: Planning Goals and Following Through.*

 **Unit Assessment Procedures.** TCP Unit assessments are also done for one unit at a time, typically just before the unit is to be taught. These are also for groups or individual students and require more time. However, they provide more detailed ratings of the students and can be used to help select teaching cards and to focus the instruction. They are rated the same way as the TCP Screening Assessment (0, 2, N/O) and the ratings are totaled at the bottom. Also, an aim score is provided (See Figure 4 for a sample). Results of the unit assessments can also be logged on the TCP Student Performance Chart (Figure 1). Write in the total score over the possible score for the unit rated.

**RUNNING EXAMPLE:**  
*The knowledge gained from working with Roger and the other students, conducting the Probe Observations and talking with their parents prepared Ms. Sanchez to complete the Unit Assessment for Unit 200.*

*The team scanned the Unit 200 Assessment ratings, and changed some of the N/O's to 0s or 2s according to their collective knowledge*



### Step 3: Prepare for Instruction: Plan, Adapt Cards & Schedule

Because TCP is designed to be used within the existing schedule and instructional activities of a special education program, careful attention must be paid to preparations, such as planning the instruction, adapting the TCP curriculum and scheduling the teaching activities. Much of the TCP Inservice and Independent Study time (Step 1) should be devoted to these preparations. There are two levels of planning, individual education planning (IEPs) and planning for teaching.

**Individual Education Planning.** It is essential that self-determination skills and instruction be reflected in the goals and objectives of a student's individual education plan (IEP), and that the student be involved to the extent that he or she is able. This does not mean that separate self-determination goals need to be added. Instead, it is preferable that current goals be modified to reflect choice exploration, planning and follow through, negotiating, decision making, recognizing personal rights asserting ones personal rights, negotiating, respecting the rights of others, and the like according to the students interests and current level of performance.

There are several resources in TCP to help in adjusting IEP goals and objectives. First, the Unit and objectives listed in the **Curriculum Guide** section and the unit purpose statement can provide some useful goal statements. Second, the question items of the TCP Screening Assessment (Figure 2) can be reworded into goal statements. Third, the TCP Unit Assessments provide numerous specifically worded question items which can be adapted for short term objectives. Finally, one of the more crucial IEP goals pertaining to self-determination should be to increase the student's knowledge of their own IEP goals and their participation in the IEP process. The TCP - Student Participation in the IEP Process review checklist provides statements of graduated participation from which to choose.

#### **⌚ RUNNING EXAMPLE:**

*Roger's prior IEP goal for recreation and leisure was to "utilize community recreational facilities and engage in leisure activities"*

*With Roger's agreement, Ms Sanchez modified the goal to read "utilize community recreational facilities by choosing leisure activities of interest and asking for assistance to engage in the chosen activities."*

**Planning for Teaching.** This involves using the assessment information (Screening, Probe Observations, Unit Assessments) to select the teaching cards to be used, and then adapting them to fit your school, classroom, and community-based instruction settings. As all teachers know, planning for effective teaching is time consuming, but yields great benefits in teaching time that is not wasted. TCP lesson planning begins during inservice to initiate the program and continues at weekly intervals to select or adapt teaching cards for the coming week.

#### **⌚ RUNNING EXAMPLE:**

*In addition to Unit 200, Ms. Sanchez and the rest of the team reviewed the Unit 300 curriculum (Orientation, Simulation, Coincidental Teaching, School and Home Cards) specifically to encourage Brian and Roger to ask for help more on their own. Some teaching incidents on the cards were selected with no adjustment other than to name the students. Other teaching incidents were adapted to fit the classroom activities and schedule, as shown below:*

TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<u>Brian is in the Kitchen. He is asked to get the clean-up towel (which has been hidden)</u>	<u>Brian asks for help finding the towel</u>
<u>Roger is helping sweep the kitchen. He has a</u>	<u>Roger asks where the dust pan is.</u>

*broom but no dust pan (which is hidden).*

*The team then filled out the Wall Chart for Week 1. They decided to photocopy the Wall Chart each week before planning the next week's teaching schedule.*

## **Step 4: Conduct Orientation/Simulation Teaching**

Students learn best when they are fully informed and part of the instruction process. They need to be oriented to the skills to be learned, the contexts in which they are to use the skills, and how they are to perform the skills. Orientations serve two purposes: 1) they introduce the students to the self-determination skills of each TCP unit, and 2) they prepare students for the day's coincidental teaching activities -- as in "priming the pump" to get them started.

Simulations are like orientations except they give practice in simulated settings for activities that occur so infrequently that students may not otherwise be prepared for them (e.g., simulations for IEP meetings that usually occur only once per year, non routine community outings, etc.)



### **Orientations.**

These may be done in group or individual sessions lasting 3 - 5 minutes. Often, teachers use "Opening Activity" or "Announcement" and work in a 2 to 4 minute TCP unit Orientation or Simulation. For one student or a small group, the start of a scheduled teaching session may be used. Typically, teachers give an initial orientation and then follow it with weekly re-orientations (e.g., each Monday). Also, it is common to use daily, but briefer orientations to "prime" students for coincidental teaching. Simulations may be substituted for orientations on some days.

There are several Orientation Cards to choose from for each TCP unit (see Figure 6 for example). During planning for TCP, the teacher selects the cards that most closely approximate his or her teaching activities, and then "custom tailors" them to fit exactly.

A TCP unit orientation is quite focused and interactive. There is little time consuming general discussion. The teacher states the purpose of the unit, demonstrates the unit skills, and questions students about the skills (adjusted for student's verbal abilities). The main orientation time is devoted to a) setting up opportunities to use the skill, b) calling upon students to respond, c) prompting correct responses and d) reinforcing student's when they respond correctly. This happens very rapidly, with each student (when done in groups) getting 5 or more chances to try the skill. A "home" videotape, of a 3 minute orientation for Unit 300: Choices in Seeking Assistance made by a TCP teacher is available for viewing.



#### **RUNNING EXAMPLE:**

*To orient students to Unit 200: Planning Goals and Following Through, Ms Sanchez chose Orientation Card #211 and adapted it for the Monday morning Opening Group activity in which she and the students reviewed and selected the week's activities. Figure 6 shows her adaptation of the card.*

*She added answer prompts for Roger who had difficulty answering questions in a group if he was unsure of the answer.*

*She began the orientation with questions about planning and concluded it with practice choosing an activity, and selecting appropriate planning steps for the activity.*

*The group orientation was followed by a simulation exercise on the next day.*





## Simulations.

Some orientations are replaced by simulations to give students the opportunity to practice self-determination skills in situations where they would normally have little opportunity to experience them under the teacher's supervision (e.g., in restaurants, at a bus stop, etc.) Simulations may require some "props" but require less than 5 minutes to teach (see Figure 7 for example).

In a simulation, students are made aware that it is a "pretend" activity (e.g. ordering food in a restaurant), but that it is good practice for the "real thing." They may be assigned roles or given tasks to perform (e.g., in Unit 300, asking for information about a menu item, asking where the restroom is) which closely approximate actual performance. The teacher and teaching assistants may also help out in various roles. The students may have role cards in picture or label form (e.g., hostess, waitress, customer, buss person). After checking to see that students know what roles or tasks they are to follow, the teacher provides "set-ups" (e.g., cueing the "hostess to seat customers in the smoking section, then asking customers whether they want to be in smoking. If they say no, then replying "well, what should you do?" The teacher uses the set-ups to carry out the Contingent Prompting Strategy (Figure 10), with each student having a turn in each simulation activity. One round of activity may use up the 5 minutes and the teacher may decide to hold more rounds of the simulation on subsequent days.



### **RUNNING EXAMPLE:**

*Because the students selected for Unit 200: Planning Goals and Following Through, have limited reading skills, Ms. Sanchez chose to use Simulation Card 201 which uses picture cards to illustrate planning steps (see Figure 7)*

*Simulation Card 201 simulates planning for field trips which will occur later in the semester. Although sample picture cards are provided, Ms. Sanchez chose to use her own set of picture stickers that would fit on the Weekly Schedule Chart.*

*She used the 5 minutes to work in two practice rounds and found that two students still required prompting, so she decided to run the simulation again.*

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## Step 5: Conduct Coincidental Teaching

Coincidental teaching is the main instructional activity of TCP. It consists of brief instructional incidents inserted into the ongoing daily instruction schedule. These instructional incidents are "set-up" to provide the student with the opportunity to use a self-determination skill and to provide the teacher with several natural "teachable moments." As the teacher becomes skilled at using coincidental teaching it will shift toward incidental teaching. The teacher will become more adept at recognizing these "teachable moments" which occur naturally, and capitalize on them by teaching more systematically.

The following is a description of three coincidental teaching incidents for TCP Unit 300. Jim, Jan and Jack are learning to ask for assistance, but only when needed. Each have three Teaching Incidents listed on the TCP Wall Chart to be taught for Tuesday.:

- 7:40 A.M.** After morning tea and coffee, Ms. Sanchez Mr. E. A. Poe & Ms. Lee note assigned  
Coincidental Teaching Card #s on their arm stickers. Mr. Poe has three assigned during his bus unloading duty.
- Bus Unloading #329**  
 Jim: Left on the bus, belted into his seat.  
 Mr. Poe: Waits (30 sec.) at bus door with wheelchair.  
 Jim: Says nothing.  
 Mr. Poe: Uses the Prompting Strategy until Jim asks for Help  
 Jim: "Aahmp!" (His way of asking)  
 Mr. Poe: "O.K., I'm coming," Unbuckles Jim's belt. then checks Jim's asking.  
 Mr. Poe: "Just to make sure, let's take it from the top," rebuckles him. step's off the bus, and waits.  
 Jim: "Aahmp"  
 Mr. Poe: "Good, You don't want to be left behind," Unbuckles Jim, moves him to his wheel chair, and notes a "1" on his arm sticker.  
 (total time, 1 min, 15 sec.)
- #348**  
 The outside classroom door is left locked today.  
 Jan: Asks Mr. Poe to open the door for her.  
 Mr. Poe: "That's the way to get what you want, ask for it;" unlocks door, notes a "2" on his arm sticker.  
 (total time, 20 sec.)
- #365**  
 Mr. Poe: Positions Jack's wheel chair in a non preferred position in class.  
 Jack: "Hey!"  
 Mr. Poe: "Hey what?"  
 Jack: "Hey!"  
 Mr. Poe: "What do you say when you need help?"  
 Jack: "Hey!"  
 Mr. Poe: "Say, please help me."  
 Jack: "Help me please."  
 Mr. Poe: "Good asking," repositions Jack's wheel chair. Then he moves Jack's wheel chair back, saying, "Now, to make sure you know how to ask, let's try it again."  
 Jack: "Hey!"  
 Mr. Poe: "Hey what?"



**Jack:** "Help me ---- please."

**Mr. Poe:** "Excellent." moves Jack's chair and notes a "1" on his arm sticker.  
(total time, 45 sec.)

Mr. Poe has one-third of his assigned Teaching Incidents done and class hasn't even started yet. They required 2 minutes, 20 seconds of additional bus unloading time, but he fit them in nicely with his usual routine. Notice that Jim, Jan and Jack received a tangible reward in addition to Mr. Poe's encouragement. They got what they asked for! Notice also that Mr. Poe waited only a reasonable time before prompting, and he always checked after prompting by repeating the Teaching Incident from the start with no prompts. This signals Jim and Jack on what is expected of them and helps to keep them from becoming dependent on Mr. Poe's prompts. The other six Teaching Incidents will be spread across the day's activities. Finally, Mr. Poe noted a "2" only for Jan, whom he did not have to prompt. There were no "0's," which signified that Mr. Poe completed The Coincidental Teaching procedure successfully.



### **RUNNING EXAMPLE:**

*During Opening Circle, Ms. Sanchez encouraged Roger to pick a new recreation activity to plan for, and do.. She kept the Prompting Strategy (Figure 9) visible on the wall for quick reference.*

*In the first coincidental teaching activity, She showed pictures of 5 new activities and one old activity, saying "Roger, pick something new for today.."*

*Roger picked the old activity and Ms. Sanchez said "Jan already picked that one, Choose another." Roger chose ping pong and Ms. Sanchez,, Said "Roger, what a great choice." Now, get your snack and then we will plan. (she noted a "1" on her arm sticker.*

*In the second coincidental teaching activity, Ms. Sanchez showed pictures of preparations for ping pong as well as other activities and said. "Roger, you chose ping pong and you need to plan for it. Put three planning pictures on your activity chart that show what you need to do to get ready.."*

*Roger picked paddles, ping pong ball and game board. Ms. Sanchez said "Roger, paddles and a ping pong ball are two things you need, but you play ping pong at the table. You need a partner. Pick another planning picture.*

*Roger picked a picture of two people playing ping pong. Ms Sanchez said, "Good,, you need a partner.. Now you have your plan for rec time this afternoon.. " She noted a "1" on her arm sticker.*

*Roger's third Coincidental Teaching incident will occur during the Get ready transition for rec time.*

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## Step 6: Monitor Progress and Replan

There is a selection of two ways to monitor student's progress in TCP: 1) The TCP Wall Chart and 2) Weekly Probe Observations. We recommend using both.

### Monitoring Progress On the TCP Wall Chart

The **RESULTS** column under each day of the week is for noting student's performance for Orientation and Simulation (**OR/SIM**), Coincidental Teaching (**COIN**) and School or Home (**SCH/HM**) Cards used. There is also space for noting results of unplanned teaching incidents that occur (**Incid.**).

At the end of each day, staff transfer results from arm stickers or lesson sheets on to the TCP Wall Chart (see figure 11) as "2" when the student responded correctly with no prompting, "1" when the student responds correctly, but after prompting, "0" when there was no response or not correct response obtained. (**NOTE: 0'S SHOULD NOT OCCUR OR SHOULD BE RARE, WHEN THERE IS AN INTERRUPTION IN TEACHING. 0'S SIGNAL THAT THE PROMPTING STRATEGY WAS NOT USED CORRECTLY OR COMPLETELY!**)

N/O or ABS should be used to note when a card was not implemented or when the student was absent.

### Retired Cards

The object of the teaching process is to "retire" all of the unit cards that were selected to be taught. If all cards are retired, that means that students have received "2's" three days in a row on every card taught and should be close to mastering that self-determination skill.

Three days in a row of "2's" is not a magic number, but it is a good criterion for most students. For some students 5 days may be needed. Use the 3 consecutive "2s" as a rule of thumb to decide when to drop cards taught and add new cards during weekly planning. Once retired, the teaching incidents on a card should not be forgotten. It is a good idea to use Probe Observations periodically to make sure the "2s" are maintained. Also, retired cards should be followed up with School and Home cards to achieve generalization of the self-determination skill.

### No Progress

When the student continues to require prompting after several Teaching Incidents (scores "1s"). Modifications in teaching are called for. Consider the following possibilities:

- **Student is Unclear about what is Expected.** Prior to a set-up, make sure you remind the student of the expected self-determination response (e.g., "Ask when you need help.") and be sure to do the "check" step in the Contingent Prompting Strategy. The check demonstrates to the student what the expected performance is.
- **Prompt-Dependency.** The student waits for you to help, or even do the task for him/her. Instead of giving prompts right away, consider a) providing an advance reminder to not wait for teacher's help, b) delaying any prompting until the student attempts to respond, and c) reinforcing only after the student responds without a prompt (e.g., in the "check" phase).
- **Prompting too Heavily.** The teacher may be modeling for the student, or even physically helping the student to respond when a lighter prompt (e.g., verbal instruction) can be substituted. Consider noting the prompt level (e.g., 1, 1v, 1m, 1p) described above to help focus your instruction on



using the lightest prompt possible, always checking by repeating the teaching incident and requesting the student to respond with no prompt.

- **Task is Too Difficult.** The student may not have the entry level response (e.g., being able to ask), or the card level may be too high (e.g., in Unit 100, asking a student to choose a preferred activity when he/she may not have had the chance to explore the activities and develop preferences yet). consider simplifying the response requirement to match the student's entry level, or selecting an earlier card in the unit sequence.
- **Performance of Task is Not Reinforcing.** For some students, praise and other encouragement are not reinforcing to them. Examine your experiences with the student to determine what is motivating in other circumstances. It is important that the student gain something from employing a self-determination skill, which is why we typically employ them ourselves.

### Probe Observations

When a Teaching Incident from a Coincidental Teaching Card is set up, the student responds correctly without prompting and the teacher records a "2" on the Wall Chart, that is essentially the same as a probe observation. This continuous recording is the most useful and informative way to track progress. However, some teachers may choose to designate one day per week for probe observations and record the results only once weekly.



#### **RUNNING EXAMPLE:**

*After responding other instructional issues, Ms. Sanchez' instructional team reviewed the previous week's results on the TCP Wall Chart. (see Figure 11).*

*They noticed that Roger was showing no progress over three orientation/simulation sessions and 14 coincidental teaching set-ups used (all "1s").*

*Ms. Sanchez explained, "He hovers around me and seems to crave my attention. Even though I feel he can do a task or skill, he always waits for me to show him (model). You know, Roger has no mother at home."*

*Ms. Jarvis said "Why not shift your attention so that it becomes important for Roger to respond correctly with a lighter prompt?"*

*Ms. Sanchez asked, "How do I do that?"*

*Ms. Jarvis replied, "Well, after you set up the teaching incident and Roger either doesn't respond, or responds incorrectly, just use a verbal instruction and wait him out. Then, when he does respond correctly, give him a considerable amount of praise and attention."*

*Ms. Sanchez tried it, getting even worse performance over the first few teaching incidents (as expected).*

*But then, after Roger realized he wasn't going to get attention by acting helpless, He began to respond with only light verbal prompts and found he would get much more attention if he just went ahead and did the planning steps without being shown.*

*By Thursday, Ms. Sanchez was rewarded with the first "2" from Roger.*

## Step 7: Generalize the Teaching (School Cards, Home Cards)

School Cards and Home Cards are simplified versions of Coincidental Teaching Cards, but allow the teacher to extend the reach of the program to integrated classrooms and to the home. They can be used at the same time that coincidental teaching is going on, or as an enrichment activity after coincidental teaching is concluded.

### Using School Cards

If the student spends time in an integrated class in the school, the teacher may be approached to determine if he/she is amenable to helping out. We have found that there are more opportunities to exercise self-determination in some classes (e.g., P. E., Woodshop) than in others; the course format and teaching style should be taken into consideration. The school cafeteria and office staff may also be utilized. School Cards ( see Figure 9) have simple instructions and may be sent to the teacher after enlisting his or her cooperation. There are both prepared cards and cards which you may "customize."

During your weekly planning, select or adapt School Cards that correspond with Coincidental Teaching Cards. Provide the cooperating teacher or school staff with a few School Cards at a time for the week. At the end of the week, collect the School Cards and record the results on the TCP Wall Chart. Be sure and keep the cooperating teachers and school staff informed of the student's progress



#### **RUNNING EXAMPLE:**

*Roger goes to Career Exploration class at 5th period. Ms. Jarvis uses cooperative learning groups to encourage students to examine occupations, the community and basic living skills as a common activity.*

*Today, Ms. Jarvis will try out the first School Card (see Figure 9) in a group exercise in which students plan a trip to a local tile manufacturing plant.*

*Later, Ms. Jarvis and Ms. Sanchez will get together and discuss how more School Cards may be integrated into group activities of the class.*

### Using Home Cards

Self-determination is about increasing self-dependence and gaining independence is a touchy subject with any parents of adolescents. Parents/guardians must be informed of, and involved in the Transition Choices Program in order to support it. The Home Cards are one important way to involve them. Careful advance preparation should be undertaken through the usual venues, such as parent-student orientation meetings, information letters or notes, open house, and IEP meetings. If there are district parent training activities or support groups, these should also be employed.

During your weekly planning, select or adapt Home Cards that correspond with Coincidental Teaching Cards. Notify parents/guardians of the Home Card's purpose and procedures in advance. Determine the most reliable way of getting the Home Cards to parents/guardians (e.g., give to bus driver to hand to parents or to the student at the home drop off). Expect to make reminder and informational telephone calls. Send only one or two Home Cards at a time for the week, or weekend. At the end of the week, either call for the results, or scan the returned cards and record the results on the TCP Wall Chart. Be sure and keep the parents/guardians informed of the student's progress.



#### **RUNNING EXAMPLE:**



*Roger's older brother, Raymond, who is his guardian, came with him to the start-of-year orientation meeting. Ms. Sanchez introduced them the Transition Choices Program by verbally "walking through" a brochure and answering questions. about self-determination.*

*During the IEP meeting, self-determination attributes of Roger's goals and objectives were pointed out and Raymond agreed to help Roger with some home practice.*

*After starting Unit 200, Ms. Sanchez called Raymond, reviewing the first Home Card she would be sending (see Figure 9), arranging for the results to be sent back on the following Monday.*

*Raymond followed the Home Card Instructions, asking Roger to check the refrigerator and help plan the Saturday grocery shopping trip.*

*Roger forgot the Home Card at home, so Ms. Sanchez called to get the results ("I") and arranged for the bus driver to ask Roger for the card at the pick-up point.*

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## Step 8: Assess TCP Skill Mastery

Skill mastery means that a student can functionally use a self-determination skill in applied situations without undue prompting or assistance. When all Orientation, Simulation, Coincidental Teaching, School and Home Cards have been retired (after the student consistently scores "2s"), there is high likelihood of skill mastery. However, it is recommended that, after instruction has been completed, occasional observation probes be conducted to ensure skill retention and the Unit Assessment ratings be done to confirm that the full range of skill applications have been mastered.

### Checking Mastery in Probe Observations

As the success of instruction becomes evident, the teacher will find that an increasing number of Coincidental Teaching Incident set-ups are responded to correctly by the student, and no subsequent prompting is necessary. In other words, the set-ups have become, in fact, probes or tests. Thus, there is a natural progression from Teaching Incidents to Probe Observation Incidents and they may be used as such to document skill mastery.

### Checking Mastery in Unit Assessments

Because the Unit Assessment scans the full range of applied situations in which a skill should be assessed, the teacher should repeat the ratings to confirm that instruction has covered the intended applications. Of course, there are some applications for which the teacher may have had no opportunity to observe the student. At that point, the teacher must consider whether his or her instruction program extends far enough (e.g., into community-based situations).



#### ***RUNNING EXAMPLE:***

***Roger has been progressing quite well in learning to plan and follow through on delayed activities (Unit 200). Nearly all of the planned Coincidental Teaching Cards have been retired, so she decided to drop the last day's teaching cards.***

***Instead, Ms Sanchez repeated the three Probe Observation incidents she used at the start of the unit and Roger scored all "2s" (6/6).***

***She then noted Roger's score in the Mastery section of his TCP Student Performance Chart (see Figure 1) and completed the Unit 200 Assessment.***

***Roger was rated 48 out of 58 possible (she had no opportunity to observe him in some home and community situations), or 83%. This was near to the highest score possible until his reading abilities increased.***

***After congratulating themselves, Ms. Sanchez and the team reviewed the Screening Assessment and began considering the next self-determination priority for Roger (Unit 400: Recognizing and Asserting Personal Rights).***

# Transition Choices Program

## Curriculum Guide

### Curriculum Guide Overview

The TCP curriculum is presented as a set of color coded cards that may either be used as a planning guide reference or removed and placed in teaching locations for quick reference. Teaching Incidents are the basic curriculum units. The cards contain complete Teaching Incident examples and blank cards that allow teachers to "custom design" their own Teaching Incidents. All TCP cards are placed on a Word application disc to facilitate planning and adaptation with a microcomputer. Instructions for using the TCP Curriculum are included in the Teaching Guide and Inservice Development Guide. The unit purpose and objectives are listed below, followed by six sections of curriculum cards. Thus, a curriculum unit is composed of the following:

**Unit Purpose, Objectives, and Skills**  
**Unit Card List**  
**Orientation/Simulation Cards (Blue)**  
**Coincidental Teaching Cards (Green)**  
**School/Home Cards (Yellow)**

# Unit 100: Exploring Choices and Developing Preferences

(Finding Out What You Want)

## Purpose

Many self-determination activities are based on the assumption that youth with disabilities have already explored options and developed preferences and interests when, in fact, many have not. This unit is designed to help youth with disabilities to routinely seek and explore a range of options for choice situations and determine what are the preferred options for those situations

## Objectives

At the end of this unit, students will:

- 1) Have sampled a reasonable range of choices for at least two situations that are considered to be novel to her/his repertoire:
- 2) Be able to identify, verbally or otherwise (e.g., point to), a variety of choices for common choice situations,
- 3) Be able to select preferred choices, either by performing actions associated with the choices, stating their preferences, or gesturally indicating their preferences.

### STUDENT SKILLS

### STUDENT BEHAVIORAL INDICATORS

- |  |  |
|--|--|
| 1) <u>Recognize a choice situation</u> | Affirming (yes/no) when asked<br>Choosing, Suggesting, Asking                |
| 2) <u>Generate Choice options</u>      | Asking, Verbally Listing, Observing  |
| 3) <u>Sample Options</u>               | Experiencing, Observing,<br>Labeling   |
| 4) <u>Weigh Options</u>                | Experiencing consequences<br>Labeling consequences<br>Observing Consequences |
| 5) <u>Determine Preference</u>         | Performing, Stating,<br>Gesturing  |



## Unit 200: Planning Goals and Following Through.

(Planning for What You Want)

### Purpose:

Planning for larger things in life is enhanced when we are skillful at daily and weekly planning. Instruction in planning, and more importantly, following through on those plans, is provided in this unit.

### Objectives:

- 1) Choose from several delayed activities
- 2) Make a plan for the chosen activity (Say)
- 3) Prepare for the chosen activity (Do)
- 4) Follow through on the chosen activity

#### STUDENT SKILLS

- 1) Choosing from several delayed activities

representations

- 2) Identifying the date and time of the activity

representations

- 3) Making a plan for the chosen activity

representations

- 4) Preparing for the activity  
can

others

- 5) Following through on the chosen activity

#### STUDENT BEHAVIORAL INDICATORS

- \* Repeat what others say
- \* Point to the person who gave a preference
- \* Don't Interrupt (listen quietly)
- \* Point to pictorial

of what others prefer

- \* Ask what others prefer
- \* Ask if what you prefer is OK with them ("Dan, OK?")
- \* Point to pictorial

of what others prefer

- \* List consequences of different preferences (reasons, results)
- \* Affirm that a consequence is likely for a given preference
- \* Point to pictorial

of likely consequences

- \* Suggest how both preferences

be satisfied

- \* Suggest a compromise
- \* Persuade others to follow your preferences
- \* Follow the preferences of

- \* Act on a selected solution

## **Unit 300: Choices in Seeking Assistance**

(Asking for What You Want)

### **Purpose**

Self-determination is greatly enhanced when a person knows when assistance in making or gaining choices is needed, when and how to ask for assistance, and where to seek assistance. This unit is designed to help youth with disabilities to routinely determine when assistance is, and is not needed, and to ask for assistance when it is needed.

### **Objectives**

At the end of this unit, students will:

- 1) Be able to recognize, verbally or otherwise (e.g., point to), the need for assistance to make personal choices for common choice situations,
- 2) Be able to ask, verbally or otherwise (e.g., sign, gesture) for assistance when accomplishing a chosen activity, or making a choice.

### **STUDENT SKILLS**

- 1) **Recognize the need for assistance**
- 2) **Make a request**

### **STUDENT BEHAVIORAL INDICATORS**

Asking, using a communication board, using an excepted gesture, seeking clarification.

Asking, using a communication board, using an excepted gesture, seeking clarification.

## Unit 400: Recognizing and Asserting Personal Rights

(Standing up for Your Rights)

### Purpose

Many students with disabilities do not understand, recognize or assert their rights either within or across the full range of daily experiences. This unit is designed so students learn to recognize and act to secure and/or preserve their rights in appropriate, yet assertive ways.

### Objectives

At the end of this unit, students will:

- 1) Recognize rights (e.g., freedom from verbal or physical attack) within various school, community, home and work situations.
- 2) Recognize when rights are refused, neglected or ignored by others.
- 3) Appropriately assert themselves to secure and/or preserve rights that are refused, neglected or ignored by others.

### STUDENT SKILLS

### STUDENT BEHAVIORAL INDICATORS

#### Recognizing Rights

1) Indicate a personal right in

- \* Point to positive example when presented picture choice format
- \* Say "yes/no" when asked if something is a right
- \* Tell about experience regarding a right

2) Identify when a personal right is, being in refused, neglected or ignored by someone right right refused,

- \* Point to positive example when presented picture choice format
- \* Say "yes/no" when asked if something is a
- \* Tell about experience regarding a basic
- \* Point, say or tell when a right is being neglected or ignored by someone

#### Asserting to Secure/Preserve Rights

1) Showing appropriate body language effect a

- \* Establish and maintain eye contact, and "serious" look
- \* Hold onto, shield or remove personal

property

2) Appropriately expressing yourself

- \* Talk loud enough to be understood from 6 feet away and use a "serious" tone of

voice

- \* Sign or gesture with enough animation to be understood as being "serious"
- \* Persist if right goes unrecognized

**3) Saying/Doing the right things****"Go****like**

- \* Request information (e.g., "What's wrong with it?" or "Why did you say that?")**
- \* Suggest alternative or new behavior (e.g., and get your own from the cupboard.)**
- \* verbally defend self (e.g., "You may not my shirt, but I do.")**
- \* Deny unreasonable request (e.g., "No, I don't give money.")**



## Unit 500: Negotiating with Others

(Trading for What You Want)

### Purpose

Negotiation is a fact of life, and everyone negotiates something everyday. People negotiate with friends about where to go for lunch and children negotiate with parents about when to go to bed. Whenever you are trying to reach an agreement with someone regarding actions to be taken in response to shared or unshared interests, you are negotiating. In essence, negotiation is a fundamental and common everyday event, and the purpose of this unit is to teach students when to and how to negotiate in response to everyday school, home, community and work situations requiring two people to come to an agreement on what to do and/or how to do it.

### Objectives

At the end of this unit, students will:

- 1) Be able to recognize, verbally or otherwise (e.g., point to), the need to negotiate with someone regarding shared or unshared interests.
- 2) Be able to negotiate settlement of a problem that represents either a shared or unshared interest between two people (e.g., shared interest: dividing up the tasks of a job or assignment; unshared interest: deciding who gets to use the only calculator in the class or who gets to ride in the front seat during an outing)

### STUDENT SKILLS

### STUDENT BEHAVIORAL INDICATORS

#### Recognizing Situations Requiring Negotiation

- |  |  |
|--|--|
| 1) Indicate interactions showing or needing negotiation            | * Point to positive exemplar when presented in picture choice format   |
|  | * Say “ <u>yes/no</u> ” when asked whether something requires negotiation  |
| 2) Communicate, verbally or otherwise, what needs to be negotiated | * Say the problem, using a communication board, or by signing, or gesturing (e.g., "We need to share (because there is only one calculator. ") |
|  | * Verbally state problem needing negotiation   |
|  | * Tell about problem that required negotiation   |
| 3) Suggest goal for negotiation                                    | * State, using a communication board, or by signing, or gesturing, a goal for the negotiation (e.g., "We need to decide who goes first?")      |
|  | * Verbally state a reason for the negotiation (e.g., "We both need to finish our work on time.")   |
| 4) Suggest a solution board,                                       | * State a solution, using a communication by signs, or by gestures, (e.g., You go  |

first?")

- \* Verbally state a solution (e.g., " I have only two math problems, so I'll use the calculator for two minutes and you use it for ten minutes.")

## **Unit 600: Respecting the Preferences of Others**

(Respecting What Others Want)

### **Purpose**

Self-determination is a two-way street. Besides recognizing and asserting for our own rights and preferences, we must learn to listen, recognize, show respect for, and weigh the rights and preferences of others. There are our family, our friends and colleagues and those of the community in which we live. In short, individual preferences must be compared to those of others to determine the greater good. This unit is designed to help youth with disabilities to routinely recognize and seek information on the preferences of others, weigh those preferences against their own and adjust their actions accordingly.

### **STUDENT SKILLS**

- 1) **Listening** to what others prefer
- 2) **Identifying** the preferences of others
- 3) **Compare** what you prefer to what others prefer
- 4) **Offer** a solution
- 5) **Follow through** on a solution

### **STUDENT BEHAVIORAL INDICATORS**

- \* Repeat what others say
- \* Point to the person who gave a preference
- \* Don't Interrupt (listen quietly)
- \* Point to pictorial representations of what others prefer
- \* Ask what others prefer
- \* Ask if what you prefer is OK with them ("Dan, OK?")
- \* Point to pictorial representations of what others prefer
- \* List consequences of different preferences (reasons, results)
- \* Affirm that a consequence is likely for a given preference
- \* Point to pictorial representations of likely consequences
- \* Suggest how both preferences can be satisfied
- \* Suggest a compromise
- \* Persuade others to follow your preferences
- \* Follow the preferences of others
- \* Act on a selected solution

# TRANSITION CHOICES PROGRAM

## Unit 100- Exploring Choices and Developing Preferences

### 101-119 Orientation/Simulation Cards

### 120-179 COINCIDENTAL TEACHING CARDS

#### 120-139 Sampling Choices

- 120-Playing Ball
- 121-Watching TV
- 122-Juice for Breakfast
- 123-Teacher's Choice
- 124-Snake Books
- 125-Chocolate Milk
- 126-Make-up
- 127-Teacher's Choice
- 128-Soup for Breakfast
- 129-Bowling
- 130-"Yahtzee"
- 131-Teacher's Choice
- 132-PE Class Walk
- 133-Field Trip to Park
- 134-Field Trip Transport
- 135-Teacher's Choice
- 136-Swimming
- 137-Macaroni and Cheese
- 138-Hates Chores
- 139-Teacher's Choice

#### 140-159 Identifying Choices

- 140-Toast or Biscuits?
- 141-Which Board Game?
- 142-Which Book?
- 143-Teacher's Choice
- 144-Drink Choice
- 145-Frisbee or Ball?
- 146-Forgotten Lunch Money
- 147-Teacher's Choice
- 148-Kool-Aid
- 149-"Sorry" Board Game
- 150-Forgotten Pencil
- 151-Teacher's Choice
- 152-Forgotten Tapes
- 153-Cost Is Too Much (Store)
- 154-No One Wants To Go There
- 155-Teacher's Choice

- 156-Bring Lunch
- 157-Cost Is Too Much (Restaurant)
- 158-Errand Into the Unknown
- 159-Teacher's Choice

#### 160-179 Selecting Preferred Choice

- 160-Beans or Cookies?
- 161-Cleaning Choices
- 162-Favorite Drink
- 163-Teacher's Choice
- 164-Choice of 2 Games
- 165-Game With a Friend
- 166-Running or Cleaning
- 167-Teacher's Choice
- 168-Scrub Floor or Bowling?
- 169-Cleaning or Game Choice
- 170-New Partner
- 171-Teacher's Choice
- 172-Brownies for Dessert
- 173-New Table
- 174-Field Trip Location
- 175-Teacher's Choice
- 176-Which Restaurant?
- 177-Chores Before TV
- 178-Music Area
- 179-Teacher's Choice

#### 180-199 School/Home Cards



## CARD #100 UNIT: Exploring Choices and Developing Preferences

**Orientation Purpose:** Students are oriented to try something new or different. This is a group activity, but may be done individually. Spend three to five minutes using the following topics, or your own variations, when opening the activity to "prime" students for coincidental teaching.

Orientation Topics

1) Sample Topic: "LET'S TRY SOMETHING DIFFERENT FOR LUNCH. WHAT IS DIFFERENT TO DRINK?" (e.g., juice instead of the usual drink)

Your Variation: \_\_\_\_\_  
\_\_\_\_\_

2) Sample Topic: "LET'S TRY A DIFFERENT GAME AT RECESS PERIOD. WHAT IS A DIFFERENT GAME?" (e.g., checkers instead of the usual board game)

Your Variation: \_\_\_\_\_  
\_\_\_\_\_

3) Sample Topic: "LET'S PICK A DIFFERENT LIBRARY BOOK THIS TIME. WHAT IS A DIFFERENT SECTION OF THE LIBRARY?" (e.g., the adventure section instead of the animal section)

Your Variation: \_\_\_\_\_  
\_\_\_\_\_

4) Sample Topic: "LET'S PICK A DIFFERENT PARTNER FOR WORK CREW TODAY. WHO IS A DIFFERENT PARTNER?" (e.g., Mary instead of always Lucy)

Your Variation: \_\_\_\_\_  
\_\_\_\_\_

Preparing Students For Coincidental Teaching:

**"IT'S IMPORTANT TO KNOW THAT YOU HAVE A LOT OF POSSIBLE CHOICES. YOU DON'T ALWAYS HAVE TO PICK THE SAME THINGS. THIS WEEK WE WILL GIVE YOU CHANCES TO PRACTICE MAKING CHOICES. HERE IS WHAT WE WILL BE DOING: FIRST, YOU WILL BE GIVEN A CHOICE BETWEEN SEVERAL THINGS -- LIKE BETWEEN CARROTS, CAULIFLOWER, SPINACH AND CELERY -- THEN YOU WILL CHOOSE ONE THAT YOU WANT.**

**CARD #101 UNIT: Exploring Choices and Developing Preferences**

**Orientation Purpose:** Students are oriented to try something new or different. This is a group activity, but may be done individually. Spend three to five minutes using the following topics, or your own variations, when opening the activity to "prime" students for coincidental teaching.

**Orientation Topics**

1) **Sample Topic:** "WHAT ARE YOU CHOOSING TO DO FOR RECREATION AND LEISURE TIME: GO OUTSIDE, BE IN THE GYM, OR USE THE COMPUTER?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

2) **Sample Topic:** "WHICH GAME WOULD YOU CHOOSE TO PLAY: CHECKERS, MONOPOLY, OR SORRY?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

3) **Sample Topic:** "WHEN ON A FIELD TRIP TO THE STORE TO BUY SODAS, WOULD YOU CHOOSE BETWEEN COKE, PEPSI, OR MOUNTAIN DEW?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

4) **Sample Topic:** "WHICH MUSIC WOULD YOU LIKE TO LISTEN TO DURING RECREATION AND LEISURE TIME: PEARL JAM, SALT-N-PEPPER, OR GARTH BROOKS?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

**Preparing Students For Coincidental Teaching:**

"IT'S IMPORTANT TO KNOW THAT YOU HAVE A LOT OF POSSIBLE CHOICES. YOU DON'T ALWAYS HAVE TO PICK THE SAME THINGS. THIS WEEK WE WILL GIVE YOU CHANCES TO PRACTICE MAKING CHOICES.

HERE IS WHAT WE WILL BE DOING:

FIRST, YOU WILL BE GIVEN A CHOICE BETWEEN SEVERAL THINGS -- LIKE BETWEEN CARROTS, CAULIFLOWER, SPINACH AND CELERY -- THEN YOU WILL CHOOSE ONE THAT YOU WANT.

## CARD #102A UNIT: Sampling Choices

**Simulation Purpose**

**Title:** "Let's Try Something Different"- For students who routinely do the same activity or seldom try anything else.

**Format:** Small group (2-6 students) or individually, gathered around the teacher who is at the chalk board.

**Entry Level:** Student can point to, pick up, or name an item pertaining to an activity.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Five items including the item that the student always picks. Some examples:

<u>Recreation and Leisure</u>	<u>Library Selection</u>	<u>Mall Stores to Visit</u>
Nerf Ball	Cartoon Book	Penny's
Checkers Game	Adventure Book	Orange Julius
Easy Money Game	Custom Car Book	Foot Locker
Computer Game	Travel Book	Hallmark
Colored Pencil Set	Animal Book	Toys R Us

**Simulation Activities**

- Explain Activity:** 1) Place the five items in front of the student. **"TODAY WE ARE GOING TO PRACTICE CHOOSING SOMETHING NEW TO DO."**
- 2) **"GEORGE, SHOW ME WHAT YOU ALWAYS DO."** The student selects and demonstrates with the usual item.
- Set Up Activity:** 3) **"GEORGE, YOU PRETEND FIRST. WHAT DO YOU SAY WHEN I ASK 'WHICH WOULD YOU RATHER DO NOW, MATH OR READING?'"**
- 4) **"WHAT WOULD YOU CHOOSE?"** If needed, prompt George to give an option.
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with George trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #102** UNIT: Sampling Choices**Simulation Purpose**

**Title:** "Breakfast Today"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) in the kitchen.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Cereal, eggs, bowls, spoons, frying pan, spatula, forks

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOUR FAVORITE FOOD IS NOT AVAILABLE FOR BREAKFAST."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "FRANK, YOU PRETEND FIRST . THERE IS NO TOP RAMEN. YOU CAN HAVE AN EGG OR CEREAL TODAY."

4) "WHAT WOULD YOU LIKE TO EAT FOR BREAKFAST?"(If needed, prompt FRANK to make a selection.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with FRANK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



**CARD #103 UNIT: Sampling Choices****Simulation Purpose**

**Title:** "TV or a game"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Book, TV.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO IF YOUR TEACHER SUGGESTS THAT YOU PLAY A NEW GAME RATHER THAN WATCH TV."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "SALLY, YOU PRETEND FIRST . YOUR TEACHER ASKS YOU TO PLAY A GAME" (Give them a game to play.)

4) "WHAT WOULD YOU DO?"(If needed, prompt SALLY to indicate one choice or pick a picture card.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #104 UNIT: Identifying Choices****Simulation Purpose**

**Title:** "Choice of classes"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Class List.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE DECIDING WHAT CLASSES TO TAKE."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "SHERI, YOU PRETEND FIRST. DO YOU HAVE A CHOICE OF WHAT CLASSES YOU WANT TO TAKE

**Run Activity:** 4) Conduct the simulation and then discuss any consequences of the choice.

**Repeat Activity:** 5) Repeat #3, either with SHERI trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #105 UNIT: Identifying Choices****Simulation Purpose**

**Title:** "Class field trip"--provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table or at their desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Blackboard, chalk, eraser, picture cards.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO IF THE CLASS VOTES AND YOU DON'T LIKE WHAT THEY CHOSE."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "HENRY, YOU PRETEND FIRST . PRETEND OUR FIELD TRIP CHOICES WERE TO THE DUMP OR THE SCHOOL CAFETERIA. YOU DON'T LIKE THESE TWO CHOICES."

4) "WHAT CAN YOU DO?" (If needed, prompt HENRY to indicate one choice, or select a picture card.)

**Run Activity:** 5) Conduct the following simulated activities depending upon Henry's choice:

6) Discuss the consequences. Prompt the students to discuss.

**Repeat Activity:** 7) Repeat #3-6, either with SHERI trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #106 UNIT: Identifying Choices****Simulation Purpose**

**Title:** "Where to eat?"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table or at their desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, chalk, eraser, picture cards(Choose another choice, Refuse to go, Do nothing, Choose favorite)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN VOTING ON RESTAURANT CHOICES."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "JACK, YOU PRETEND FIRST. TELL US WHERE YOU CHOOSE TO EAT. WHAT DO YOU DO?" (If needed, prompt JACK to indicate one choice, select a picture card or a choice from the list.)

**Run Activity:** 4) Conduct the following simulated activities depending upon Jack's choice:

a) *Chooses his favorite-* "GOOD CHOICE JACK!"

b) *Refuse to go-* "YOU'LL MISS A LOT OF FUN!"

c) *Do nothing-* "O.K. THE CHOICE GOES TO GEORGE."

5) Discuss the consequences. Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with JACK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



**CARD #107 UNIT: Selecting Preferred Choices****Simulation Purpose**

**Title:** "Chores"-provides opportunities to select and experience preferred choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Broom, sponge, cleanser

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU'RE CHOOSING BETWEEN CHORES."  
2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "BRIAN, YOU PRETEND FIRST. WILL YOU SWEEP THE KITCHEN FLOOR OR CLEAN ALL OF THE KITCHEN CUPBOARDS?"  
4) "WHAT WOULD YOU RATHER DO?" (If needed prompt BRIAN to make a selection.)
- Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with BRIAN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #108 UNIT: Selecting Preferred Choices****Simulation Purpose**

**Title:** "Field Trip With *Who?*"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, chalk, eraser

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU HAVE A CHOICE OF FIELD TRIPS WITH CHAPARONES."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "KIM, YOU PRETEND FIRST. DO YOU WANT TO GO TO THE MUSEUM WITH THE PRINCIPAL OR GO SWIMMING WITH ME(The Teacher)?"

4) "WHICH ONE DO YOU WANT TO DO?"(If needed prompt KIM to make a selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #109 UNIT: Selecting Preferred Choices****Simulation Purpose**

**Title:** "Trip to the Library"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** \* Review the instructions below and decide on how the simulation will be run in your classroom.  
 \* Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Books, Paper, Pencils, Picture Cards

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU CAN ONLY CHECK OUT THREE BOOKS AT THE LIBRARY."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "JOHN, YOU PRETEND FIRST. YOU HAVE FOUND FOUR GREAT BOOKS BUT CAN ONLY CHECK OUT THREE."

4) "WHICH BOOKS DO YOU WANT TO CHECK OUT?" (If needed prompt JOHN to make a selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with JOHN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Sampling Choices

CARD #120	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Sam is playing ball. The teacher says, "Play frisbee for 5 minutes and you can have the ball back."	Sam plays frisbee.
Option:	_____	_____

### Sampling Choices

CARD #121	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Jody is watching TV. The teacher changes the channel and says, "Let's watch this for 10 minutes and then watch your program again."	Jody watches the new program or requests to watch the previous one.
Option:	_____	_____

### Sampling Choices

CARD #122	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Jamal always has juice. The T.A. says, "Let's try milk today and juice tomorrow."	Jamal says, "O.K. and drinks milk for breakfast."
Option:	_____	_____

### Sampling Choices - Teacher's Choice

CARD #123	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Sampling Choices

#### CARD #124 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** Richard always chooses snake books. The T.A. says, "Choose a book on snakes and one on trees this time."

Richard chooses one book on trees and one on snakes.

**Option:** \_\_\_\_\_

### Sampling Choices

#### CARD #125 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** Joe always picks chocolate milk. The teacher says, "I'd like you to try juice today and have chocolate milk tomorrow."

Joe says, "O.K." and has juice for lunch.

**Option:** \_\_\_\_\_

### Sampling Choices

#### CARD #126 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** Leanne prefers make-up. The teacher says, "Let's do your nails or your hair today and your make-up tomorrow."

Leanne says, "O.K." and chooses her hair (or nails) instead of make-up.

**Option:** \_\_\_\_\_

### Sampling Choices - Teacher's Choice

#### CARD #127 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Sampling Choices

**CARD #128**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Mike prefers soup. The teacher puts the soup away and says, "Let's try an egg or cereal today and soup tomorrow." Mike says, "I'll try an egg (or cereal)."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices

**CARD #129**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Eric prefers bowling. The T.A. says, "Let's play frisbee or draw today and we'll bowl tomorrow." Eric says, "I'll play frisbee (or draw) today."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices - Teacher's Choice

**CARD #130**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Dominique always chooses 'Yahtzee'. The T.A. says, "Let's play checkers or cards today and 'Yahtzee' tomorrow." Dominique chooses checkers or cards instead of 'Yahtzee'.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices - Teacher's Choice

**CARD #131**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Sampling Choices

#### CARD #132

##### PLANNED TEACHING INCIDENT

##### DESIRED STUDENT PERFORMANCE

**Example:** The P.E. class always chooses to walk to the school next door. The teacher says, "Let's walk to the church across the street or the school down the road today and the school next door next week."

The class chooses the church across the street or the school down the road today.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices

#### CARD #133

##### PLANNED TEACHING INCIDENT

##### DESIRED STUDENT PERFORMANCE

**Example:** Field Trip: Class prefers park "A". The teacher says, "Let's go to park 'B' or park 'C' this time and park 'A' next time."

The class chooses park 'B' or 'C' this time.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices

#### CARD #134

##### PLANNED TEACHING INCIDENT

##### DESIRED STUDENT PERFORMANCE

**Example:** Class prefers the school van for transport. The teacher says, "Let's ask parents or take Metro this time; the school van is not available to us."

The class chooses Metro or asking parents instead of taking the school van.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices - Teacher's Choice

#### CARD #135

##### PLANNED TEACHING INCIDENT

##### DESIRED STUDENT PERFORMANCE

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Sampling Choices

#### CARD #136 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** The class prefers swimming for the weekly field trip. The teacher says, "Let's go bowling or play putt-putt golf this week and go swimming next week."

The class chooses bowling or putt-putt golf instead of swimming.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices

#### CARD #137 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** Thomas always picks macaroni and cheese for lunch on Tuesdays. The T.A. says, "I'd like you to pick hot dogs or hamburgers today."

Thomas says, "O.K., I'll have hot dogs (or hamburgers) today."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices

#### CARD #138 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** Madeline hates chores. The teacher says, "You must sweep or vacuum before you can watch TV."

Madeline chooses to sweep or vacuum before watching TV.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Sampling Choices - Teacher's Choice

#### CARD #139 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Identifying Choices

#### CARD #140 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

Example: The teacher says, "Jason, would you like toast or biscuits?"

Jason nods toward the biscuit, indicating he wanted it.

Option: \_\_\_\_\_

### Identifying Choices

#### CARD #141 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

Example: The teacher says, *Berkeley here are three board games, checkers, Sorry, or Monopoly. You can play one of them.*

Berkeley points to Monopoly.

Option: \_\_\_\_\_

### Identifying Choices

#### CARD #142 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

Example: The T.A. says, "*Melissa, you need to choose one of these three books to read.*"  
(The T.A. holds the books in front of Melissa.)

Melissa points to one of the three books.

Option: \_\_\_\_\_

### Identifying Choices - Teacher's Choice

#### CARD #143 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

Example: \_\_\_\_\_

Option: \_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

**Identifying Choices**

PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, “Dan, do you want milk, juice, or water?” (Juice is Dan’s favorite, but he usually picks the first thing that is offered to him.)</p>	<p>Dan picks juice and not just the first choice that is offered.</p>
<p><b>Option:</b> _____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

**Identifying Choices**

PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Janice loves to play ball but usually accepts the first thing that is offered to her. The teacher says, “Janice, would you like to play frisbee or ball?”</p>	<p>Janice says, “ball.”</p>
<p><b>Option:</b> _____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

**Identifying Choices**

PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Mark has arrived at school and has forgotten his lunch money. The teacher says, “Mark, you can call home or ask to borrow the money from a friend.”</p>	<p>Mark chooses to call home or borrow the money.</p>
<p><b>Option:</b> _____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

**Identifying Choices - Teacher’s Choice**

PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p>	<p>_____</p>
<p><b>Option:</b> _____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

## TRANSITION CHOICES PROGRAM

### Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

#### Identifying Choices

**CARD #148**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Billy prefers Kool-Aid. The T.A. says, "*You drank it all yesterday and shopping day is not until tomorrow.*"

Billy drinks water or milk instead.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### Identifying Choices

**CARD #149**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Kathy and Dwayne are setting up the 'Sorry' board game and notice that some pieces are missing.

Kathy suggests putting the game away and playing a different game.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### Identifying Choices

**CARD #150**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Teresa forgot to bring their pencil to class, a necessary item.

Teresa asks a friend or the teacher for a pencil to borrow.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### Identifying Choices - Teacher's Choice

**CARD #151**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Identifying Choices

#### CARD #152 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** Sandy usually listens to music but forgot her tapes and has nothing to play in the tape recorder. Sandy chooses another activity or listens to the radio.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Identifying Choices

#### CARD #153 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** The class is at the store. The clerk says, "Your total is \$8.52." (This is more than Bonnie has with her.) Bonnie chooses one or two items to put back.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Identifying Choices

#### CARD #154 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** The teacher tells the class, "We are going to the art museum" (non-preferred). No one wants to go there. The students suggest the airport or the aquarium.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### Identifying Choices - Teacher's Choice

#### CARD #155 PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** \_\_\_\_\_  
**Option:** \_\_\_\_\_



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

**Identifying Choices**

**CARD #156**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The class prefers to bring their lunch. The teacher says, *"You will not be able to bring your lunch this time."* The students suggest buying lunch on the trip.

**Option:** \_\_\_\_\_

**Identifying Choices**

**CARD #157**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Kendra has ordered a Big Mac with fries and a shake. The total is over \$4.00. Kendra orders a small burger/smaller drink. Kendra has exactly \$4.00.

**Option:** \_\_\_\_\_

**Identifying Choices**

**CARD #158**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, *"Juanita, take this note to Mr. Wilson (unknown to Juanita) in his classroom (also unknown to Juanita)."* Juanita asks a friend or the teacher where Mr. Wilson's classroom is.

**Option:** \_\_\_\_\_

**Identifying Choices - Teacher's Choice**

**CARD #159**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Selecting Preferred Choices

#### CARD #164

#### PLANNED TEACHING INCIDENT

**Example:** The teacher says, "*Karen, you may play 'Sorry'.*" (This is her least favorite.) The teacher then says, "*You may play frisbee.*" (her favorite).

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Karen refuses 'Sorry' and chooses to play frisbee.

### Selecting Preferred Choices

#### CARD #165

#### PLANNED TEACHING INCIDENT

**Example:** The P. E. teacher says, "*Pedro, you may play ball alone or you may play with Joseph.*" (Pedro hates to be alone.)

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Pedro says, "I would rather play with Joseph."

### Selecting Preferred Choices

#### CARD #166

#### PLANNED TEACHING INCIDENT

**Example:** Raymond always picks bowling because Meagan does. The teacher tells Meagan, "*You may pick running or cleaning.*" Raymond does not like to do either of these.

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Raymond chooses playing frisbee over the choice of Meagan.

### Selecting Preferred Choices - Teacher's Choice

#### CARD #167

#### PLANNED TEACHING INCIDENT

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Selecting Preferred Choices

CARD #168	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The T.A. says, "Earl, you have 2 choices: 1) scrubbing the kitchen floor, and 2) bowling. Which one do you want to do?"</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>Earl says, "bowling."</p> <p>_____</p>

### Selecting Preferred Choices

CARD #169	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "Miguel you can either clean the bathroom or play a game on the computer."</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>Miguel says, "I want to play a game on the computer."</p> <p>_____</p>

### Selecting Preferred Choices

CARD #170	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Huang always chooses Lea for his partner in card games. The T.A. says, "Lea, you choose your partner and then Huang you choose your partner."</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>Huang chooses Sam as his partner.</p> <p>_____</p>

### Selecting Preferred Choices - Teacher's Choice

CARD #171	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Selecting Preferred Choices

<b>CARD #172</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Jennifer always picks brownies for dessert on Wednesdays because Jill does. The T.A. says, "Pick ice cream or pie this time."	Jennifer says, "O.K., I'll have ice cream (or pie)."
<b>Option:</b>	_____	_____

### Selecting Preferred Choices

<b>CARD #173</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Betty Sue prefers to sit at the same table daily. Joanne sits with Betty Sue every day. The teacher says, "Joanne, please sit at a different table today."	Betty Sue sits at the new table with Joanne.
<b>Option:</b>	_____	_____

### Selecting Preferred Choices

<b>CARD #174</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher tells the class, "You need to vote on the location for the field trip. Your two choices are going to the park or going to the mall."	The class chooses to go to the park.
<b>Option:</b>	_____	_____

### Selecting Preferred Choices - Teacher's Choice

<b>CARD #175</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 100: Exploring Choices and Developing Preferences

### Selecting Preferred Choices

**CARD #176**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The class is voting on where to eat lunch on Friday. The teacher says, "*You have the choice of either Taco Bell or the school cafeteria.*"

The class chooses Taco Bell (the preferred place).

**Option:** \_\_\_\_\_

### Selecting Preferred Choices

**CARD #177**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The T. A. says, "*Gloria you have a choice of chores to do, either sweep the kitchen floor or paint the whole house.*" (Gloria needs to do this before her favorite TV show in ½ hour.)

Gloria says, "I'll sweep the floor."

**Option:** \_\_\_\_\_

### Selecting Preferred Choices

**CARD #178**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Pete always goes to the music area because Jody does. The teacher says, "*Let's have Pete pick first, and then Jody can pick.*"

Pete picks the children's book section instead (his favorite).

**Option:** \_\_\_\_\_

### Selecting Preferred Choices - Teacher's Choice

**CARD #179**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_

Card # 180 Exploring Choices and Developing Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to choose new topics of interest for reading.

You can help by doing the following:

- 1) *During independent reading time, suggest two books that \_\_\_\_\_ has not read along with one that is his/her favorite book.*
- 2) *Have him/her pick one book to read from the three suggested books.*
- 3) *If \_\_\_\_\_ chooses his/her favorite book, remind \_\_\_\_\_ that he/she is learning to choose new topics of interest for reading.*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Selected a different book than the favorite.  
 \_\_\_\_\_ Selected a different book than the favorite after I reminded.  
 \_\_\_\_\_ Did not select a different book other than the favorite.

Home Card

Card # 181 Exploring Choices and Developing Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning to choose a truly preferred activity instead of what someone else wants to do. You can help by doing the following:

- 1) *Give your child first choice of what movie/show to watch on TV before you ask others (or choose for him/her). Remind him/her that they need to choose what he/she really likes.*
- 2) *Make sure that your child follows through on his/her choice for the full allotted time.*
- 3) *Ask your child a few times during the activity if he/she enjoys what he/she is doing.*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Selected only the preferred choice.  
 \_\_\_\_\_ Selected the preferred choice after I reminded.  
 \_\_\_\_\_ Did not select the preferred choice.



Card # 182 Exploring Choices and Developing Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to explore new choices and develop preferences in classroom activities.

You can help by doing the following:

- 1) *During free time, suggest two activities that \_\_\_\_\_ has not done before but might like. Include a third activity in the list that he/she usually chooses.*
- 2) *Ask \_\_\_\_\_ which activity he/she would like to do.*
- 3) *If he/she chooses the usual activity, remind him/her about learning to explore new choices. At the end of the activity ask \_\_\_\_\_ if he/she enjoyed the activity.*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Picked a different activity without reminding.  
 \_\_\_\_\_ Picked a different activity after I reminded.  
 \_\_\_\_\_ Did not select a different activity other than the usual.

Home Card

Card # 183 Exploring Choices and Developing Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning how to choose and organize his/her chores.

You can help by doing the following:

- 1) *In advance, give your child a list of two home chores that need to be done before he/she can do a favorite activity; such as going to a movie on Friday night. Have your child put them on a calendar.*
- 2) *Let your child choose which chore to complete today and which to complete tomorrow.*
- 3) *If needed, remind/ask your child about what activity is affected by his/her chores and to check their calendar.*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Was able to make a choice without reminding.  
 \_\_\_\_\_ Was able to make a choice after I reminded.  
 \_\_\_\_\_ Did not pick the preferred choice.

## Card # 184 Exploring Choices and Developing Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to choose a truly preferred activity.

You can help by doing the following:

- 1) Offer him/her two jobs to do to help you, such as: 1) a non-preferred activity such as putting away chairs, and then; 2) a favorite activity such as running an errand to the office.
- 2) If \_\_\_\_\_ accepts the non-preferred activity say, "You don't have to do that job. Would you like to do something else?"
- 3) If he/she refuses the first choice, then offer him/her the preferred job choice.
- 4) Check the proper results line below and return the card.

**Results:** \_\_\_\_\_ Selected only the preferred choice.  
 \_\_\_\_\_ Selected the preferred choice after I reminded.  
 \_\_\_\_\_ Did not select the preferred choice.

## Home Card

## Transition Choices Program

## Card # 185 Exploring Choices and Developing Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning to pick a preferred outfit to wear for the day.

You can help by doing the following:

- 1) In the morning, offer your child two different outfits to wear (one favorite outfit; one O.K. outfit). Present the O.K. one first.
- 2) If your child accepts the O.K. one say, "You don't have to pick that to wear. What would you like to wear?"
- 3) If your child refuses the first outfit, offer him/her the preferred outfit.
- 4) Check the proper results line below and return this card to school.

**Results:** \_\_\_\_\_ Picked the preferred choice without reminding.  
 \_\_\_\_\_ Picked the preferred choice after I reminded.  
 \_\_\_\_\_ Did not pick the preferred choice.



Card # 186 Exploring Choices and Developing Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning \_\_\_\_\_.

You can help by doing the following:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) *Check the proper results line below and return the card.*

- Results:**
- \_\_\_\_\_ Selected only the preferred choice.
  - \_\_\_\_\_ Selected the preferred choice after I reminded.
  - \_\_\_\_\_ Did not select the preferred choice.

Home Card

Card # 187 Exploring Choices and Developing Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning \_\_\_\_\_.

You can help by doing the following:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) *Check the proper results line below and return this card to school.*

- Results:**
- \_\_\_\_\_ Picked the preferred choice without reminding.
  - \_\_\_\_\_ Picked the preferred choice after I reminded.
  - \_\_\_\_\_ Did not pick the preferred choice.

## TRANSITION CHOICES PROGRAM

### Unit 200- Planning Goals and Following Through

#### Unit Objectives

#### 220-279 COINCIDENTAL

##### TEACHING CARDS

220-Social Studies  
221-Draw  
222-Show Me  
223-Necessary Materials  
224-Halloween Activity  
225-Plan  
226-Get Ready  
227-Pumpkin Carving  
228-Field Trip Choice  
229-Seattle Center  
230-Done To Get Ready?  
231-Day of Field Trip  
232-Happy Birthday  
233-Make a Card  
234-Planned What To Do  
235-Delivers Card  
236-Which Elective?  
237-Chooses Ceramics  
238-Getting Ready  
239-Registration  
240-Voting on Activities  
241-Decided to Draw  
242-Getting Ready  
243-Necessary Materials  
244-Appointment Book  
245-Decided What Activities  
246-Written in Activities  
247-Scheduled Activities  
248-Join After-School Club  
249-Nature Club  
250-Identifies What to Do  
251-Tuesday Meeting  
252-School Activities Schedule  
253-Activity Choices  
254-Enters Date and Time  
255-Baseball Game  
256-Pot-Luck Lunch  
257-Dessert  
258-What To Do  
259-Chocolate Cake  
260-Math Goal  
261-I.E.P. Goal  
262-Identified

260-Math Goal

261-I.E.P. Goal

262-Identified

263-New Math Unit

**264-279 Teacher's Choice**

CARD #200 UNIT: Planning Goals and Following Through

**Orientation Topics**

- 1) **Sample Topic:** Where would you get information about the clubs, activities, events and community choices available to you as a high school student?  
**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_
- 2) **Sample Topic:** Asking your parents to support your choices and preferences.  
**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_
- 3) **Sample Topic:** Visits from upperclasspersons to discuss their personal experiences in learning about the choices available to them in the high school setting.  
**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_
- 4) **Sample Topic:** Where would you get information about elective classes available to you?  
**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

**Preparing Students For Coincidental Teaching:**

“IT’S IMPORTANT TO KNOW WHAT YOUR CHOICES ARE IN HIGH SCHOOL.”  
“NOT ONLY DO YOU HAVE MANY MORE CHOICES AND FREEDOMS THAN YOU DID IN MIDDLE SCHOOL, BUT YOU ALSO HAVE MANY MORE RESPONSIBILITIES.”  
“THIS WEEK WE WILL PRACTICE IDENTIFYING AND USING THE DIFFERENT SOURCES OF INFORMATION THAT TELL YOU ABOUT THE MANY CHOICES YOU HAVE AS A HIGH SCHOOL STUDENT.”

**CARD #201 UNIT: Planning Goals and Following Through****Simulation Purpose**

- Title:** "It's my choice"-to assist the students in learning to follow through with their plans.
- Format:** Small group (2-6 students) seated in desks.
- Entry Level:** Understanding the concept of "pretend". Can read printed words or discriminate verbal descriptions of available options.

**Preparations and Materials**

- Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.
- Materials:** Calendars(monthly/weekly), Newspapers, etc.

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE PLANNING FOR A PREFERRED ACTIVITY IN THE COMMUNITY."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "BILL, YOU PRETEND FIRST . PICK AN ACTIVITY YOU WOULD LIKE TO DO/PARTICIPATE IN?"
- 4) "WHICH ONE DO YOU WANT?"(If needed, prompt BILL to give an option.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with BILL trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

- 2 = The student indicated or performed an appropriate choice in all opportunities
- 1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities
- 0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #202 UNIT: Planning Goals and Following Through

**Simulation Purpose**

**Title:** "Evaluation of Choices"-to assist the students in learning to follow through with their plans.

**Format:** Small group (2-6 students) seated at their desks or a table.

**Entry Level:** Understanding the concept of "pretend". Can read printed words or discriminate verbal descriptions of available options.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Calendars(monthly/weekly)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE EVALUATING OUR CHOICES AND DETERMINING IF ANY CHANGES NEED TO BE MADE."

2) "IT'S A PRETEND ACTIVITY-- YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "FRANK, YOU PRETEND FIRST. LOOK OVER THE PLANS YOU HAVE MADE AND SEE IF THERE SHOULD BE ANY CHANGES."

4) "WHAT CHANGES DO YOU WANT TO MAKE?"(If needed, prompt FRANK to make a selection.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with FRANK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #203 UNIT: Planning Goals and Following Through****Simulation Purpose**

**Title:** "Activities"-- to assist the students in learning to find the options available to them.

**Format:** Small group (2-6 students) seated at their desks or a table, hallways, cafeteria, library--places where these sources of information can be found.

**Entry Level:** Understanding the concept of "pretend". Can read printed words or discriminate verbal descriptions of available options.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Posters, Flyers, School Newspaper, School Maps, etc.

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE FINDING SOURCES OF INFORMATION ON CAMPUS. YOU WILL PRETEND THAT YOU WANT TO FIND OUT ABOUT EVENTS AND ACTIVITIES THAT ARE HAPPENING AT SCHOOL THIS WEEK."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "SALLY, YOU PRETEND FIRST. YOU BEGIN BY SEARCHING FOR AN AFTER SCHOOL ACTIVITY TO PARTICIPATE IN."
- 4) "WHAT WOULD YOU DO?"(If needed, prompt SALLY to indicate one choice or ask where it could be found. Also, have them verify how and where they got their information.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #204 UNIT: Planning Goals and Following Through****Simulation Purpose**

**Title:** "Revision"- to assist the students in learning to follow through with and organize their plans.

**Format:** Small group (2-6 students) seated at their desks or a table.

**Entry Level:** Understanding the concept of "pretend". Can read printed words or discriminate verbal descriptions of available options.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Planners

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE REVISING OUR WEEKLY/MONTHLY PLANS WHEN WE GET NEW ACTIVITIES OR INFORMATION THAT WILL EFFECT OUR CURRENT PLANS."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "SHERI, YOU PRETEND FIRST. YOU JUST FOUND OUT THAT THE COMPUTER CLUB MEETS EVERY TUESDAY AT LUNCH."
- 4) "WHAT DO YOU NEED TO DO?"(Prompt Sheri to indicate an option if there are conflicts in their plans or if there is just an addition.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with SHERI trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #205 UNIT: Planning Goals and Following Through****Simulation Purpose**

**Title:** "Daily Review"- to assist the students in learning to follow through with and organize their plans, and recognize the daily tasks to be done.

**Format:** Small group (2-6 students) seated at their desks or a table.

**Entry Level:** Understanding the concept of "pretend". Can read printed words or discriminate verbal descriptions of available options.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Planners/Calendars, Writing Utensils

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE REVIEWING OUR PLANNERS AND FIND THE DAILY TASKS AND TASKS TO BE DONE TODAY."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "HENRY, YOU PRETEND FIRST. TELL ME WHAT DO/ARRANGE TASKS FOR TODAY ARE IN YOUR PLANNER PLEASE."

4) "WHAT IS THE FIRST TASK?"(If needed prompt HENRY to indicate a choice.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with HENRY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #206 UNIT: Planning Goals and Following Through

**Simulation Purpose**

**Title:** "Officers Club"- to assist the students in learning to take leadership roles in their lives.

**Format:** Small group (2-6 students) seated at their desks.

**Entry Level:** Understanding the concept of "pretend". Can read printed words or discriminate verbal descriptions of available options. Can identify and accurately report on the choices made by other students.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Gavel, Descriptions of Officers' Duties, Cards of Officers Titles(Pres., etc.)

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN IN A MEETING AND THE DUTIES OF EACH OFFICER."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "JACK, YOU PRETEND FIRST. NOMINATE SOMEONE TO BE AN OFFICER."(Explain what each officer does and their responsibilities before asking for nominations.)
- 4) "LET'S GET A FINAL VOTE. WHO DO YOU VOTE FOR AS PRESIDENT JACK?"(If needed prompt JACK to indicate one choice from the list.)
- 5) Continue until all students have had a chance to vote for each officer.
- Run Activity:** 6) Conduct the simulation. Let the students run things as much as possible while interjecting the minimum amount of prompts possible.
- Repeat Activity:** 7) Repeat #3-6, either with the same officers for several consecutive runs or with new officers.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #207 UNIT: Planning Goals and Following Through

**Simulation Purpose**

**Title:** "Make Another Choice"-assists the students in learning which activities are available to them.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.  
Can identify accurately and report on the choices made by other students.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom.  
Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, Chalk, Eraser

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT HAPPENS WHEN THERE ARE LIMITED CHOICES FOR AN ACTIVITY."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "BRIAN, YOU PRETEND FIRST. CHOOSE AN ACTIVITY. (He chooses from the list an item with X's) I'M SORRY, THAT'S ALREADY BEEN TAKEN."

4) "WHAT DO YOU DO?"(If needed prompt BRIAN to make another selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s).  
Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with BRIAN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #208 UNIT: Planning Goals and Following Through

**Simulation Purpose**

**Title:** "An Evening Out"-assists the students in learning to plan for extracurricular activities.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Blackboard, chalk, eraser

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE PLANNING FOR THE GROUP TO MEET ONE EVENING NEXT FOR DINNER AT MY HOUSE."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "KIM, YOU PRETEND FIRST. HOW WILL YOU GET TO MY HOUSE AND WHAT DISH OF FOOD ARE YOU GOING TO BRING?"

4) "WHAT ARE YOUR OPTIONS?"(If needed prompt KIM to make a selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

6) Have the students enter the date, time, place, what to bring, and how to get there in their memory aid.

**Repeat Activity:** 7) Repeat #3-6, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #209 UNIT: Planning Goals and Following Through****Simulation Purpose**

**Title:** "What Are My Options?"-assists the students in learning to search for different options when planning for an activity in their planner.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Blackboard, Chalk, Eraser, Play Phone, Other Items Felt Necessary To Introduce New Information Sources.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE EXPLORING NEW SOURCES OF INFORMATION TO HELP US PLAN FOR AN ACTIVITY."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "KIM, YOU PRETEND FIRST. THE CLASS PLANNED A TRIP TO THE AQUARIUM. YOU NEED TO KNOW HOW MUCH IT COSTS TO GET IN."

4) "WHAT ARE YOUR OPTIONS?"(If needed prompt KIM to make a selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.





# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

#### CARD #228

##### PLANNED TEACHING INCIDENT

**Example:** The teachers says, "*Janet Lynn, you need to decide with the class where you want to go for the field trip next week. You can choose from the Seattle Center or the Ballard Locks.*"

**Option:** \_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Janet Lynn and the other students tell their preferences and the class decides to go to the Seattle Center. Janet Lynn agrees to go too.

### Planning

#### CARD #229

##### PLANNED TEACHING INCIDENT

**Example:** The class plans a field trip to the Seattle Center. The teacher says, "*To plan for our trip we need to find out how to get there. Janet Lynn, how can we plan our transportation?*"

**Option:** \_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Janet Lynn says, "We should see if there is a van we can use that day." She then goes to ask.

### Preparing

#### CARD #230

##### PLANNED TEACHING INCIDENT

**Example:** The teacher says, "*Janet Lynn, what have you done to get ready to go to the Seattle Center?*"

**Option:** \_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Janet Lynn says, "I asked if there was a van for us."

### Follow Through

#### CARD #231

##### PLANNED TEACHING INCIDENT

**Example:** On the day of the field trip, the teacher watches whether Janet Lynn goes to the Seattle Center.

**Option:** \_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Janet Lynn goes to the Seattle Center.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

#### CARD #232

#### PLANNED TEACHING INCIDENT

**Example:** The teacher says, "Cam, you need to decide what you want to do to say happy birthday to Mrs. Jones. Do you want to make a card, bake a cake, or buy a present?"

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Cam says, "I want to make a card." (or other choice)

### Planning

#### CARD #233

#### PLANNED TEACHING INCIDENT

**Example:** After Cam has decided to make a card the teacher says, "What do you need to plan to make the card?"

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Cam says, "I need to get the pretty paper and pencils."

### Preparing

#### CARD #234

#### PLANNED TEACHING INCIDENT

**Example:** After Cam has planned what to do, the teacher says, "Tell me what you have done to get ready to make the card."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Cam says, "I got the pretty paper and the pencils," and shows the teacher.

### Follow Through

#### CARD #235

#### PLANNED TEACHING INCIDENT

**Example:** On the day that the card is expected, the teacher watches to see whether Cam makes the card and delivers it.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Cam makes the card and takes it to Mrs. Jones.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

**CARD #236**                      **PLANNED TEACHING INCIDENT**                      **DESIRED STUDENT PERFORMANCE**

**Example:** Barbara's IEP is due. The teacher says, "*Barbara, you can choose which elective you want to take this term, ceramics or metal shop.*"                      Barbara says, "I would like to take ceramics."

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

### Planning

**CARD #237**                      **PLANNED TEACHING INCIDENT**                      **DESIRED STUDENT PERFORMANCE**

**Example:** Barbara has chosen ceramics for next term. The teacher says, "*Part of deciding which class to take is finding out when the class is scheduled. How will you do that?*"                      Barbara says, "I need to go and check the schedule."

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

### Preparing

**CARD #238**                      **PLANNED TEACHING INCIDENT**                      **DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "*Barbara, show me what you have done to get ready to take the ceramics course next term.*"                      Barbara shows the teacher the schedule and says, "It will fit into my schedule."

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

### Follow Through

**CARD #239**                      **PLANNED TEACHING INCIDENT**                      **DESIRED STUDENT PERFORMANCE**

**Example:** On the day of registration, the teacher watches to see whether Barbara takes the ceramics class.                      Barbara registers for the ceramics class.

**Option:** \_\_\_\_\_  
 \_\_\_\_\_



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

#### CARD #240

#### PLANNED TEACHING INCIDENT

Example: The class is voting on activities. Each student can only have one activity. The teacher says, "Lynora, you said computer time. *That is already chosen by Anne.*"

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Lynora says, "Then, I guess I will choose drawing."

### Planning

#### CARD #241

#### PLANNED TEACHING INCIDENT

Example: After Lynora has decided to draw, the teacher says, "Lynora, *what do you need to plan to do the drawing activity you chose?*"

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Lynora says, "I need to get the paper and markers and decide what to draw."

### Preparing

#### CARD #242

#### PLANNED TEACHING INCIDENT

Example: After Lynora decides what she needs to do, the teacher says, "Show me *what you have done to get ready.*"

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Lynora shows the teacher the paper and crayons and says, "I will draw a picture of my family."

### Follow Through

#### CARD #243

#### PLANNED TEACHING INCIDENT

Example: After Lynora gets all the necessary materials, the teacher watches to see whether she draws a picture of her family.

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Lynora draws a picture of her family.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #244	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Ron uses an appointment book. The teacher says, "Ron, choose from the daily announcements which activities you want to do for freetime Monday and Tuesday."</p>	<p>_____</p> <p>_____</p>	<p>Ron says, "I want to work on the computer on Monday and watch a video on Tuesday."</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

### Planning

CARD #245	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> After Ron has decided what activities he wants to do, the teacher says, "Part of planning for those activities is remembering when you are going to do them. How will you remember?"</p>	<p>_____</p> <p>_____</p>	<p>Ron says, "I'll write them down," and puts the chosen activities in his appointment book.</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

### Preparing

CARD #246	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> After Ron has written the activities in his appointment book, the teacher says, "Part of getting ready is to check your appointment book each morning."</p>	<p>_____</p> <p>_____</p>	<p>Ron checks his appointment book on Monday and Tuesday morning.</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

### Follow Through

CARD #247	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> On the days of the scheduled activities, the teacher watches to see whether Ron works on the computer and watches a video, as planned.</p>	<p>_____</p> <p>_____</p>	<p>Ron works on the computer on Monday and watches a video on Tuesday.</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #248	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T.A. says, "Cecile, I heard you say you wanted to join an after-school club. Which club do you want to join, the nature club or the drama club?"	Cecile says, "I want to join the nature club."
Option:	_____	_____

### Planning

CARD #249	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	After Cecile has chosen to join the nature club, the T.A. says, "What do you need to plan to join this club?"	Cecile says, "I need to find out when they meet and ask my mother if she will pick me up."
Option:	_____	_____

### Preparing

CARD #250	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	After Cecile identifies what she needs to do, the T.A. says, "Tell me what you have done to get ready to join the nature club."	Cecile says, "I found out they meet on Tuesdays and my mother said she would pick me up."
Option:	_____	_____

### Follow Through

CARD #251	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	On the first Tuesday meeting, the T.A. watches to see whether Cecile attends the after-school meeting.	Cecile attends the nature club meeting.
Option:	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #252	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The class listens to the morning public announcement telling the school activities scheduled to occur that week. The teacher says, "Each of you decide which activities you want to go on."	Richard says, "I'd like to play baseball and go to the dance."
<b>Option:</b>	_____	_____

### Planning

CARD #253	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	After having chosen several activities to do for the week, the teacher says, "To help you plan, use your appointment book."	Richard correctly enters the dates and times in his appointment book.
<b>Option:</b>	_____	_____

### Preparing

CARD #254	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	After Richard enters the date and time in his book, the teacher says, "What do you need to do to prepare for your activities?"	Richard says, "I need to make sure I have a ride to the baseball game." He calls his father and gets a ride.
<b>Option:</b>	_____	_____

### Follow Through

CARD #255	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The day of the baseball game, the teacher watches to see if Richard goes to the game.	Richard goes to the baseball game.
<b>Option:</b>	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

#### CARD #256

#### PLANNED TEACHING INCIDENT

Example: The class is going to have a potluck lunch. The teacher says, "*Owen, you need to choose what you want to bring, salad or dessert.*"

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Owen says, "I want to bring dessert and no one has picked it yet."

\_\_\_\_\_

### Planning

#### CARD #257

#### PLANNED TEACHING INCIDENT

Example: After Owen has chosen to bring dessert, the teacher says, "*What do you need to plan to make a dessert for the potluck?*"

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Owen says, "I need to decide what to make, get the stuff to make it, figure out when to make it, and make it."

\_\_\_\_\_

### Preparing

#### CARD #258

#### PLANNED TEACHING INCIDENT

Example: After Owen identifies what to do, the teacher says, "*Tell me what you did to get ready for the potluck.*"

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Owen says, "On Monday I picked a chocolate cake to make, on Tuesday I gave my dad a list of the stuff to get at the store, and on Wednesday I made it."

\_\_\_\_\_

### Follow Through

#### CARD #259

#### PLANNED TEACHING INCIDENT

Example: On the day of the potluck, the teacher watches to see that Owen brings the chocolate cake he has planned to make.

Option: \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Owen brings in the chocolate cake for the potluck.

\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #260	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Carmen's I.E.P. is due. The teacher says, "<i>Carmen, you have reached your math goal of learning addition in the 100's. What would you like your next goal to be, addition in the 1,000's or subtraction in the 10's?</i>"</p>	<p><i>Carmen says, "I want to learn to do the subtraction."</i></p>	<p>Carmen says, "I want to learn to do the subtraction."</p>
<p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>

### Planning

CARD #261	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> After Carmen has chosen her I.E.P. goal, the teacher says, "<i>What do you need to plan to have this be a goal in your I.E.P.?</i>"</p>	<p><i>Carmen says, "I need to ask Mr. Smith if he agrees and put it down here on the I.E.P. form."</i></p>	<p>Carmen says, "I need to ask Mr. Smith if he agrees and put it down here on the I.E.P. form."</p>
<p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>

### Preparing

CARD #262	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> After Carmen has identified what she needs to plan, the teacher asks, "<i>Show me what you have done to make this an I.E.P. goal.</i>"</p>	<p><i>Carmen shows the teacher the I.E.P. draft, the math teacher's signature and the goal written out.</i></p>	<p>Carmen shows the teacher the I.E.P. draft, the math teacher's signature and the goal written out.</p>
<p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>

### Follow Through

CARD #263	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> When beginning her new math unit, the teacher checks to see whether Carmen did work on subtraction.</p>	<p><i>Carmen works on subtraction.</i></p>	<p>Carmen works on subtraction.</p>
<p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #264	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Planning

CARD #265	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Preparing

CARD #266	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Follow Through

CARD #267	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #268	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Planning

CARD #269	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Preparing

CARD #270	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Follow Through

CARD #271	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

<b>CARD #272</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

### Planning

<b>CARD #273</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

### Preparing

<b>CARD #274</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

### Follow Through

<b>CARD #275</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 200: Planning Goals and Following Through

### Choosing Among Options

CARD #276	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Planning

CARD #277	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Preparing

CARD #278	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### Follow Through

CARD #279	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

Card # 280 Planning Goals and Following Through

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to use an activity planner. He/she needs to note important items to be remembered. You can help by doing the following:

- 1) Give \_\_\_\_\_ an assignment that is due next week.
- 2) Check to see whether he/she notes the assignment in a planner.
- 3) Remind \_\_\_\_\_ that he/she needs to follow through by reviewing the planner and doing the activity.
- 4) Check the proper results line below and return the card.

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

Home Card

Card # 281 Planning Goals and Following Through

Dear Parent/Guardian:

\_\_\_\_\_ is learning to use an activity planner as a reminder to do what he/she plans to do. \_\_\_\_\_'s home practice is to use the planner when \_\_\_\_\_. You can help by doing the following:

- 1) If your child used the planner and did what he/she planned to do, praise him/her immediately after having used it.
- 2) If your child needed to be reminded to look at the planner, or does what he/she planned to do, also give praise.
- 3) If your child does not do what he/she planned to do, give a reminder like, "You need to do what's in your planner." Follow this with, "The planner shows that you need to \_\_\_\_\_."
- 4) Check the proper results line below and return this card to school.

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.



Card # 282 Planning Goals and Following Through

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to use an activity planner. He/she needs to enter important items to be remembered. You can help by doing the following:

- 1) Give \_\_\_\_\_ a job to do next week.
- 2) Have \_\_\_\_\_ note it in the planner.
- 3) Remind \_\_\_\_\_ that he/she needs to follow through by reviewing the planner and doing the activity.
- 4) Check the proper results line below and return the card.

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

Home Card

Card # 283 Planning Goals and Following Through

Dear Parent/Guardian:

\_\_\_\_\_ is learning to use an activity planner as a reminder to do tasks that he/she planned to do. \_\_\_\_\_'s home practice is to use the planner when \_\_\_\_\_. You can help by doing the following:

- 1) If your child does what he/she planned to do, praise him/her by saying something like, "You set up your plan for going (activity) on (day)!"
- 2) If your child needs help making notes in the planner, help him/her to make plans and note them.
- 3) If your child needs help doing what he/she planned, but not in making plans, praise for "figuring out what you need to do," and help him/her to do what was planned.
- 4) Check the proper results line below and return this card to school.

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

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Card # 284 Planning Goals and Following Through

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning choose a truly preferred activity.

You can help by doing the following:

- 1) Ask \_\_\_\_\_ to bring something from home next week that pertains to your class.
- 2) Have him/her enter it in his/her planner.
- 3) Remind \_\_\_\_\_ that he/she needs to follow through by reviewing and doing the activity.
- 4) Check the proper results line below and return the card.

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

Home Card

Card # 285 Planning Goals and Following Through

Dear Parent/Guardian:

\_\_\_\_\_ is learning to use an activity planner as a reminder to do what he/she plans to do. \_\_\_\_\_'s home practice is to use the planner when planning a weekend activity. You can help by doing the following:

- 1) If your child used the planner and did what he/she planned to do, without help from you, praise him/her immediately.
- 2) If your child needed to be reminded to look at the planner, give praise if he/she used it to do what he/she planned to do.
- 3) If your child does not do what he/she planned to do, give a reminder like, "You need to do what's in your planner." Follow this with, "The planner shows that you need to \_\_\_\_\_."
- 4) Check the proper results line below and return this card to school.

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

BEST COPY AVAILABLE



Card # 286 Planning Goals and Following Through

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to \_\_\_\_\_.

You can help by doing the following:

- 1)
- 2)
- 3)
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

Home Card

Card # 287 Planning Goals and Following Through

Dear Parent/Guardian:

\_\_\_\_\_ is learning to use an activity planner as a reminder to do what he/she plans to do. \_\_\_\_\_'s home practice is to use the planner when \_\_\_\_\_. You can help by doing the following:

- 1) *If your child used the planner and did what he/she planned to do, praise him/her immediately after having used it.*
- 2) *If your child needed to be reminded to look at the planner, give praise if he/she used it to do what he/she planned to do.*
- 3) *If your child does not do what he/she planned to do, give a reminder like, "You need to do what's in your planner." Follow this with, "The planner shows that you need to \_\_\_\_\_."*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Followed through with the planned activity.  
 \_\_\_\_\_ Followed through with the planned activity after I reminded.  
 \_\_\_\_\_ Did not follow through with the planned activity.

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## TRANSITION CHOICES PROGRAM

### Unit 300- Choices in Seeking Assistance

#### Unit Objectives

#### 320-335 COINCIDENTAL

##### TEACHING CARDS

#### **320-335 Classroom Activities**

- 320-Paste Feathers
- 321-Work on Math
- 322-Stop at Red Line
- 323-Teacher's Choice
- 324-Working at Desk
- 325-What is Spatula?
- 326-Towels Hidden
- 327-Teacher's Choice
- 328-Trash Bags
- 329-Bus Unloading
- 330-Flyer
- 331-Teacher's Choice
- 332-Free Time
- 333-Attendance to Who?
- 334-Daily Announcements
- 335-Teacher's Choice

#### **336-347 School Activities**

- 336-Student Schedule
- 337-Get Assignments
- 338-Clipboard
- 339-Teacher's Choice
- 340-What is Flomber?
- 341-Art Supplies
- 342-What to Get?
- 343-Teacher's Choice
- 344-Activities Bus Driver
- 345-What Information?
- 346-Choose Own Activity
- 347-Teacher's Choice

#### **348-359 Community Activities**

- 348-Door Left Locked
- 349-Dribble a Ball
- 350-Work With Plaster
- 351-Teacher's Choice
- 352-New Game
- 353-Game Out of Reach
- 354-Playing Ball
- 355-Teacher's Choice
- 356-Playing Catch
- 357-Computer Unplugged
- 358-New Computer Game
- 359-Teacher's Choice

#### **360-375 Personal Activities**

- 360-Hang Up Coat
- 361-Work Station
- 362-Doesn't Talk
- 363-Teacher's Choice
- 364-Who Needs Help?
- 365-Wheelchair Position
- 366-Breakfast Time
- 367-Teacher's Choice
- 368-Wash Hands
- 369-Brush Teeth
- 370-Help Washing Hands
- 371-Teacher's Choice
- 372-Wheelchair/Standing Board
- 373-Help with Leg Braces
- 374-Help With Wheelchair
- 375-Teacher's Choice

#### **376-379 Teacher's Choice**

## CARD #300 UNIT: Choices in Seeking Assistance

**Orientation Purpose:** This is a group activity, but may be done individually. Use the following topics, or your own variations during opening activity to "prime" students for coincidental teaching. Use the "Please help me." sign on the following page (3-5 minutes)

Orientation Topics

1) **Sample Topic:** "WHEN DO YOU NEED HELP?" (ask each student, give examples if needed).

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

2) **Sample Topic:** "WHERE CAN YOU GET HELP?" (ask each student, give examples if needed, such as friends, teachers, parents, public services and agencies).

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

3) **Sample Topic:** "HOW DO YOU ASK FOR HELP?" (ask each student, give examples if needed, such as "Please help me" - while holding up the sign, raising hand, ).

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

4) **Sample Topic:** "WHEN DON'T YOU NEED HELP?" (ask each student, give examples if needed, such as "when you can do it yourself." - put the sign down).

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

Preparing Students for Coincidental Teaching**Priming Instructions**

**"IT'S IMPORTANT TO LEARN HOW TO ASK FOR HELP WHEN YOU NEED IT. THIS WEEK WE WILL GIVE YOU CHANCES TO PRACTICE ASKING FOR HELP. HERE IS WHAT WE WILL BE DOING: FIRST, SOMETHING WILL HAPPEN -- LIKE THERE WILL BE NO MILK FOR CEREAL. NEXT, YOU DECIDE IF YOU NEED HELP -- LIKE, MAYBE YOU CAN GET IT YOURSELF. THEN, IF YOU NEED HELP, ASK FOR IT -- LIKE 'PLEASE BRING SOME MILK.' DO YOU HAVE ANY QUESTIONS?" ( answer student's questions).**

## CARD #302 UNIT: Choices in Seeking Assistance

**Simulation Purpose**

**Title:** "Out to Eat"-assists the students in learning to be able to seek and get assistance in a restaurant.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Restaurant Menus, Signs (Entrance, Restrooms, Exit).

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR ASSISTANCE IN A RESTAURANT. YOU WILL BE THE GUEST AND WE TEACHERS WILL BE THE STAFF OF THE RESTAURANT."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "GEORGE, YOU PRETEND FIRST. WHAT DO WE DO WHEN WE ARE IN A RESTAURANT?"

4) "WHAT DO WE DO IF WE NEED HELP?" (If needed, prompt GEORGE to ask for help.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with GEORGE trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



**CARD #303 UNIT: Choices in Seeking Assistance****Simulation Purpose**

**Title:** "My Coat!"-assists students in asking for assistance with daily activities/tasks when needed.

**Format:** Small group (2-6 students) at an entrance to the room/school.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Jackets, Hangers, Coat Rack.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU NEED HELP TAKING YOUR JACKET OFF/PUTTING IT ON/HANGING IT UP."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "FRANK, YOU PRETEND FIRST. ASK ME FOR HELP (WHEN YOU NEED IT) WITH YOUR JACKET."

4) "WHAT DO YOU SAY?" (If needed, prompt FRANK to ask for help.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with FRANK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #304 UNIT: Choices in Seeking Assistance

**Simulation Purpose**

**Title:** "Cooking"-assists the students in learning to ask for help when needed while preparing food for themselves.

**Format:** Small group (2-6 students) in the kitchen.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Pots, Pans, Spatulas, etc.

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE NEED IT WHILE PREPARING FOOD IN THE KITCHEN."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "SALLY, YOU PRETEND FIRST. PRETEND YOU'RE PREPARING YOUR BREAKFAST. ASK ME FOR HELP, BUT ONLY WHEN YOU NEED IT."
- 4) "WHAT DO YOU SAY?" (If needed, prompt SALLY to ask for help when she needs it.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #305 UNIT: Choices in Seeking Assistance

**Simulation Purpose**

**Title:** "Restrooms"-assists the students in learning to ask for help when it is needed in the restroom.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Restroom or Chair.

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE REALLY NEED IT WHILE WE ARE IN THE RESTROOM."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "SHERI, YOU PRETEND FIRST. PRETEND YOU'RE IN THE RESTROOM. ASK ME FOR HELP WHEN YOU REALLY NEED IT."
- 4) "WHAT DO YOU SAY?" (Prompt Sheri to ask for help when she really needs it.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #306 UNIT: Choices in Seeking Assistance

**Simulation Purpose**

**Title:** "Riding the Bus"--assists the students in learning to ask for help when traveling on the bus.

**Format:** Small group (2-6 students) seated in the chairs(pretend bus)

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Chairs

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE REALLY NEED IT WHILE WE ARE BOARDING/RIDING/DEPARTING THE BUS."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "HENRY, YOU PRETEND FIRST. PRETEND YOU'RE ON THE BUS AND NEED HELP GETTING ON/OFF OR WHILE YOU ARE RIDING THE BUS."
- 4) "WHAT DO YOU SAY?" (If needed prompt HENRY to ask for help when he really needs it to get on/off or while riding the bus.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with HENRY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



**CARD #307 UNIT: Choices in Seeking Assistance****Simulation Purpose**

**Title:** "Where am I?"-assists students in learning to ask for help when it is really needed while looking for an unknown classroom/teacher.

**Format:** Small group (2-6 students) in the hallway.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Notes or other objects to run errands with.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE REALLY NEED IT WHILE SEARCHING FOR AN UNKNOWN CALSSROOM TEACHER."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "JACK, YOU PRETEND FIRST . FIND ROOM # (unknown room)."

4) "WHAT DO YOU DO?" (If needed prompt JACK to ask for help when it is really needed while he is searching for the unknown room or teacher.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with JACK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #308 UNIT: Choices in Seeking Assistance

**Simulation Purpose**

**Title:** "Groceries"--assists the students in learning to ask for help when it is really needed while grocery shopping.

**Format:** Small group (2-6 students) in large area.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Shelves (of some sort), Grocery Items, etc.

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE REALLY NEED IT WHILE GROCERY SHOPPING "
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "BRIAN, YOU PRETEND FIRST. PRETEND YOU ARE SHOPPING AND NEED HELP FINDING/REACHING AN ITEM."
- 4) "WHAT DO YOU DO/SAY?" (If needed prompt BRIAN to ask for help when he really needs it to find/reach an item.)
- Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with BRIAN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #309 UNIT: Choices in Seeking Assistance

**Simulation Purpose**

**Title:** "Hot Lunch"-assists the students in learning to ask for help when in the cafeteria buying "hot lunch".

**Format:** Small group (2-6 students) in large room or the cafeteria.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Trays, Pictures of Foods Available, Utensils.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE REALLY NEED IT WHILE WE ARE BUYING 'HOT LUNCH'."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "KIM, YOU PRETEND FIRST. ASK FOR HELP WHEN YOU REALLY NEED IT WHILE BUYING 'HOT LUNCH'(holding tray/paying/etc.)."

4) "WHAT DO YOU SAY?" (If needed prompt KIM to ask for help when she really needs it while buying lunch.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #310 UNIT: Choices in Seeking Assistance****Simulation Purpose**

**Title:** "Integrated Class"-assists the students in learning to ask for help when in their integrated classes.

**Format:** Small group (2-6 students) seated in their desks or at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate needs by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Necessary items for shop/science/computer/etc. class simulation.

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE ASKING FOR HELP WHEN WE REALLY NEED IT WHILE WE ARE IN SHOP/SCIENCE/ETC. CLASS."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "JOSH, YOU PRETEND FIRST. ASK FOR HELP WHEN YOU REALLY NEED IT WHILE DOING YOUR WORK/GETTING STARTED IN SHOP/SCIENCE/ETC. CLASS."

4) "WHAT DO YOU SAY?" (If needed prompt KIM to ask for help when she really needs it in class.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



**CARD #311 UNIT: Choices in Seeking Assistance**

**Simulation Purpose**

**Title:**

**Format:**

**Entry Level:**

**Preparations and Materials**

**Prepare:**

**Materials:**

**Simulation Activities**

**Explain Activity:**

**Set Up Activity:**

**Run Activity:**

**Repeat Activity:**

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

**2 =** The student \_\_\_\_\_ in all opportunities

**1 =** The student \_\_\_\_\_ following teacher or student prompting in one or more opportunities

**0 =** The student did not \_\_\_\_\_, full teacher prompting did not occur

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #312 UNIT: Choices in Seeking Assistance**

**Orientation Topics**

**1) Sample Topic:**

**Your Variation:**

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**2) Sample Topic:**

**Your Variation:**

---

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**3) Sample Topic:**

**Your Variation:**

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**4) Sample Topic:**

**Your Variation:**

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**Preparing Students For Coincidental Teaching:**

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Classroom Activities

#### CARD #320

##### PLANNED TEACHING INCIDENT

**Example:** The teacher says, "*Jamie, please paste these feathers on the turkey.*" (Jamie is given only a few feathers so that he will run out of work early.)

**Option:** \_\_\_\_\_  
\_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Jamie asks for more feathers.

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

### Classroom Activities

#### CARD #321

##### PLANNED TEACHING INCIDENT

**Example:** The teacher says, "*Tanya, please work on your math at your desk.*" The teacher sets aside the calculator.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Tanya says, "I need help. Where is the calculator?"

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

### Classroom Activities

#### CARD #322

##### PLANNED TEACHING INCIDENT

**Example:** The teacher draws a red line on Leon's work page and says, "*Leon, work on this page. When you reach the red line stop and raise your hand.*"

**Option:** \_\_\_\_\_  
\_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

Leon stops at the red line, raises his hand, or asks to be checked.

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

### Classroom Activities - Teacher's Choice

#### CARD #323

##### PLANNED TEACHING INCIDENT

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

##### DESIRED STUDENT PERFORMANCE

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Classroom Activities

#### CARD #325

#### PLANNED TEACHING INCIDENT

**Example:** Giselle is working at her desk. The teacher says, "*Write your name and date at the top of your paper and then stop and raise your hand for a check.*"

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Giselle writes her name and date, raises her hand, asks for a work check.

### Classroom Activities

#### CARD #325

#### PLANNED TEACHING INCIDENT

**Example:** Temy is helping cook lunch. He does not know what or where a spatula is. The teacher says, "*Temy, please get the spatula.*"

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Temy says, "What is a spatula, and where do I get it?"

### Classroom Activities

#### CARD #326

#### PLANNED TEACHING INCIDENT

**Example:** The towels have been hidden. The teacher says, "*Brian, please get the clean-up towel.*"

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Brian looks then says, "I need help please. Where is the clean-up towel?"

### Classroom Activities - Teacher's Choice

#### CARD #327

#### PLANNED TEACHING INCIDENT

**Example:** \_\_\_\_\_  
 \_\_\_\_\_

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Classroom Activities

**CARD #328**

#### PLANNED TEACHING INCIDENT

**Example:** The class is cleaning up outside. The teacher hands out trash bags to everyone except Mona.

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Mona says, "I need a trash bag too."

\_\_\_\_\_

### Classroom Activities

**CARD #329**

#### PLANNED TEACHING INCIDENT

**Example:** At the morning bus unloading, Jim is left on the bus belted in his seat. The teacher stands outside the bus and waits.

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Jim says, "Help me please."

\_\_\_\_\_

### Classroom Activities

**CARD #330**

#### PLANNED TEACHING INCIDENT

**Example:** Franco is the only student who did not get a flyer passed to him about after-school activities.

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Franco asks for a flyer.

\_\_\_\_\_

### Classroom Activities - Teacher's Choice

**CARD #331**

#### PLANNED TEACHING INCIDENT

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Classroom Activities

#### CARD #332

#### PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** The students have some free time and the teacher says, "I would like everyone to draw a picture of your parents." (Jim is not given any paper.)

Jim says, "I need paper too, please."

**Option:** \_\_\_\_\_

### Classroom Activities

#### CARD #333

#### PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** The teacher asks, "Elisa, please take the attendance to Mrs. Johnson." (She does not know who Mrs. Johnson is.)

Elisa says, "I need help. Who is Mrs. Johnson?"

**Option:** \_\_\_\_\_

### Classroom Activities

#### CARD #334

#### PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** The teacher asks, "Sandra, please get the daily announcements from the school office." (Sandra does not know what a daily announcement is.)

Sandra says, "What is a daily announcement?"

**Option:** \_\_\_\_\_

### Classroom Activities - Teacher's Choice

#### CARD #335

#### PLANNED TEACHING INCIDENT

#### DESIRED STUDENT PERFORMANCE

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

**School Activities**

CARD #336	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "Josh, please take this student schedule to Mrs. Bird's room." (Josh knows who Mrs. Bird is, but not where her room is.)</p> <p><b>Option:</b> _____ _____</p>	<p>_____</p> <p>_____</p>	<p>Josh says, "Where is her room?"</p> <p>_____</p> <p>_____</p>

**School Activities**

CARD #337	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "Nadine, please go to Mr. Terry's class and get Bob's assignments from him." (Nadine rarely talks to strangers and doesn't know where to go.)</p> <p><b>Option:</b> _____ _____</p>	<p>_____</p> <p>_____</p>	<p>Nadine says, "I need help."</p> <p>_____</p> <p>_____</p>

**School Activities**

CARD #338	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "Cal, please get the clipboard from the other room." (The clipboard is out of sight.)</p> <p><b>Option:</b> _____ _____</p>	<p>_____</p> <p>_____</p>	<p>Cal gestures to indicate his need for assistance in finding the clipboard.</p> <p>_____</p> <p>_____</p>

**School Activities - Teacher's Choice**

CARD #339	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____ _____</p> <p><b>Option:</b> _____ _____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### School Activities

**CARD #340**

**PLANNED TEACHING INCIDENT**

**Example:** The teacher asks, "Patty, please get a flomber 'from the closet."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

**DESIRED STUDENT PERFORMANCE**

Patty says, "What is a flomber and how do I find it?"

### School Activities

**CARD #341**

**PLANNED TEACHING INCIDENT**

**Example:** The teacher says, "Grace, please show Frank where the art supplies are." (Grace does not know where the art supplies are.)

**Option:** \_\_\_\_\_  
\_\_\_\_\_

**DESIRED STUDENT PERFORMANCE**

Grace asks, "Where are the art supplies?"

### School Activities

**CARD #342**

**PLANNED TEACHING INCIDENT**

**Example:** The teacher asks, "Ben, please go get something 'from Mr. Jones' room."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

**DESIRED STUDENT PERFORMANCE**

Ben asks what to get before leaving to get it.

### School Activities - Teacher's Choice

**CARD #343**

**PLANNED TEACHING INCIDENT**

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

**DESIRED STUDENT PERFORMANCE**



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

**School Activities**

**CARD #344**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "*Ted, I need you to go get the list of activities from the activities bus driver.*" (Ted doesn't know where to find the driver.) Ted asks, "Where is the activities bus driver?"

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

**School Activities**

**CARD #345**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "*Zendra, please get some 'information' from Sara.*" (She does not know what information.) Zendra asks what information before she goes to get it.

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

**School Activities**

**CARD #346**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Brad rarely chooses his own activity and can't think of choices. The teacher says, "*Today I want you to pick your own activity.*" Brad says, "I need help."

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

**School Activities - Teacher's Choice**

**CARD #347**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_  
 \_\_\_\_\_

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Community Activities

CARD #348	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> At the morning bus unloading, the outside classroom door is left locked. The teacher has the key and waits for Jan to enter.	Jan says, "Help me please."	_____ _____
<b>Option:</b> _____ _____		

### Community Activities

CARD #349	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> Kent does not know how to dribble a ball. the P. E. teacher says, " <i>Kent, I want you to dribble the ball.</i> "	Kent asks a peer (or the teacher), "Will you show me how to dribble?"	_____ _____
<b>Option:</b> _____ _____		

### Community Activities

CARD #350	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The art teacher says, " <i>Shawnda, I want you to work with the plaster today.</i> " (Shawnda does not know how to work with plaster.)	Shawnda says, "I need help. I don't know how."	_____ _____
<b>Option:</b> _____ _____		

### Community Activities - Teacher's Choice

CARD #351	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____		
<b>Option:</b> _____ _____		

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Community Activities

#### CARD #352

#### PLANNED TEACHING INCIDENT

**Example:** Lilly and Scott are given a new game to play, but no instructions are given. The teacher says, "I want you two to play *this new game*."

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Lilly says, "We need help. We don't know how to play."

\_\_\_\_\_

\_\_\_\_\_

### Community Activities

#### CARD #353

#### PLANNED TEACHING INCIDENT

**Example:** Bernice has picked a game to play with Julie. It is placed out of reach of either student.

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Bernice asks for help in reaching the game.

\_\_\_\_\_

\_\_\_\_\_

### Community Activities

#### CARD #354

#### PLANNED TEACHING INCIDENT

**Example:** Vern and Sally are playing ball in the walkway. Diedra is precoached to stand in their way.

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Vern says, "Move please."

\_\_\_\_\_

\_\_\_\_\_

### Community Activities - Teacher's Choice

#### CARD #355

#### PLANNED TEACHING INCIDENT

**Example:** \_\_\_\_\_

**Option:** \_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

\_\_\_\_\_

\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Community Activities

#### CARD #356

#### PLANNED TEACHING INCIDENT

**Example:** Tess and Shane are playing catch. A student peer is precoached to take the ball away.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Tess says, "Please give us the ball back."

### Community Activities

#### CARD #357

#### PLANNED TEACHING INCIDENT

**Example:** The teacher says, "*Jenny, you can go and play a computer game now.*" (The computer is unplugged and Jenny does not problem solve.)

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Jenny says, "I need help."

### Community Activities

#### CARD #358

#### PLANNED TEACHING INCIDENT

**Example:** Opal is given a new computer game to play, but she doesn't know how.

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

Opal says, "I need help please."

### Community Activities - Teacher's Choice

#### CARD #359

#### PLANNED TEACHING INCIDENT

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

#### DESIRED STUDENT PERFORMANCE

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

**Personal Activities**

<b>CARD #360</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher usually helps Jack hang up his coat. Today, she only helps with part of it.	Jack says, "I need help please."
<b>Option:</b>	_____	_____

**Personal Activities**

<b>CARD #361</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Lisa is usually given assistance with arranging her work station. Today, she is not given help.	Lisa says, "I need help please."
<b>Option:</b>	_____	_____

**Personal Activities**

<b>CARD #362</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Roxie doesn't talk and usually needs help with her toileting. The teacher doesn't offer her help right away.	Roxie points to the toilet to indicate she needs help.
<b>Option:</b>	_____	_____

**Personal Activities - Teacher's Choice**

<b>CARD #363</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Personal Activities

CARD #364	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher stands in front of the students who usually need help with their toileting and asks, " <i>Who needs help with their toileting?</i> " (Melanie needs help.)	Melanie says, "I need help."
<b>Option:</b>	_____	_____

### Personal Activities

CARD #365	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	Mr. Poe positions Jack's wheelchair in a position Jack doesn't like.	Jack says, "Help me please."
<b>Option:</b>	_____	_____

### Personal Activities

CARD #366	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	It is breakfast time. The teacher says, " <i>Who needs help getting to the kitchen?</i> " (Brenda always needs help.)	Brenda says, "I need help."
<b>Option:</b>	_____	_____

### Personal Activities - Teacher's Choice

CARD #367	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

### Personal Activities

**CARD #368**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "*Cary, you need to wash your hands with soap and water.*" (The soap is out of reach and Cary does not speak.)

Cary pulls on the teacher's sleeve to indicate he needs help getting the soap.

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

### Personal Activities

**CARD #369**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "*Justin, you need to go and brush your teeth.*" (The toothbrush and toothpaste are out of sight.)

Justin says, "*Where is my toothbrush?*"

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

### Personal Activities

**CARD #370**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher places Sheri at the sink to wash and says, "*Let me know when you need help.*"

When she needs it, Sheri says, "Help."

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

### Personal Activities - Teacher's Choice

**CARD #371**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_  
 \_\_\_\_\_

**Option:** \_\_\_\_\_  
 \_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

**Personal Activities**

CARD #372	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Louis is in his wheelchair/standing board and he appears to be uncomfortable. Do not offer him help right away. (Louis communicates with general arm movements.)</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>Louis waves his arms to get help readjusting himself.</p> <p>_____</p> <p>_____</p>

**Personal Activities**

CARD #373	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Dana usually needs help putting her leg braces on before recess. The T.A. says, "Let's go, Dana." (The T.A. doesn't help with the braces until asked.)</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>Dana says, "I need help with braces."</p> <p>_____</p> <p>_____</p>

**Personal Activities**

CARD #374	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "Let's all go into the other room for a movie." (David needs help with his wheelchair.)</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>David says, "I will need help to get into the other room."</p> <p>_____</p> <p>_____</p>

**Personal Activities - Teacher's Choice**

CARD #375	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 300: Choices in Seeking Assistance

Teacher's Choice

CARD #376

PLANNED TEACHING INCIDENT

DESIRED STUDENT PERFORMANCE

Example:

Option:

Teacher's Choice

CARD #377

PLANNED TEACHING INCIDENT

DESIRED STUDENT PERFORMANCE

Example:

Option:

Teacher's Choice

CARD #378

PLANNED TEACHING INCIDENT

DESIRED STUDENT PERFORMANCE

Example:

Option:

Teacher's Choice

CARD #379

PLANNED TEACHING INCIDENT

DESIRED STUDENT PERFORMANCE

Example:

Option:

Card # 380 Choices in Seeking Assistance

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning ask for help when it is needed and he/she is to ask you for help while on an errand. You can help by doing the following:

- 1) *Send him/her to do something that he/she will need help doing (such as getting the mail from a mailbox).*
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give them a reminder by saying something like, "You need to ask for help. Say, 'I need help'."*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Asked for help immediately.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

Home Card

Card # 381 Choices in Seeking Assistance

Dear Parent/Guardian: \_\_\_\_\_

\_\_\_\_\_ is learning to ask for help when it is needed. The home practice is to ask you for help while working in the kitchen. You can help by doing the following:

- 1) *Give your child a chore that you know he/she will need help doing, such as drying and putting away the dishes.*
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give a reminder like, "You need to ask for help. Say, 'Mom/Dad, I need help.'"*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Asked for help independently.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.



## Card # 382 Choices in Seeking Assistance

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning ask for help when it is needed and he/she is to ask you for help while working on an assignment. You can help by doing the following:

- 1) *Give an assignment and tell him/her to ask for help after reaching the second page.*
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give them a reminder by saying something like, "You need to ask for help. Say, 'I need help.'"*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Asked for help immediately.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

## Home Card

## Transition Choices Program

## Card # 383 Choices in Seeking Assistance

Dear Parent/Guardian:

\_\_\_\_\_ is learning to ask for help when it is needed. The home practice is to ask you for help while toileting. You can help by doing the following:

- 1) *Give your child a chance to do the toileting by him/herself. Wait until he/she asks for help. When he/she does, give praise and then offer help.*
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give a reminder like, "You need to ask for help. Say, 'Mom/Dad, I need help.'"*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Asked for help independently.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

**BEST COPY AVAILABLE**

Card # 384 Choices in Seeking Assistance

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning ask for help when it is needed and he/she is to ask you for help while working on an assignment. You can help by doing the following:

- 1) *Give an assignment that he/she will need help doing.*
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give them a reminder by saying something like, "You need to ask for help. Say, I need help."*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Asked for help immediately.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

Home Card

Card # 385 Choices in Seeking Assistance

Dear Parent/Guardian:

\_\_\_\_\_ is learning to ask for help when it is needed. The home practice is to ask you for help while brushing teeth. You can help by doing the following:

- 1) *Give your child a chance to brush his/her teeth alone. Wait until he/she asks for help. When he/she does, give praise and then offer help.*
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give a reminder like, "You need to ask for help. Say, 'Mom/Dad, I need help.'"*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Asked for help independently.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

BEST COPY AVAILABLE



Card # 386 Choices in Seeking Assistance

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning ask for help when it is needed and he/she is to ask you for help  
\_\_\_\_\_. You can help by doing the following:

- 1)
- 2) *If he/she asks for help when needed, give praise for asking and then give help.*
- 3) *If he/she does not ask for help, give them a reminder by saying something like, "You need to ask for help. Say, I need help."*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Asked for help immediately.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

Home Card

Card # 387 Choices in Seeking Assistance

Dear Parent/Guardian:

\_\_\_\_\_ is learning to ask for help when it is needed. The home practice is to ask you for help while  
\_\_\_\_\_. You can help by doing the following:

- 1)
- 2)
- 3) *If he/she does not ask for help, give a reminder like, "You need to ask for help. Say, 'Mom/Dad, I need help.'"*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Asked for help independently.  
 \_\_\_\_\_ Asked for help only after I reminded.  
 \_\_\_\_\_ Did not ask for help.

BEST COPY AVAILABLE

## TRANSITION CHOICES PROGRAM

### Unit 400- Recognizing Personal Rights

#### Unit Objectives

#### 420-479 COINCIDENTAL

##### TEACHING CARDS

#### **420-451 Recognizing Personal Rights**

- 420-Story About Bully
- 421-Swing
- 422-Right Card
- 423-Teacher's Choice
- 424-Finish Work Before Lunch
- 425-Cleaning Kitchen
- 426-Lunch Choice
- 427-Teacher's Choice
- 428-Picking Activities
- 429-Having Choice
- 430-Spelling Correct
- 431-Teacher's Choice
- 432-Cookie
- 433-Cleaning/Crushing
- 434-Discussing Classes
- 435-Teacher's Choice
- 436-I.E.P. Meeting
- 437-Pick Course
- 438-Make Decisions for Self
- 439-Teacher's Choice
- 440-Cutting in Line
- 441-Takes Calculator
- 442-Prize
- 443-Teacher's Choice
- 444-Lunch Count
- 445-Choose Activity
- 446-Team Won
- 447-Teacher's Choice
- 448-Watching Movie
- 449-Takes Calculator
- 450-Stand In Way
- 451-Teacher's Choice

#### **452-479 Asserting to Secure/ Preserve Personal Rights**

- 452-Lunch Choice
- 453-Activity Choice
- 454-Doesn't Get Prize
- 455-Teacher's Choice
- 456-"Candy Land"
- 457-Takes Pencil
- 458-Forgot Lunch
- 459-Teacher's Choice

- 460-Time For Lunch
- 461-Discussing Classes
- 462-I.E.P. Meeting
- 463-Teacher's Choice
- 464-Pick Own Course
- 465-Needs Calculator
- 466-Colored Pencils
- 467-Teacher's Choice
- 468-Takes Turns Doing Chores
- 469-Lunch Choice
- 470-Can't Get Coat
- 471-Teacher's Choice
- 472-Spelling Paper
- 473-Cleaning Right
- 474-Math
- 475-Teacher's Choice
- 476-News on TV
- 477-Poster
- 478-Playing Solitaire
- 479-Teacher's Choice

Orientation Topics

1) **Sample Topic:** Would you like to learn about classes outside this room that you may want to take this year?

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

2) **Sample Topic:** We are going to plan your school program with you and your parents. What classes would you be interested in taking?

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

3) **Sample Topic:** We have a student visiting us today. S/he is going to tell us about some classes at school you may want to take.

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

4) **Sample Topic:**

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

Preparing Students For Coincidental Teaching:

“IT’S IMPORTANT FOR ALL OF US TO LEARN HOW TO PARTICIPATE IN THE I.E.P. MEETING.”

“THIS WEEK I AM GOING TO TELL YOU ABOUT CLASSES OUTSIDE OF THIS ROOM THAT YOU MAY WANT TO CONSIDER AS PART OF YOUR YEARLY PLANNING.”

“AFTER I HAVE TOLD YOU ABOUT THESE ELECTIVE CLASSES, WE SHALL DISCUSS WHICH ONES ARE GOING TO HELP YOU TOWARD GETTING READY FOR HIGH SCHOOL.”

“WE CAN THEN SELECT THE CLASS(ES) THAT FIT(S) YOUR NEEDS AND INTERESTS. ANY QUESTIONS?”



## CARD #401 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "Stranger asks for money"-assist the students in learning that they have a right to not give strangers money.

**Format:** Small group (2-6 students) seated at a table with the Teacher and an Aide or Aides(acting as parents).

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Sample I.E.P. Document and Cards, Activity Cards(1 teacher; 1 parent; 1 student)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN A STRANGER ASKS FOR MONEY AND YOU DO NOT WANT TO GIVE IT TO HIM OR HER."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) Remind the students of the purpose of recognizing their rights.

4) "YOU PRETEND FIRST JOHN. LET'S PRETEND YOU DON'T KNOW ME AND I ASK YOU FOR MONEY. YOU DO NOT WANT TO GIVE ME MONEY."

5) "WHAT DO YOU DO?"(If needed, prompt JOHN to make a selection.)

**Run Activity:** 6) Start round 1 of the simulation.

7) Praise the students for the simulation.

8) After each round: evaluate and review what the students did well; suggest assistance those students who need to improve.

**Repeat Activity:** 9) Repeat #3-5, either with JOHN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #402 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "Which Field Trip?"-assists the students in learning to participate in the classroom voting process.

**Format:** Small group (2-6 students) seated in their desks or at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Activity Cards (1 teacher, 2-6 students), Picture Cards(of 4 Seattle sites with descriptions on them).

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE RECOGNIZING YOUR RIGHT TO HELP CHOOSE WHERE YOU WANT TO GO ON A FIELD TRIP."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "BOB YOU PRETEND FIRST. YOU ARE GOING TO GO WITH ME TO THE MOVIES."

4) Give cards (1 teacher, 2-6 students) and orally review what is on the back of the cards to all students.

**Run Activity:** 5) Start round 1 of the simulation.

6) Praise the students for the simulation.

7) After the round: evaluate, review what the students did well; suggest assistance for students who need to improve.

**Repeat Activity:** 8) Repeat #5-7, either with FRANK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #403 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "That's Mine"--assists the students in learning to verbally defend themselves.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Picture Cards(Cry, Ignore, Laugh, "Give that back! That's Mine!")

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO IF SOMEONE TAKES SOMETHING OF YOURS."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "SALLY, YOU PRETEND FIRST . A PEER/CLASSMATE HAS TAKEN SOMETHING OF YOURS."

4) "WHAT DO YOU SAY/DO?"(If needed, prompt SALLY to indicate one choice or pick a picture card.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #404 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "I Like It!"-assists the students in learning to verbally defend themselves.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Picture Cards(Cry, Ignore, Laugh, "I Don't Like It When You Say That!")

**Simulation Activities**

- Explain Activity:**
- 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN SOMEONE SAYS OR DOES SOMETHING TO YOU THAT'S MEAN."
  - 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:**
- 3) "SHERI, YOU PRETEND FIRST. JOHN WILL SAY/DO SOMETHING MEAN TO YOU."(John does this.)
  - 4) "WHAT SHOULD/CAN YOU DO?"(If needed prompt SHERI to give an option or pick a picture card.)
- Run Activity:**
- 5) Conduct the following simulated activities depending upon Sheri's choice:
    - a) Cry- John just laughs at Sheri.
    - b) Ignore -"SHERI, GOOD CHOICE!"(John finds something else to do.)
    - c) Laugh--"John gets a puzzled look but leaves.
    - d) Reply Verbally- "I DON'T LIKE IT WHEN YOU SAY THAT!"
  - 6) Discuss the consequences. Prompt the students to discuss.
- Repeat Activity:**
- 7) Repeat #3-6, either with SHERI trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #405 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "That is Right!"-assists the students in learning to verbally defend themselves.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Books, Paper, Pencils, Pens, Balls, Blocks, etc., Picture Cards(Cry, Ignore, Laugh, That's Right!")

**Simulation Activities**

- Explain Activity:**
- 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU DO SOMETHING WELL/RIGHT AND ARE TOLD THAT IT'S DONE POORLY/WRONG."
  - 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:**
- 3) "HENRY, YOU PRETEND FIRST. COLOR/PLAY BALL/PLAY BLOCKS/etc."
  - 4) "HENRY, YOU'RE DOING THAT WRONG!"
  - 5) "WHAT DO YOU SAY?"(If needed prompt HENRY to indicate one choice, or select a picture card.)
- Run Activity:**
- 6) Conduct the following simulated activities depending upon Henry's choice:
    - a) Cry- The teacher leaves the student alone.
    - b) Ignore -The teacher repeats their statement.
    - c) Laugh--The teacher repeats their statement.
    - d) Reply Verbally- "PLEASE TELL ME WHAT'S WRONG WITH IT."
  - 7) Discuss the consequences. Prompt the students to discuss.
- Repeat Activity:**
- 8) Repeat #3-7, either with HENRY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #406 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "I'm Bored!"-assists the students in learning to initiate social interactions.

**Format:** Small group (2-6 students) seated at a table or in the cafeteria.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Magazine, Book or other interesting item.

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE HOW TO START A CONVERSATION WITH SOMEONE."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "JACK, YOU PRETEND FIRST . USE THIS MAGAZINE TO START A CONVERSATION WITH ME."
- 4) "WHAT DO YOU DO/SAY?"(If needed prompt JACK to start a conversation.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #407 UNIT: Recognizing Personal Rights****Simulation Purpose**

**Title:** "What Do You Know!"-assists the students in learning to initiate social interactions.

**Format:** Small group (2-6 students) seated at a table or in the cafeteria.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Lunch Trays

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE HOW TO START A CONVERSATION WITH SOMEONE."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "HANK, YOU PRETEND FIRST. PRETEND YOU'RE WAITING IN LINE FOR LUNCH. THERE ARE STUDENTS BOTH IN FRONT AND BACK OF YOU."

4) "WHAT DO YOU DO/SAY?"(If needed prompt HANK to start a conversation.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with HANK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #408 UNIT: Recognizing Personal Rights

**Simulation Purpose**

**Title:** "Job Well Done!"-assists the students in learning to compliment others.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, chalk, eraser

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN SOMEONE ELSE DOES SOMETHING WELL."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "KIM, YOU PRETEND FIRST. FRANK IS COLORING WITH CHALK AND FINISHES ON TIME. HE THEN SAYS, 'I DID IT!'"
- 4) "WHAT DO YOU SAY/DO?"(If needed prompt KIM to make a selection.)
- Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #409 UNIT: Recognizing Personal Rights****Simulation Purpose**

**Title:** "Nice Outfit!"-assists the students in learning to compliment others.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend" Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom.  
Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** The Students

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU LIKE WHAT SOMEONE ELSE IS WEARING."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "TONY, YOU PRETEND FIRST. TELL VICKI SOMETHING YOU LIKE ABOUT HER OUTFIT."

4) "WHAT CAN YOU SAY?"(If needed prompt TONY to give a compliment.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s).  
Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with TONY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #420	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher is reading a story about a bully. The teacher says, "<i>Zelalam, is it right or not right for the boy to take someone's lunch money?</i>"</p>	<p><b>Example:</b> The teacher holds up two cards. One shows two children sharing a swing. The other shows one child pushing the other out of a swing. The teacher says, "<i>Jim, point to which one is not right.</i>"</p>	<p><b>Example:</b> Zelaman says, "It's not right."</p>
<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>

### Recognizing Personal Rights

CARD #421	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher holds up two cards. One shows two children sharing a swing. The other shows one child pushing the other out of a swing. The teacher says, "<i>Jim, point to which one is not right.</i>"</p>	<p><b>Example:</b> The teacher holds up a card of a boy giving a book to another student and one of a boy taking a book from another boy. The teacher says, "<i>Kevin, point to the card that shows which one is right.</i>"</p>	<p><b>Example:</b> Jim points to the card of the child pushing.</p>
<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>

### Recognizing Personal Rights

CARD #422	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher holds up a card of a boy giving a book to another student and one of a boy taking a book from another boy. The teacher says, "<i>Kevin, point to the card that shows which one is right.</i>"</p>	<p><b>Example:</b> The teacher holds up a card of a boy giving a book to another student and one of a boy taking a book from another boy. The teacher says, "<i>Kevin, point to the card that shows which one is right.</i>"</p>	<p><b>Example:</b> Kevin points to the card of the boy giving the book to the other boy.</p>
<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>

### Recognizing Personal Rights - Teacher's Choice

CARD #423	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p>	<p><b>Example:</b> _____</p>	<p><b>Example:</b> _____</p>
<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>	<p><b>Option:</b> _____</p>



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #424	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, "Connie, if I told you to stay in and finish your work before going out to lunch, would that be right or not right?"		Connie says, "Not right."
<b>Option:</b> _____ _____		_____ _____

### Recognizing Personal Rights

CARD #425	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The class takes turns cleaning the kitchen and Misty just had her turn yesterday. The teacher says, "Misty, if I told you not to clean the kitchen again would that be right or not right?"		Misty says, "Right."
<b>Option:</b> _____ _____		_____ _____

### Recognizing Personal Rights

CARD #426	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher is taking the lunch count for the day. The teacher says, "Today we have hot dogs and pizza. Gail, what if I put you down for hot dogs, (Gail's least favorite), would that be right or not right?"		Gail says, "Not right."
<b>Option:</b> _____ _____		_____ _____

### Recognizing Personal Rights - Teacher's Choice

CARD #427	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____		_____ _____
<b>Option:</b> _____ _____		_____ _____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #428	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The class is picking activities. The teacher says, "Everyone gets to pick an activity. Pat, if I said you were going to wash the bathrooms, is that right or not right?"  <b>Option:</b> _____ _____ _____	Pat says, "Not right."	Pat says, "Not right."

### Recognizing Personal Rights

CARD #429	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, "Everyone gets to pick an activity. Pat, if I said what would you like to do?, would that be right or not right?"  <b>Option:</b> _____ _____ _____	Pat, if I said what would you	Pat says, "Right."

### Recognizing Personal Rights

CARD #430	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, "Mary, if I said you spelled that word wrong, write it again." (The word is actually spelled correctly and the student knows it.) "Would that be right or not right?"  <b>Option:</b> _____ _____ _____	Mary, if I said you spelled that word wrong, write it again."	Mary says, "Not right."

### Recognizing Personal Rights - Teacher's Choice

CARD #	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____  <b>Option:</b> _____ _____ _____	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

**CARD #432**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "*Maya, if someone were to give everyone else a cookie but not Joe, would that be right or not right?*"

**Option:** \_\_\_\_\_  
\_\_\_\_\_

Maya says, "Not right."

### Recognizing Personal Rights

**CARD #433**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Larry is cleaning/crushing cans and doing it correctly. The teacher says, "*Larry, if I told you that you are doing it just fine and don't have to redo them, would that be right or not right?*"

**Option:** \_\_\_\_\_  
\_\_\_\_\_

Larry says, "Right."

### Recognizing Personal Rights

**CARD #434**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher has been discussing classes with the students and preparing them to speak up at an I.E.P. meeting. The teacher says, "*Leslie, if I said you will take square dancing next quarter would that be right or not right?*"

**Option:** \_\_\_\_\_  
\_\_\_\_\_

Leslie says, "Not right."

### Recognizing Personal Rights - Teacher's Choice

**CARD #435**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** \_\_\_\_\_  
\_\_\_\_\_

**Option:** \_\_\_\_\_  
\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #436	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> After explaining what happens at an I.E.P. meeting, the teacher asks Trish, "If I said, <i>Trish would you like to come to your I.E.P.?, would that be right or not right?</i> "	_____ _____	Trish says, "Right."
<b>Option:</b> _____ _____		

### Recognizing Personal Rights

CARD #437	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The T. A. says, "Ken, <i>what if I picked the elective course you will take, is that right or not right?</i> "	_____ _____	Ken says, "Not right."
<b>Option:</b> _____ _____		

### Recognizing Personal Rights

CARD #438	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher asks, "Kiet <i>being able to make decisions for yourself, is that your right?</i> "	_____ _____	Kiet says, "Yes it's a right."
<b>Option:</b> _____ _____		

### Recognizing Personal Rights - Teacher's Choice

CARD #439	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____		
<b>Option:</b> _____ _____		

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #440	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher role plays cutting in line and says, "Stephanie, when I cut in front of you in line, was that right or not right?"	Stephanie says, "That is not right."
<b>Option:</b>	_____	_____

### Recognizing Personal Rights

CARD #441	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher takes Ilene's calculator without asking and says, "Ilene is what I just did right or not right?"	Ilene says, "Not right."
<b>Option:</b>	_____	_____

### Recognizing Personal Rights

CARD #442	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher gives everyone a prize including Lyle and says, "Lyle is it right or not right that I gave you a prize like everyone else?"	Lyle says, "It was right."
<b>Option:</b>	_____	_____

### Recognizing Personal Rights - Teacher's Choice

CARD #443	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #444	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher is taking the lunch count and says, “Stephanie, if I’ve decided you are going to have salad today is that right or not right?”</p> <p><b>Option:</b> _____ _____</p>		<p>Stephanie says, “Not right.”</p> <p>_____</p> <p>_____</p>

### Recognizing Personal Rights

CARD #445	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, “Everyone gets to choose an activity today. Mary, if I chose for you to scrub the floors is that right or not right?”</p> <p><b>Option:</b> _____ _____</p>		<p>Mary says, “Not right.”</p> <p>_____</p> <p>_____</p>

### Recognizing Personal Rights

CARD #446	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Dan’s team won the game. The teacher says, “If I give everyone on the team the first pick of activities like I said, Dan, is that right or not right?”</p> <p><b>Option:</b> _____ _____</p>		<p>Dan says, “Right.”</p> <p>_____</p> <p>_____</p>

### Recognizing Personal Rights - Teacher’s Choice

CARD #447	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____ _____</p> <p><b>Option:</b> _____ _____</p>		<p>_____</p> <p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Recognizing Personal Rights

CARD #448	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Molly is watching a movie. A peer is precoached to stand in the way. The teacher says, "Molly, is it right or not right when Brenda stood in front of the T.V.?"</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>Molly says, "That is not right."</p> <p>_____</p>

### Recognizing Personal Rights

CARD #449	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher takes Bill's calculator without asking and says, "Billy, is what I just did right or not right?"</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>Billy says, "It was not right."</p> <p>_____</p>

### Recognizing Personal Rights

CARD #450	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "Brenda, if I were to ask you to please go get the paper towels from the kitchen but I stood in your way, would that be right or not right?"</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>Brenda says, "Not right."</p> <p>_____</p>

### Recognizing Personal Rights - Teacher's Choice

CARD #451	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

Asserting to Secure/Preserve Personal Rights

<b>CARD #452</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher is taking the lunch count and says, "Stephanie, I've decided you are going to have salad today."	Stephanie says, "I don't want to have salad. I want a hamburger."
<b>Option:</b>	_____	_____

Asserting to Secure/Preserve Personal Rights

<b>CARD #453</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher says, "Everyone gets to choose an activity today. Bentley, I chose for you to scrub the floors."	Bentley says, "No, I want to pick an activity to do!"
<b>Option:</b>	_____	_____

Asserting to Secure/Preserve Personal Rights

<b>CARD #454</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Pam's team won the game. The teacher gives everyone in the team a prize except Pam and says, "Pam, you don't get a prize today."	Pam says, "I want a prize too."
<b>Option:</b>	_____	_____

Asserting to Secure/Preserve Personal Rights - Teacher's Choice

<b>CARD #455</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

Asserting to Secure/Preserve Personal Rights

<b>CARD #456</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Doug and Zane are playing Candy Land. The teacher coaches a peer to take Doug's playing piece.	Doug says, "Please give it back, I was using it."
<b>Option:</b>	_____	_____

Asserting to Secure/Preserve Personal Rights

<b>CARD #457</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher takes Renee's pencil without asking.	Renee says, "Please give it back, that is mine."
<b>Option:</b>	_____	_____

Asserting to Secure/Preserve Personal Rights

<b>CARD #458</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher says, "Greg, you have to give me your lunch today, I forgot mine."	Greg says, "No I don't." (He does not give his lunch away.)
<b>Option:</b>	_____	_____

Asserting to Secure/Preserve Personal Rights - Teacher's Choice

<b>CARD #459</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Asserting to Secure/Preserve Personal Rights

<b>CARD #460</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The bell rings and all of the students get ready to go to lunch. The teacher says, "Michelle, you need to <i>stay in and finish your work before going to lunch.</i> "	Michelle says, "I need to go to lunch how, I will finish my work later."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights

<b>CARD #461</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher has been discussing classes with the students and preparing them to speak up at an I.E.P. meeting. The teacher says, " <i>Leslie, you will take art next quarter.</i> " (Leslie's least favorite.)	Leslie says, "No, I want to take physical fitness."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights

<b>CARD #462</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	After explaining what happens at an I.E.P. meeting, the teacher asks Trish, " <i>You shouldn't be there, should you?</i> "	Trish says, "Yes, I should."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights - Teacher's Choice

<b>CARD #463</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Asserting to Secure/Preserve Personal Rights

<b>CARD #464</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The T.A. is discussing elective courses and says, "Ken, I will pick your elective course for you?"	Ken says, "No, I want to pick my course."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights

<b>CARD #465</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Marilyn has just been given a math assignment to complete for which she needs her calculator. A student (who is a confederate) says, "I want to use your calculator now."	Marilyn says, "No, I need to use it now, you can use it when I am done."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights

<b>CARD #466</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Jamie is coloring. The T.A. takes all of the colored pencils.	Jamie says, "Please give those back, I was using them."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights - Teacher's Choice

<b>CARD #467</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Asserting to Secure/Preserve Personal Rights

<b>CARD #468</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The class takes turns doing chores. Misty cleaned the kitchen last time. The teacher says, " <i>Misty, I want you to clean the kitchen today.</i> "	Misty says, "I did that chore last time. I want to do a different chore today."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights

<b>CARD #469</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher is taking the lunch count for the day. The teacher says, " <i>Today we have hot dogs and pizza. Gail, I am going to put you down for hot dogs.</i> " (Gail's least favorite.)	Gail says, "No, I want pizza."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights

<b>CARD #470</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher says, " <i>Everyone get your coats.</i> " A peer has been coached to lean against Pat's coat.	Pat says, "Move please."
<b>Option:</b>	_____	_____

### Asserting to Secure/Preserve Personal Rights - Teacher's Choice

<b>CARD #471</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Asserting to Secure/Preserve Personal Rights

CARD #472	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The T.A. says, " <i>Sherrie, I need that spelling paper you are working on to write down some notes. Give it to me.</i> "	<i>Sherrie, I need that spelling paper you are working on to write down some notes. Give it to me.</i>	Sherrie says, "No, I need it. You can use another paper."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Asserting to Secure/Preserve Personal Rights

CARD #473	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> Larry is cleaning/crushing cans and doing it right. The teacher says, " <i>You are not doing the job right, do it over.</i> "	<i>You are not doing the job right, do it over.</i>	Larry says, "Yes, I am doing it right. I don't have to do it over."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Asserting to Secure/Preserve Personal Rights

CARD #474	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> Bruce is working on his math. The teacher says, " <i>I need your chair. Give it to me.</i> "	<i>I need your chair. Give it to me.</i>	Bruce says, "No, I need it right now."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Asserting to Secure/Preserve Personal Rights - Teacher's Choice

CARD #475	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____	_____ _____	_____ _____
<b>Option:</b> _____ _____	_____ _____	_____ _____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 400: Recognizing Personal Rights

### Asserting to Secure/Preserve Personal Rights

CARD #476	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The class is watching the news on T.V. The teacher says, "<i>James please tell us what the news says.</i>" (A student confederate obstructs his view until asked to move.)</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>James says, "Move please."</p> <p>_____</p> <p>_____</p>

### Asserting to Secure/Preserve Personal Rights

CARD #477	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Patrick is creating a poster in class. Kate has been pre-coached to take the poster away from him.</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>Patrick says, "Please give it back."</p> <p>_____</p> <p>_____</p>

### Asserting to Secure/Preserve Personal Rights

CARD #478	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Jennifer is playing solitaire. The teacher places the next card for her.</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>Jennifer says, "Please put that back, I am playing this."</p> <p>_____</p> <p>_____</p>

### Asserting to Secure/Preserve Personal Rights - Teacher's Choice

CARD #479	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p> <p><b>Option:</b> _____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Card # 480 Recognizing Personal Rights

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to exercise his/her right to make decisions.

You can help by doing the following:

- 1) *During a make-up work period in class, give your students a choice of previous assignments they wish to finish first.*
- 2) *Since this lesson is to help \_\_\_\_\_ learn to recognize his/her personal rights, you can set up a learning situation where \_\_\_\_\_ is denied these rights. For example, tell everyone that they have a choice of what assignment they want to work on, but \_\_\_\_\_ must work on the one of your choice.*
- 3) *If he/she does not respond that this is not fair or that he/she should have a choice as well, prompt him/her to respond in this manner.*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Gave or asked to give opinion without reminding.  
 \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
 \_\_\_\_\_ Did not give or ask to give opinion.

Home Card

Card # 481 Recognizing Personal Rights

Dear Parent/Guardian:

\_\_\_\_\_ is learning that he/she has a right to participate in his/her I.E.P. meeting (such as choosing next year's classes). You can help by doing the following:

- 1) *Read and talk about the different classes offered to your child that can be included in his/her I.E.P.*
- 2) *Suggest to your child that he/she should take a class that you know he/she does not want to take.*
- 3) *If your child does not respond by indicating that he/she does not want this class, prompt your child to speak up for his/her right to choose which classes to take.*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Gave or asked to give opinion without reminding.  
 \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
 \_\_\_\_\_ Did not give or ask to give opinion.



## Card # 482 Recognizing Personal Rights

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning that he/she has a right to choose when others do as well.

You can help by doing the following:

- 1) *When convenient, have the class pick from a list of three different exercises that they will do during the class period.*
- 2) *Then tell \_\_\_\_\_ that you will pick his/her exercise.*
- 3) *If he/she does not respond in a way that indicates that this is not fair, prompt the student to express his/her preference.*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Gave or asked to give opinion without reminding.  
 \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
 \_\_\_\_\_ Did not give or ask to give opinion.

## Home Card

## Transition Choices Program

## Card # 483 Recognizing Personal Rights

Dear Parent/Guardian:

\_\_\_\_\_ is learning to participate in choosing activities. The home practice is to discuss, with the family, the weekend activities. You can help by doing the following:

- 1) *Talk about weekend options for activities (shopping, movies, watching TV) with the family.*
- 2) *Ask your child which activity he/she would like to do with the family tomorrow.*
- 3) *Listen and consider his/her selection.*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Gave or asked to give opinion without reminding.  
 \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
 \_\_\_\_\_ Did not give or ask to give opinion.

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Card # 484 Recognizing Personal Rights

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to recognize when his/her personal rights are being ignored by others.

You can help by doing the following:

- 1) *When getting ready to watch a movie in class, tell \_\_\_\_\_ that he/she cannot watch it and must go to the library to read.*
- 2) *If \_\_\_\_\_ does not ask why, or is compliant with your request, remind him/her that he/she is learning about recognizing personal rights and prompt him/her to express an opinion.*
- 3) *Check the proper results line below and return the card.*

Results:   : \_\_\_\_\_ Gave or asked to give opinion without reminding.  
               : \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
               : \_\_\_\_\_ Did not give or ask to give opinion.

Home Card

Transition Choices Program

Card # 485 Recognizing Personal Rights

Dear Parent/Guardian:

\_\_\_\_\_ is learning to recognize when his/her personal rights are being ignored by others.

You can help by doing the following:

- 1) *Set up a situation where your child is playing a game after all of his/her chores have been done.*
- 2) *While your child is playing the game, say to him/her that he/she cannot be playing the game because his/her chores are not done.*
- 3) *If your child does not indicate that his/her chores are done, remind him/her to say something (e.g., "But my chores are done.").*
- 4) *Check the proper results line below and return this card to school.*

Results:   : \_\_\_\_\_ Gave or asked to give opinion without reminding.  
               : \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
               : \_\_\_\_\_ Did not give or ask to give opinion.



Card # 486 Recognizing Personal Rights

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to \_\_\_\_\_.

You can help by doing the following:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Gave or asked to give opinion without reminding.  
 \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
 \_\_\_\_\_ Did not give or ask to give opinion.

Home Card

Transition Choices Program

Card # 487 Recognizing Personal Rights

Dear Parent/Guardian:

\_\_\_\_\_ is learning to \_\_\_\_\_. The home practice is to assist your child in \_\_\_\_\_.

You can help by doing the following:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Gave or asked to give opinion without reminding.  
 \_\_\_\_\_ Gave or asked to give opinion only after I reminded.  
 \_\_\_\_\_ Did not give or ask to give opinion.

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# TRANSITION CHOICES PROGRAM

## Unit 500- Negotiating With Others

### Unit Objectives

#### 520-579 COINCIDENTAL

#### TEACHING CARDS

#### 520-539 Identify Need for Negotiation

- 520-Picture
- 521-Taking Turns or Fighting?
- 522-Playing Ball
- 523-Teacher's Choice
- 524-Making Banner
- 525-Use Computer
- 526-Girls Fighting
- 527-Teacher's Choice
- 528-Two Cards
- 529-Math
- 530-Sponges
- 531-Teacher's Choice
- 532-Cartoons
- 533-Radio
- 534-Nintendo
- 535-Teacher's Choice
- 536-Art
- 537-Van Seat
- 538-Cookies
- 539-Teacher's Choice
- 540-Fighting over Pencils
- 541-Colored Pencils
- 542-Cookie
- 543-Only One Cookie
- 544-Computer
- 545-Computer Use
- 546-Math or Free Time
- 547-Free Time
- 548-Record Player
- 549-Record Player Use
- 550-Recycling Cans
- 551-Crusher
- 552-Field Trip Choice
- 553-Different Places
- 554-Working on Computer
- 555-Finish After Lunch
- 556-Planning Lunch Menu
- 557-Can't Agree
- 558-Finish Banners
- 559-Share Supplies

- 560-Candy Bar
- 561-Same Candy Bar
- 562-Work It Out
- 563-Arguing
- 564-Can't Agree
- 565-Play Together
- 566-Ready For Field Trip
- 567-Who Asks
- 568-Take Turns
- 569-Teacher's Choice

#### 570-576 Teacher's Choice

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## CARD #500 UNIT: Exploring Choices and Developing Preferences

**Simulation Purpose**

**Title:** "Trip to the Library"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Books, paper, pencils, picture cards

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU GO TO THE LIBRARY."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "YOU PRETEND FIRST JOHN. YOU GO LOOK FOR A BOOK ON SNAKES."

4) "WHAT DO YOU DO?"(If needed, prompt JOHN to make a selection.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with JOHN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #501 UNIT: Exploring Choices and Developing Preferences

**Simulation Purpose**

**Title:** "How do we get there?"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Blackboard, chalk, eraser, picture cards(different methods of transport)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN THE VAN ISN'T ABLE TO TRANSPORT US ON OUR FIELD TRIP."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "GEORGE, YOU PRETEND FIRST. WHAT DO WE DO WHEN WE CAN'T USE THE VAN?"

4) "WHAT CAN WE DO INSTEAD?"(If needed, prompt GEORGE to give an option.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with GEORGE trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

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**CARD #502 UNIT: Exploring Choices and Developing Preferences****Simulation Purpose**

**Title:** "Breakfast Today"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) in the kitchen.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Cereal, eggs, bowls, spoons, frying pan, spatula, forks

**Simulation Activities**

- Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOUR FAVORITE FOOD IS NOT AVAILABLE FOR BREAKFAST."
- 2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."
- Set Up Activity:** 3) "FRANK, YOU PRETEND FIRST. THERE IS NO TOP RAMEN. YOU CAN HAVE AN EGG OR CEREAL TODAY."
- 4) "WHAT WOULD YOU LIKE TO EAT FOR BREAKFAST?"(If needed, prompt FRANK to make a selection.)
- Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.
- Repeat Activity:** 6) Repeat #3-5, either with FRANK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

- 2 = The student indicated or performed an appropriate choice in all opportunities
- 1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities
- 0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #503 UNIT: Exploring Choices and Developing Preferences****Simulation Purpose**

**Title:** "Office Errand"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Paper, pens, pencils and picture choice cards(Ask for help, Sit and watch everyone, Wander the halls, Go back to class)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO IF YOU GO ON AN ERRAND TO THE OFFICE."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "SALLY, YOU PRETEND FIRST. YOU GO ON AN ERRAND TO THE OFFICE." (Give them a piece of paper to take to the office.)

4) "WHAT WOULD YOU DO?"(If needed, prompt SALLY to indicate one choice or pick a picture card.)

**Run Activity:** 5) Conduct the simulation and then discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with SALLY trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

**CARD #504 UNIT: Exploring Choices and Developing Preferences****Simulation Purpose**

**Title:** "I don't have enough money!"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels.

**Materials:** Grocery items from the kitchen(with prices), shopping basket, play money, picture cards(Put all the items back, Put 1-2 items back, Ask a friend, Ask the clerk, Tell them you will pay them back)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO IF YOU'RE SHOPPING AND YOUR TOTAL \$ TO PAY IS MORE THAN THE AMOUNT YOU HAVE WITH YOU."  
2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "SHERI, YOU PRETEND FIRST. PUT 5 ITEMS INTO YOUR BASKET." (Hand out the basket and play money. The teacher is the cashier. Have the grocery items priced so that any combination of 5 or more items will total mre than the student has.)  
4) "THE TOTAL IS \$8.73 PLEASE." (SHERI only has \$7.50.)  
5) "WHAT WOULD YOU LIKE TO DO?" (Prompt Sheri to indicate 1 choice or select a suggested choice by using the picture cards.)

**Run Activity:** 6) Conduct the following simulated activities depending upon Sheri's choice:  
a) Put all the items back- "SHERI, YOU NEED TO JUST SIT QUIETLY WHILE THE REST OF US EAT OUR LUNCHES."  
b) Put only 1 or 2 items back- "SHERI, GOOD CHOICE! YOU CAN STILL EAT LUNCH WITH US!"  
c) Ask a friend/teacher- (1st time-yes) "BOY, THIS TIME O.K., BUT NEXT TIME DON'T TAKE MORE THAN YOU CAN AFFORD!" (2nd time-no) "SORRY, I DON'T HAVE ANY EXTRA MONEY!"  
d) Ask the clerk - "I'M SORRY, I'M NOT ALLOWED TO DO THAT."

**Repeat Activity:** 7) Everyone goes to the park to eat. (Sheri does or does not, depending on her choice.)  
8) Repeat #3-6, either with SHERI trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #505 UNIT: Exploring Choices and Developing Preferences

**Simulation Purpose**

**Title:** "Class field trip"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table or at their desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, chalk, eraser, picture cards(Suggest another choice, Grumble and complain to yourself, Refuse to go, Do nothing)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO IF THE CLASS VOTES AND YOU DON'T LIKE WHAT THEY CHOSE, OR IF YOU DON'T LIKE ANY OF THE CHOICES GIVEN TO YOU."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "HENRY, YOU PRETEND FIRST. PRETEND OUR FIELD TRIP CHOICES WERE TO THE DUMP OR THE SCHOOL CAFETERIA. NO ONE IS INTERESTED IN EITHER IF THESE CHOICES."

4) "WHAT CAN YOU DO?"(If needed prompt HENRY to indicate one choice, or select a picture card.)

**Run Activity:** 5) Conduct the following simulated activities depending upon Henry's choice:

a) *Suggest another choice-* "WHAT WOULD YOU LIKE TO DO?/WHERE WOULD YOU LIKE TO GO?"

b) *Complain to yourself-* "WHAT DID YOU SAY?"

c) *Refuse to go-* "I GUESS YOU'LL STAY HERE AND DO NOTHING."

d) *Do nothing*

6) Discuss the consequences. Prompt the students to discuss.

**Repeat Activity:** 7) Repeat #3-6, either with SHERI trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



## CARD #506 UNIT: Exploring Choices and Developing Preferences

**Simulation Purpose**

**Title:** "Where to eat?"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table or at their desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, chalk, eraser, picture cards(Choose another choice, Refuse to go, Do nothing, Choose favorite)

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN VOTING ON RESTAURANT CHOICES."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "JACK, YOU PRETEND FIRST. TELL US WHAT YOU CHOOSE/WHERE YOU WANT TO EAT."(He picks an option that is not on the list.)

4) "WHAT DO YOU DO?"(If needed prompt JACK to indicate one choice, select a picture card or a choice from the list.)

**Run Activity:** 5) Conduct the following simulated activities depending upon Jack's choice:

a) Choose same choice- "NO JACK, THAT'S NOT ON THE LIST. LET'S HAVE SOMEONE ELSE PICK."

b) Choose their favorite- "GOOD CHOICE JACK!"

c) Refuse to go- "YOU'LL MISS A LOT OF FUN!"

d) Do nothing - "O.K. THE CHOICE GOES TO GEORGE."

6) Discuss the consequences. Prompt the students to discuss.

**Repeat Activity:** 7) Repeat #3-6, either with JACK trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #507 UNIT: Exploring Choices and Developing Preferences

**Simulation Purpose**

**Title:** "Chores"--provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated at a table.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Broom, sponge, cleanser

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU'RE CHOOSING BETWEEN CHORES."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "BRIAN, YOU PRETEND FIRST. WILL YOU SWEEP THE KITCHEN FLOOR OR CLEAN ALL OF THE KITCHEN CUPBOARDS?"

4) "WHAT ARE YOU GOING TO DO?" (If needed prompt BRIAN to make a selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with BRIAN trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

## CARD #508 UNIT: Exploring Choices and Developing Preferences

**Simulation Purpose**

**Title:** "Field Trip With *Who?*"-provides opportunities to select and experience choices before going into the actual situation.

**Format:** Small group (2-6 students) seated in desks.

**Entry Level:** Understanding the concept of "pretend". Indicate choice by pointing, gesturing or verbalizing.

**Preparations and Materials**

**Prepare:** Review the instructions below and decide on how the simulation will be run in your classroom. Adjust the teacher's language and the expected student responses to the student's entry levels

**Materials:** Blackboard, chalk, eraser

**Simulation Activities**

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE WHAT TO DO WHEN YOU HAVE A CHOICE OF FIELD TRIPS WITH CHAPARONES."

2) "IT'S A PRETEND ACTIVITY--YOU WILL TAKE TURNS TELLING US AND THEN SHOWING US WHAT YOU WILL DO."

**Set Up Activity:** 3) "KIM, YOU PRETEND FIRST . DO YOU WANT TO GO TO THE MUSEUM WITH THE PRINCIPAL OR GO SWIMMING WITH ME(The Teacher)?"

4) "WHICH ONE DO YOU WANT TO DO?"(If needed prompt KIM to make a selection.)

**Run Activity:** 5) Conduct the simulation activity and discuss any consequences of the chosen action(s). Prompt the students to discuss.

**Repeat Activity:** 6) Repeat #3-5, either with KIM trying a new choice or with a new student.

**Evaluation**

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

**1) Identify Need for Negotiation**

CARD #520	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher presents a picture showing two students fighting and says, <i>"Is there a problem or no problem?"</i></p> <p><b>Option:</b> _____</p>	<p>The teacher presents a picture showing two students fighting and says, <i>"Is there a problem or no problem?"</i></p> <p>_____</p>	<p>Sally says, "A problem."</p> <p>_____</p>

**1) Identify Need for Negotiation**

CARD #521	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher presents two picture cards, one showing students taking turns and one showing students fighting and says, <i>"Elizabeth, which picture shows a problem?"</i></p> <p><b>Option:</b> _____</p>	<p>The teacher presents two picture cards, one showing students taking turns and one showing students fighting and says, <i>"Elizabeth, which picture shows a problem?"</i></p> <p>_____</p>	<p>Elizabeth points to the picture of the students fighting.</p> <p>_____</p>

**1) Identify Need for Negotiation**

CARD #522	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, <i>"Two boys want to use two different balls. Lorna, is there a problem or no problem?"</i></p> <p><b>Option:</b> _____</p>	<p>The teacher says, <i>"Two boys want to use two different balls. Lorna, is there a problem or no problem?"</i></p> <p>_____</p>	<p>Lorna says, "No problem."</p> <p>_____</p>

**1) Identify Need for Negotiation - Teacher's Choice**

CARD #523	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p> <p><b>Option:</b> _____</p>	<p>_____</p>	<p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

**1) Identify Need for Negotiation**

<b>CARD #524</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The T. A. says, "Two students have been assigned to make a banner. One of them wants to write the words and the other wants to color the words. Greg, is there a problem or no problem?"	Greg shakes his head no. (He is nonverbal.)
<b>Option:</b>	_____	_____

**1) Identify Need for Negotiation**

<b>CARD #525</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher says, "Kiet, if you and Bill both want to use the computer at the same time, is there a problem or no problem?"	Kiet says, "A problem."
<b>Option:</b>	_____	_____

**1) Identify Need for Negotiation**

<b>CARD #526</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The T. A. shows two pictures. One of two girls taking turns, one of two girls fighting. The T. A. says, "Heidi, point to the picture where there is a problem."	Heidi points to the picture of the girls fighting.
<b>Option:</b>	_____	_____

**1) Identify Need for Negotiation - Teacher's Choice**

<b>CARD #527</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

**1) Identify Need for Negotiation**

CARD #528	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher holds up two cards, #1 two boys working with two calculators and #2 one boy working with a calculator, the other boy standing around. The teacher says, "<i>Josh, point to the one that is the problem.</i>"</p>	<p><b>Option:</b> _____ _____</p>	<p>Josh points to the one with only one working.</p>

**1) Identify Need for Negotiation**

CARD #529	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The T. A. says, "<i>Steve, if I tell you to stay in at lunch time to do your math, what is the problem?</i>"</p>	<p><b>Option:</b> _____ _____</p>	<p>Steve says, "I won't get to eat."</p>

**1) Identify Need for Negotiation**

CARD #530	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher holds up two cards. One with two girls cleaning with two sponges and one with the girl pulling on one sponge and says, "<i>Stephanie, point to the one that shows the problem.</i>"</p>	<p><b>Option:</b> _____ _____</p>	<p>Stephanie points to the picture of the two girls pulling.</p>

**1) Identify Need for Negotiation - Teacher's Choice**

CARD #531	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____ _____</p>	<p><b>Option:</b> _____ _____</p>	<p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #532	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, "Joan, if you and Mario both want to watch cartoons for freetime, what is the problem?"	Joan says, "We have to agree on the same cartoon."
Option:	_____	_____

### 1) Identify Need for Negotiation

CARD #533	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, "Ana, you want to play the radio, I want you to work on your homework. What is the problem?"	Ana says, "We want different things."
Option:	_____	_____

### 1) Identify Need for Negotiation

CARD #534	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Sharon is playing Nintendo, Ted is precoached to take it away. The teacher says, "Sharon, what is the problem?"	Sharon says, "Ted is taking the Nintendo."
Option:	_____	_____

### 1) Identify Need for Negotiation - Teacher's Choice

CARD #535	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

**1) Identify Need for Negotiation**

CARD #536	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Cecil continues working on his art when it is time for social studies. The teacher says, "<i>Cecil, I see you want to keep working on art, but you need to stop your art now. So what's the problem?</i>"</p>	<p><i>Cecil, I see you want to keep working on art, but you need to stop your art now. So what's the problem?</i></p>	<p>Cecil says, "I want to do art, not history."</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

**1) Identify Need for Negotiation**

CARD #537	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Both Louis and Don want the same seat in the van. The teacher says, "<i>Louis, what is the problem?</i>"</p>	<p><i>Louis, what is the problem?</i></p>	<p>Louis says, "We both want the seat."</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

**1) Identify Need for Negotiation**

CARD #538	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> The teacher says, "<i>Rache and Scott, you need to make the cookies together now.</i>" They both want to mix. The teacher says, "<i>What is the problem?</i>"</p>	<p><i>Rache and Scott, you need to make the cookies together now.</i></p>	<p>Rachel says, "We both want to mix."</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

**1) Identify Need for Negotiation - Teacher's Choice**

CARD #539	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b></p>	<p>_____</p>	<p>_____</p>
<p><b>Option:</b></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #540	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Cindy and Mike are fighting over the box of colored pencils. The teacher says, "Cindy, what is the problem?"	Cindy points to the colored pencils and signs, "Want." (for I want the pencils)
Option:	_____	_____

### 2) Suggest a Solution

CARD #541	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, "Cindy, you can't both use the colored pencils at the same time. What can you do about it?"	Cindy says, "Take turns Mike?"
Option:	_____	_____

### 1) Identify Need for Negotiation

CARD #542	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T.A. says, "Cary, you and Connie may have a cookie. (There is only one cookie.) The T.A. says, "Show me what the problem is."	Cary points to the single cookie.
Option:	_____	_____

### 2) Suggest a Solution

CARD #543	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T.A. says, "There is only one cookie, Cary, what can you do about it?"	Cary signs, "Half each."
Option:	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #544	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, " <i>Jane and Michael, you can use the computer now. What is the problem?</i> "  <b>Option:</b> _____ _____	<i>Jane says, "We both can't use it at the same time."</i>	Jane says, "We both can't use it at the same time."  _____ _____

### 2) Suggest a Solution

CARD #545	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, " <i>Jane said you can't both use the computer at the same time. What can you do about it?</i> "  <b>Option:</b> _____ _____	<i>Jane says, "We can take turns."</i>	Jane says, "We can take turns."  _____ _____

### 1) Identify Need for Negotiation

CARD #546	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The T. A. says, " <i>Cindy, I want you to do your math instead of having free time. What is the problem?</i> "  <b>Option:</b> _____ _____	<i>Cindy says, "I want to have free time."</i>	Cindy says, "I want to have free time."  _____ _____

### 2) Suggest a Solution

CARD #547	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The T. A. says, " <i>You say you want to have free time but I want you to work. What can you do about it?</i> "  <b>Option:</b> _____ _____	<i>Cindy says, "Have free time now and work later?"</i>	Cindy says, "Have free time now and work later?"  _____ _____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

<b>CARD #548</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Richard and Joe are fighting over the record player. The teacher says, " <i>What is the problem?</i> "	Joe says, "We both want to play our records."
<b>Option:</b>	_____	_____

### 2) Suggest a Solution

<b>CARD #549</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher says, " <i>Joe says you both want to use the record player. What can you do about it?</i> "	Joe says, "We could find a record we both like."
<b>Option:</b>	_____	_____

### 1) Identify Need for Negotiation

<b>CARD #550</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The class is recycling cans. Angela and Tanya are fighting over the crusher. The teacher says, " <i>Angela, what is the problem?</i> "	Angela says, "We both want the crusher."
<b>Option:</b>	_____	_____

### 2) Suggest a Solution

<b>CARD #551</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher says, " <i>Angela says you both want to use the crusher. What can you do about it?</i> "	Angela says, "I could do it today and she could do it next time."
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #552	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The class is on a field trip. The teacher tells Chris and Kimber to get their lunches together. They want to go to different places. The teacher says, "Chris, what is the problem?"	Chris says, "We want to go to different places."
<b>Option:</b>	_____	_____

### 2) Suggest a Solution

CARD #553	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher says, "Chris says you want to go to different places but you are buddies so you need to get your lunches together. What can you do?"	Chris says, We could get his lunch first and then get mine, together."
<b>Option:</b>	_____	_____

### 1) Identify Need for Negotiation

CARD #554	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	Amy is still working on the computer when lunch begins. The teacher says, "Amy, you need to go to lunch. What is the problem?"	Amy says, "I am not done yet."
<b>Option:</b>	_____	_____

### 2) Suggest a Solution

CARD #555	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher says, "You tell me you are not done on the computer yet but you need to go to lunch. What can you do?"	Amy says, "I could stop now and finish after lunch."
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

**CARD #556**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** Valerie and Bonnie are planning a lunch menu. They both want different foods.  
the T.A. says, "Bonnie, what is the problem?"

Bonnie says, "She wants hot dogs; I don't."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### 2) Suggest a Solution

**CARD #557**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The T.A. says, "Bonnie says you can't agree on the lunch menu. What can you do?"

Bonnie says, "She picks hot dogs, I pick dessert."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### 1) Identify Need for Negotiation

**CARD #558**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "Ralph and Rodd, you need to finish your banners now." (There is only 1 set of supplies.) The teacher says, "What is the problem?"

Ralph says, "There is only 1 box of markers."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

### 2) Suggest a Solution

**CARD #559**

**PLANNED TEACHING INCIDENT**

**DESIRED STUDENT PERFORMANCE**

**Example:** The teacher says, "Ralph says there is only 1 set of supplies and you both need them. What can you do to work it out?"

Ralph says, "We can share the markers."

**Option:** \_\_\_\_\_  
\_\_\_\_\_

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #560	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Alex and Jeff each want the same candybar. The teacher says, "Alex, what is the problem?"	Alex says, "We both want the Hershey bar."
Option:	_____	_____
	_____	_____

### 2) Suggest a Solution

CARD #561	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, "The problem is that you both want the same candybar. What can you do about it?"	Alex says, "O.K., we need to work it out."
Option:	_____	_____
	_____	_____

### 3) Follow Through

CARD #562	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, "You need to work it out. What are you going to do about it?"	Alex says, "Jeff, how about if we split it?" (Jeff agrees and they share it.)
Option:	_____	_____
	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #563	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> Wendy and Don are arguing about what game to play. The teacher says, " <i>Wendy, what is the problem?</i> "	_____ _____	Wendy says, "We want to play different games."
<b>Option:</b>	_____ _____	

### 2) Suggest a Solution

CARD #564	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, " <i>Wendy tells me you can't agree on a game to play. What can you do?</i> "	_____ _____	Wendy says, "We could take turns playing both games."
<b>Option:</b>	_____ _____	

### 3) Follow Through

CARD #565	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher says, " <i>I want you to play together so you need to work it out. What are you going to do?</i> "	_____ _____	Wendy says, "Don, let's play your game first, then mine." (Don agrees and they play both games.)
<b>Option:</b>	_____ _____	



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation

CARD #566	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T.A. says, "Betty and Lorna, you need to ask Mr. Johnson what time we need to be ready for the field trip." They start fighting about who will ask and the T.A. says, "What is the problem, Lorna?"	Lorna says, "We both want to ask."
Option:	_____	_____

### 2) Suggest a Solution

CARD #567	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T.A. says, "Lorna tells me you both want to ask Mr. Johnson the questions. What can you do?"	Lorna says, "I could ask this time and Betty could ask next time."
Option:	_____	_____

### 3) Follow Through

CARD #568	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T.A. says, "You need to do this together. What are you going to do to work it out?"	Lorna asks Betty, "Can I say it this time and you can say it next time?" (Betty agrees and they go together and Lorna asks.)
Option:	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation - Teacher's Choice

<b>CARD #569</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

### 2) Suggest a Solution - Teacher's Choice

<b>CARD #570</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

### 1) Identify Need for Negotiation - Teacher's Choice

<b>CARD #571</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

### 2) Suggest a Solution - Teacher's Choice

<b>CARD #572</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 500: Negotiating With Others

### 1) Identify Need for Negotiation - Teacher's Choice

CARD #573	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### 2) Suggest a Solution - Teacher's Choice

CARD #574	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

### 1) Follow Through - Teacher's Choice

CARD #575	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

CARD #576	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

Card # 580 Negotiating With Others

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation. You can help by doing the following:

- 1) *In your class, set up a situation where \_\_\_\_\_ and another student are scheduled to use the computer at the same time.*
- 2) *Observe to see if \_\_\_\_\_ is able to recognize the need for negotiation. (If there is a conflict or a problem.)*
- 3) *If he/she does not recognize the situation or suggest a solution, remind him/her about negotiating.*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Identified need for negotiation and suggested a solution.  
 \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.  
 \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.

Home Card

Card # 581 Negotiating With Others

Dear Parent/Guardian:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation.

You can help by doing the following:

- 1) *Ask your child what board game he/she wants to play.*
- 2) *When \_\_\_\_\_ gives his/her answer, suggest that the two of you play a different game.*
- 3) *If your child automatically agrees or argues about the situation, remind him/her that this is a perfect situation to negotiate.*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Identified need for negotiation and suggested a solution.  
 \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.  
 \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.



Card # 582 Negotiating With Others

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation. You can help by doing the following:

- 1) *When convenient, suggest to \_\_\_\_\_ and another student that they should spend part of class time finishing their projects.*
- 2) *Set up the supplies prior to class so that only one child can use them at a time.*
- 3) *Observe \_\_\_\_\_ to see if he/she recognizes the need for negotiation and suggests a solution. If he/she does not, prompt him/her to suggest a possible solution.*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Identified need for negotiation and suggested a solution.  
 \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.  
 \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.

Home Card

Transition Choices Program

Card # 583 Negotiating With Others

Dear Parent/Guardian:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation.

You can help by doing the following:

- 1) *Suggest to your children that they get to decide what to do for the weekend's activity.*
- 2) *If your children bring up different ideas, ask which activity you are going to do.*
- 3) *If \_\_\_\_\_ is not able to negotiate a compromise, prompt him/her to suggest a solution to the situation.*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Identified need for negotiation and suggested a solution.  
 \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.  
 \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.



Card # 584 Negotiating With Others

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation. You can help by doing the following:

- 1) *Suggest to \_\_\_\_\_ and another student that they get to choose what activity the class will participate in during part of the class time.*
- 2) *Observe the two students to see if \_\_\_\_\_ is able to negotiate with the other student.*
- 3) *If he/she is unable to find a solution, suggest that this is a good opportunity for \_\_\_\_\_ to negotiate and suggest possible solutions.*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Identified need for negotiation and suggested a solution.  
 \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.  
 \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.

Home Card

Card # 585 Negotiating With Others

Dear Parent/Guardian:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation.

You can help by doing the following:

- 1) *While your child is watching television, suggest to him/her that you want to watch another show.*
- 2) *Observe your child's reaction.*
- 3) *If he/she refuses to compromise or automatically agrees to change the channel, prompt him/her to think of a way of solving the problem.*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Identified need for negotiation and suggested a solution.  
 \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.  
 \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.

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Card #586 Negotiating With Others

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation. You can help by doing the following:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) *If \_\_\_\_\_ is not able to negotiate or find a solution, suggest that this is a good situation in which to negotiate.*
- 4) *Check the proper results line below and return the card.*

- Results:** \_\_\_\_\_ Identified need for negotiation and suggested a solution.
- \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.
- \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.

Home Card

Card # 587 Negotiating With Others

Dear Parent/Guardian:

\_\_\_\_\_ is learning to identify a need for negotiation and then to suggest a solution to the situation.

You can help by doing the following:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) *If your child does not negotiate or find a possible solution, suggest that this is an opportunity to negotiate.*
- 4) *Check the proper results line below and return this card to school.*

- Results:** \_\_\_\_\_ Identified need for negotiation and suggested a solution.
- \_\_\_\_\_ Identified need for negotiation and suggested a solution after I reminded.
- \_\_\_\_\_ Did not identify the need for negotiation or suggest a solution.

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## TRANSITION CHOICES PROGRAM

### Unit 600- Respecting the Rights and Preferences of Others

#### Unit Objectives

#### 620-671 COINCIDENTAL

##### TEACHING CARDS

#### **620-643 Identifying Other's Preferences**

- 620-Which Fruit?
- 621-Which Video?
- 622-Field Trip Choice
- 623-Teacher's Choice
- 624-First or Second Lunch?
- 625-Lunch Menu Choice
- 626-Seating Diagram
- 627-Teacher's Choice
- 628-Radio Station?
- 629-Favorite Food?
- 630-Favorite Color?
- 631-Teacher's Choice
- 632-Favorite Person?
- 633-Assigned Task
- 634-No Pizza
- 635-Teacher's Choice
- 636-Invite a Friend
- 637-Board Game
- 638-Like Video?
- 639-Teacher's Choice
- 640-Juice Choice
- 641-Assorted Cookies
- 642-Video Choice
- 643-Teacher's Choice

#### **644-655 Comparing Preferences**

- 644-Classroom Field Trip
- 645-Hairdryer
- 646-Restaurant Choice
- 647-Teacher's Choice
- 648-Clean Up
- 649-Favorite Food?
- 650-Picnic
- 651-Teacher's Choice
- 652-Holding Up Cards
- 653-Paint Family Portrait
- 654-Elective Class Choice
- 655-Teacher's Choice

#### **656-671 Guided and Unguided Solutions**

- 656-Crush Cans
- 657-Video A or B?
- 658-Mix or Measure
- 659-Teacher's Choice
- 660-Zoo
- 661-Shoot Hoops
- 662-Cook
- 663-Teacher's Choice
- 664-Choosing
- 665-Partner
- 666-Party Time
- 667-Teacher's Choice
- 668-Banner for Fair
- 669-Wash Dishes
- 670-Cookies
- 671-Teacher's Choice



# Unit Orientation Card TRANSITION CHOICES PROGRAM

## CARD #600 UNIT: Respecting Others' Rights and Preferences

**Orientation Purpose:** This is a group activity, but may be done individually. Use the following topics, or your own variations, during opening the activity to "prime" students for coincidental teaching. Explain that students should learn about preferences of others. (3 to 5 minutes).

### Orientation Topics

1) **Sample Topic:** "HERE ARE THREE VIDEOS: HOME ALONE II, TEENAGE MUTANT NINJA TURTLES, AND TOYS. WHICH VIDEO DO YOU PREFER? WHICH ONE DOES YOUR NEIGHBOR PREFER? ARE YOUR PREFERENCES THE SAME OR DIFFERENT?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

2) **Sample Topic:** "WHICH FIELD TRIP WOULD YOU LIKE TO GO ON NEXT WEEK? WHICH ONE WOULD THE PERSON TO YOUR RIGHT LIKE TO GO ON? THE PERSON TO YOUR LEFT?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

3) **Sample Topic:** "WHAT IS YOUR FAVORITE FOOD? WHAT IS YOUR MOTHER/FATHER'S FAVORITE FOOD?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

4) **Sample Topic:** "WHICH ELECTIVE CLASS WOULD YOU LIKE TO TAKE THIS/NEXT YEAR? WHICH ONE WOULD YOUR NEIGHBOR LIKE TO TAKE?"

**Your Variation:** \_\_\_\_\_  
\_\_\_\_\_

### Preparing Students For Coincidental Teaching:

"IT'S IMPORTANT TO KNOW WHAT THE LIKES AND DISLIKES OF OTHER PEOPLE ARE? THERE ARE MANY SITUATIONS IN WHICH TWO OR MORE PEOPLE DO NOT AGREE BECAUSE THEY HAVE DIFFERENT PREFERENCES. THIS WEEK WE WILL PRACTICE IDENTIFYING AND RECOGNIZING THE PREFERENCES OF OTHERS."

# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #601 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Video Preference" -(e.g., done just before recreation period)

**Format:** Learning to respect another persons preference for a video to be shown in class.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** Three videos in pictured jackets. Videos are of a length that they can be seen in a limited amount of time.

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO SEE A VIDEO. I WANT TO SHOW THE VIDEO THAT MOST OF YOU PREFER TO SEE."

**Set Up Activity:** 2) "HERE ARE THREE VIDEOS." Point to each video while telling something about them.

3) "WHAT VIDEO DO YOU WANT TO SEE JOAN?"

**Run Activity:** 4) Ask each student the same question.

5) Ask Joan what Rob preferred. Ask Rob what Andrea preferred.

6) Continue questioning the whole group. Each student responds by naming the video or pointing to the video.

**Repeat Activity:** 7) Repeat #4-6 until all of the students have participated.

8) Put their preferences on the blackboard.

9) Show the group the majority preference for the day.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #602 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Cooking Breakfast" - Selecting the Menu (e.g., done just before cooking class).

**Format:** Learning to know and respect another persons preference for selections for the menu.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** A restaurant menu with pictured items (e.g. Denny's)

### Simulation Activities

**Explain Activity:** 1) **"TODAY WE ARE GOING TO DISCUSS OUR PREFERENCES WHILE CHOOSING A MENU."**

**Set Up Activity:** 2) **"THESE ARE OUR CHOICES UP HERE ON THE BOARD. USE THEM TO HELP YOU CHOOSE YOUR PREFERENCE FOR THE MENU."**

**Run Activity:** 3) Ask each student what they want to cook or eat.(i.e. "Liz, what would you like to eat? What else?" Repeat for John, and other students.)

4) Ask each student what the other students want for breakfast.(i.e. **"LIZ WHAT DOES JOHN WANT FOR BREAKFAST? WHAT ELSE?"**) Prompt them until correct, and then reinforce them.

**Repeat Activity:** 5) Repeat #2 until all of the students have participated.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

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# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #603 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Choosing Field Trips"- (e.g., done at Monday morning opening activity).

**Format:** Learning to respect another persons preferences for field trip choices.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** Blackboard, chalk, list of field trip opportunities

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO VOTE ON FIELD TRIP CHOICES FOR NEXT WEEK."

**Set Up Activity:** 2) "HERE ARE THE FIELD TRIP CHOICES." Point to each choice while telling something about them.

3) "WHICH PLACE DO YOU WANT TO SEE JEN?"

**Run Activity:** 4) Ask each student the same question.

5) Ask Jen what Amy preferred. Ask Amy what Todd preferred.

6) Continue questioning the whole group. Each student responds by naming the place or pointing to the place.

**Repeat Activity:** 7) Repeat #4-6 until all of the students have participated.

8) Put their preferences on the blackboard.

9) Show the group the majority preference for the day.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #604 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "School Activity Preference"- (e.g., done at opening activity).

**Format:** Learning to respect another persons preferences for school activities.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** Blackboard, chalk, list of activity opportunities

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO DECIDE ON SCHOOL ACTIVITY CHOICES FOR TODAY."

**Set Up Activity:** 2) "HERE ARE THE SCHOOL ACTIVITY CHOICES." Point to each choice while telling something about them.

3) "WHICH SCHOOL ACTIVITY DO YOU WANT TO DO PATRICK?"

**Run Activity:** 4) Ask each student the same question.

5) Ask Patrick what Meredith preferred. Ask Meredith what Greg preferred.

6) Continue questioning the whole group. Each student responds by naming the activity or pointing to the activity.

**Repeat Activity:** 7) Repeat #4-6 until all of the students have participated.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #605 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Kitchen Cleaning"- (e.g., done just before or at the cooking class)

**Format:** Learning to respect another persons preferences for activities.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** Kitchen, dirty dishes, dirty tables, dirty floor, and materials to clean these dirty items

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO DECIDE ON WHAT JOBS EACH OF YOU WILL TO CLEAN THE KITCHEN TODAY."

**Set Up Activity:** 2) "HERE ARE THE JOB CHOICES." Point to each choice while telling something about them.

3) "WHICH JOB DO YOU WANT TO DO JASON?"

**Run Activity:** 4) Ask each student the same question.

5) Ask Jason what Toby preferred. Ask Toby what Amanda preferred.

6) Continue questioning the whole group. Each student responds by naming the activity or pointing to the activity.

**Repeat Activity:** 7) Repeat #4-6 until all of the students have participated.

8) Clean that kitchen!

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #606 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Food Preparation"- (e.g., done just before cooking class).

**Format:** Learning to respect another persons preferences for preparing a food item.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** Items for cooking two different things for the menu for the day.

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO DECIDE ON FOOD PREPARATION CHOICES FOR THE DAY."

**Set Up Activity:** 2) "HERE ARE THE FOOD CHOICES." Point to each choice while telling something about them.

3) "WHICH ITEM DO YOU WANT TO PREPARE SAMANTHA?"

**Run Activity:** 4) Ask Joel the same question.

5) Ask Samantha what Joel preferred. Ask Joel what Samantha preferred.

**Repeat Activity:** 6) Repeat #4-5 with two new students until all of the students have participated.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.



# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #607 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Music Preferences"- (e.g., done just before recreation period).

**Format:** Learning to respect another persons preferences for music.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences - what each person likes.

**Materials:** 3-4 Different audio tapes with a wide range of types of music, tape player.

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO DISCUSS OUR PREFERENCES FOR TYPES OF MUSIC."

**Set Up Activity:** 2) "HERE ARE THE MUSIC CHOICES." Play to each choice for the students and say something about them after they have heard them.

3) "WHICH TYPE OF MUSIC DO YOU PREFER KEITH?"

**Run Activity:** 4) Ask each student the same question.

5) Ask Keith what Cecilia preferred. Ask Cecilia what James preferred.

6) Continue questioning the whole group. Each student responds by naming the type of music or pointing to the music tape.

**Repeat Activity:** 7) Repeat #4-6 until all of the students have participated.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #608 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Partnering on Work Crew."

**Format:** Learning to respect another person's preferences for activities.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Assign partners and discuss preferences - what each person likes.

**Materials:** Blackboard, chalk, list of work activity opportunities with shared tasks (e.g., crushing cans- one person operates the crusher, one fills the bag).

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO DECIDE ON ACTIVITY CHOICES WITH OUR PARTNERS FOR TODAY."

**Set Up Activity:** 2) "HERE ARE THE WORK TASK CHOICES." Point to each choice while telling something about them.

3) "WHICH WORK TASK ACTIVITY DO YOU WANT TO DO TOM? WHICH ACTIVITY DOES YOUR PARTNER WANT TO DO? WHICH ACTIVITY WILL THE BOTH OF YOU BE DOING TODAY?"

**Run Activity:** 4) Ask each student the same question.

5) Continue questioning the whole group. Each student responds by naming the activity or pointing to the activity.

**Repeat Activity:** 6) Repeat #4-5 until all of the students have participated.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# Unit Simulation Card TRANSITION CHOICES PROGRAM

## CARD #609 UNIT: Respecting Others' Rights and Preferences

### Simulation Purpose

**Title:** "Buddy System"- (e.g., done during opening activity).

**Format:** Learning to respect another persons preferences for places to see.

**Entry Level:** Understand the concept of "preference/choice". Indicate choice by verbalizing, pointing or gesturing.

### Preparations and Materials

**Prepare:** Discuss preferences- what each person likes.

**Materials:** Those needed to simulate a field trip to Seattle Center (Pictures of places, large cards with the names of places in Seattle Center)

### Simulation Activities

**Explain Activity:** 1) "TODAY WE ARE GOING TO PRACTICE DISCUSSING OUR PREFERENCES ON PLACES TO SEE WHILE ON OUR FIELD TRIP. WE ARE GOING TO HAVE 'BUDDIES' ON THIS TRIP."

**Set Up Activity:** 2) "HERE ARE THE CHOICES OF PLACES." Point to each choice while telling something about them.

3) "WHICH PLACE DO YOU WANT TO DO DOUG? WHICH PLACE DOES YOUR 'BUDDY' WANT TO SEE?"

**Run Activity:** 4) Ask each student the same question.

5) Continue questioning the whole group. Each student responds by naming the place or pointing to the place.

**Repeat Activity:** 6) Repeat #4-5 until all of the students have participated.

### Evaluation

**Score:** Give each student a 2, 1, or 0 as follows:

2 = The student indicated or performed an appropriate choice in all opportunities

1 = The student indicated or performed an appropriate choice following teacher or student prompting in one or more opportunities

0 = The student did not indicate or perform an appropriate choice, full teacher prompting did not occur.

**Transfer:** Write in the simulation scores on the Wall Chart.

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Identifying Other's Preferences

CARD #620	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher asks each student what <u>fruit</u> they prefer: apples or oranges. The teacher then asks the target student, "April, what fruit did John say was his favorite?"	April correctly identifies "banana" as John's preferred fruit.
Option:	_____	_____

### Identifying Other's Preferences

CARD #621	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher asks each student what <u>video</u> they prefer. The teacher then asks, "Ying, what video did Harold say he preferred?"	Ying correctly identifies "Ninja movies" as Harold's preference.
Option:	_____	_____

### Identifying Other's Preferences

CARD #622	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher asks each student, "Where do you want to go for our field trip on Friday?" The teacher then asks, "Where did Dwight say he wanted to go?"	David correctly identifies "Kelsey Park" as Dwight's preference.
Option:	_____	_____

### Identifying Other's Preferences - Teacher's Choice

CARD #623	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:		
Option:	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Identifying Other's Preferences

CARD #624	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher asks, "Who wants to go to first lunch? Who wants to go to second lunch?" The teacher then asks, "Sarah, what lunch does John want to go to?"	Sarah says, "John wants second lunch."
Option:	_____	_____

### Identifying Other's Preferences

CARD #625	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher asks each student what they want from the lunch menu. The teacher then asks Ki-Jana, "What does Sam want for lunch?"	Ki-Jana points to Sam's choice.
Option:	_____	_____

### Identifying Other's Preferences

CARD #626	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	Pointing to a seating diagram drawn on the blackboard, the teacher asks each student, "Where would you like to sit in the van?" The teacher then asks, "Ji'elle, where does Arthur want to sit?"	Ji'elle correctly identifies that Arthur wants to sit on the "driver side in the back".
Option:	_____	_____

### Identifying Other's Preferences - Teacher's Choice

CARD #627	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:		
Option:	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Identifying Other's Preferences

<b>CARD #628</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher asks, " <i>What radio station do you like to listen to at home?</i> ". The teacher then asks, " <i>Alex, what did Sean say he listened to at home?</i> "	Alex correctly identifies "New Country, 96.5" as Sean's home station.
<b>Option:</b>	_____	_____

### Identifying Other's Preferences

<b>CARD #629</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher asks each student what his/her favorite <u>food</u> is. The teacher then asks, " <i>Francis, what is Brian's favorite food?</i> " (while holding picture cards).	Francis correctly identifies "Hamburger," Brian's preferred food by pointing to the correct card.
<b>Option:</b>	_____	_____

### Identifying Other's Preferences

<b>CARD #630</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher asks each student what his/her favorite <u>color</u> is. The teacher then asks, " <i>Frankie, what is Eric's favorite color?</i> "	Frankie correctly identifies "blue" as Eric's favorite color.
<b>Option:</b>	_____	_____

### Identifying Other's Preferences - Teacher's Choice

<b>CARD #631</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>		
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Identifying Other's Preferences

CARD #632	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher asks each student who their favorite person is. The teacher then asks, " <i>Who is Sten's favorite person, Han?</i> "	_____ _____	Han correctly identifies "Ken Griffey" as Sten's favorite person.
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Identifying Other's Preferences

CARD #633	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> Ki-Jana is assigned the task of getting lunch for another student. The teacher says, " <i>Ki-Jana, please get lunch for Angela.</i> "	_____ _____	Ki-Jana asks Angela, "Do you want pizza or hamburger?"
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Identifying Other's Preferences

CARD #634	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> After Killial finishes asking his peers what they wanted for lunch, the teacher says, " <i>Killial, pizza was on the menu by mistake.</i> "	_____ _____	Killial tells each peer who chose pizza, "Sorry, no pizza today. Do you want hamburger or fish sandwich?"
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Identifying Other's Preferences - Teacher's Choice

CARD #635	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____	_____ _____	_____ _____
<b>Option:</b> _____ _____	_____ _____	_____ _____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Identifying Other's Preferences

CARD #636	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher says, "Karl, invite a friend to Friday's lunch" (that the classroom will prepare).	Karl asks Cecilia, "Do you want to come to our class lunch on Friday?"
<b>Option:</b>	_____	_____

### Identifying Other's Preferences

CARD #637	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	Rec./Leisure: The teacher says, "Sam, I want you and Ben to decide on a board game to play with each other." Prior to set-up, Ben is prompted to reject Sam's first suggestion.	After Ben refuses Sam's first suggestion, Sam asks, "What game do you want to play, Ben?"
<b>Option:</b>	_____	_____

### Identifying Other's Preferences

CARD #638	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	At the end of a video, the teacher asks "Why did you like it?" to each student. The teacher then asks Lisa, "Why did Alex like the video?"	Lisa repeats the reason given by Alex. "Alex liked the parts with the fighting."
<b>Option:</b>	_____	_____

### Identifying Other's Preferences - Teacher's Choice

CARD #639	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Identifying Other's Preferences

<b>CARD #640</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher gives Stewart two cups of juice (e.g., one cranberry and one orange) and says, "Give one of these to Diallo, please."	Stewart asks Diallo, "Do you want cranberry or orange juice?"
<b>Option:</b>	_____	_____

### Identifying Other's Preferences

<b>CARD #641</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The teacher gives Ian a tray of assorted cookies to offer to peers during snack time. The teacher says, "Give one to each student please."	Ian asks each student "What kind of cookie do you want?"
<b>Option:</b>	_____	_____

### Identifying Other's Preferences

<b>CARD #642</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The T.A. says, "Adam, please put in the movie for the class." (The class usually selects the movie by having each student voice a preference and this has not yet been done.)	Adam asks each student what they want to watch.
<b>Option:</b>	_____	_____

### Identifying Other's Preferences - Teacher's Choice

<b>CARD #643</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Comparing Preferences

CARD #644	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher lists out each student's choice for a classroom field trip on the blackboard. He then asks Darrin, " <i>Is where Samantha wants to go the same or different from where you want to go?</i> "	_____ _____	Darrin correctly identifies that "Samantha wants to go to the same place as me."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Comparing Preferences

CARD #645	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher asks each student, " <i>What type of hair dryer do you have?</i> " and draws the different types on the board. The teacher then asks, " <i>Leanne, is your hair dryer the same or different than Alice's?</i> "	_____ _____	Leanne correctly identifies, "Hers is different than mine."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Comparing Preferences

CARD #646	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> Louis and Joe want to go out to lunch together. The teacher says, " <i>Pick one of these three restaurants, Luis and Joe, to go out to lunch.</i> "	_____ _____	Louis identifies that "Joe wants to go to a different restaurant than me."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Comparing Preferences - Teacher's Choice

CARD #647	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____	_____ _____	_____ _____
<b>Option:</b> _____ _____	_____ _____	_____ _____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Comparing Preferences

CARD #648	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The students need to clean up after class. The teacher asks, " <i>Emily, please find out what the other students want to do and tell me who wants to do the same chores.</i> "	<i>Emily, please find out what the other students want to do and tell me who wants to do the same chores.</i>	Emily correctly reports that "Sam and Richard want to do the same chore; they want to sweep."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Comparing Preferences

CARD #649	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> The teacher asks a group of students, " <i>What is your favorite food and why is it your favorite?</i> " She then asks, " <i>Berkeley, does Jason like potato chips for the same reason as you?</i> "	<i>What is your favorite food and why is it your favorite? Berkeley, does Jason like potato chips for the same reason as you?</i>	Berkeley correctly identifies, "different reasons."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Comparing Preferences

CARD #650	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> At a picnic, the teacher asks (after a student has put condiments on her bun), " <i>Mike, do you want the same condiments on your hamburger as Madeline put on hers?</i> "	<i>Mike, do you want the same condiments on your hamburger as Madeline put on hers?</i>	Mike replies, "I want different stuff on mine."
<b>Option:</b> _____ _____	_____ _____	_____ _____

### Comparing Preferences - Teacher's Choice

CARD #651	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b> _____ _____	_____ _____	_____ _____
<b>Option:</b> _____ _____	_____ _____	_____ _____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Comparing Preferences

CARD #652	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	While holding up cards which say "same" and "different" after students have chosen snacks, the teacher says, "Joy, did Mark choose the same snack as you?"	Joy correctly responds by pointing to the card which says "different."
<b>Option:</b>	_____	_____

### Comparing Preferences

CARD #653	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The class is asked to paint their family portrait. The teacher asks, "Jane, does Carlos's family have the same number of siblings as your family?"	Jane replies correctly, "No, he has three brothers and I only have one sister."
<b>Option:</b>	_____	_____

### Comparing Preferences

CARD #654	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	The teacher asks, "I want everyone to explain why they chose the elective class they did." He then asks, "Pam, did Richard take art for the same reason as you?"	Pam replies correctly that, "Yes, Richard took art for the same reason I did."
<b>Option:</b>	_____	_____

### Comparing Preferences - Teacher's Choice

CARD #655	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Guided and Unguided Solutions

CARD #656	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Ki-Jana and Sam both like to crush cans when recycling. Neither likes to wash the cans. The teacher says, <i>"You need to work together on the recycling; if you both want to do the same thing, you need to work out a solution."</i></p> <p><b>Option:</b> _____</p>	<p>The students watch video B and plan a longer time period next week to watch Video "A."</p>	<p>Ki-Jana says, "Let's take turns today."</p>

### Guided and Unguided Solutions

CARD #657	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Ki-Jana, Sam, Al all prefer to see video A. The other students all prefer to see video B. Video A requires more time to view than video B. The teacher says, <i>"You need to decide which one to see today as a class, the other one can be seen next week."</i></p> <p><b>Option:</b> _____</p>	<p>The students watch video B and plan a longer time period next week to watch Video "A."</p>	<p>The students watch video B and plan a longer time period next week to watch Video "A."</p>

### Guided and Unguided Solutions

CARD #658	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> Ki-Jana and Sam both like to mix rather than measure when baking cookies. The teacher tells them, <i>"You two need to work together to bake today; if you want to do the same things, you need to work it out together."</i></p> <p><b>Option:</b> _____</p>	<p>The students watch video B and plan a longer time period next week to watch Video "A."</p>	<p>Ki-Jana and Sam decide to take turns and switch jobs half of the way through.</p>

### Guided and Unguided Solutions - Teacher's Choice

CARD #659	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<p><b>Example:</b> _____</p> <p><b>Option:</b> _____</p>	<p>The students watch video B and plan a longer time period next week to watch Video "A."</p>	<p>Ki-Jana and Sam decide to take turns and switch jobs half of the way through.</p>

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Guided and Unguided Solutions

CARD #660	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	Ki-Jana and Sam are paired together for the field trip. There are three places to visit within the place they are going. Ki-Jana wants to go to place "A" first, and Sam to place "C." The teacher says, " <i>You two need to work it out together.</i> "	Ki-Jana and Sam decide to go to "A" first and then "C."
<b>Option:</b>	_____	_____

### Guided and Unguided Solutions

CARD #661	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	Ki-Jana wants to shoot baskets in PE class. Sam wants to do archery. The teacher says, " <i>You two need to choose fairly the same activity to do together.</i> "	Ki-Jana and Sam discuss amongst themselves and decide to shoot baskets today and do archery next time.
<b>Option:</b>	_____	_____

### Guided and Unguided Solutions

CARD #662	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>	Melissa and Sam both want to prepare the same menu item. The teacher says, " <i>How can you both do the same thing at the same time?</i> "	Melissa and Sam discuss the situation and decide to work together and take turns.
<b>Option:</b>	_____	_____

### Guided and Unguided Solutions - Teacher's Choice

CARD #663	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
<b>Example:</b>		
<b>Option:</b>	_____	_____

# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Guided and Unguided Solutions

<b>CARD #664</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The students must choose where to go on their field trip. Betsy, Joe, S3, S4 all choose one place. S5, S6, S7 all choose another. The teacher says, <i>"Talk it over with each other and come up with a solution."</i>	All the students give their preferences and agree to go to one place today and the other tomorrow.
<b>Option:</b>	_____	_____

### Guided and Unguided Solutions

<b>CARD #665</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	Ki-Jana and Sam both want to be Josh's partner for the next activity. The teacher says, <i>"Talk it over with each other and come up with a solution."</i>	Ki-Jana and Sam compromise. Ki-Jana is Josh's partner today and Sam will be tomorrow.
<b>Option:</b>	_____	_____

### Guided and Unguided Solutions

<b>CARD #666</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	The class must choose to go on their field trip before or after lunch next week. The teacher says, <i>"I want everyone to tell me when they want to go and then decide as a group when we should go."</i>	All the students tell their preferences and they reach a decision on when to go.
<b>Option:</b>	_____	_____

### Guided and Unguided Solutions - Teacher's Choice

<b>CARD #667</b>	<b>PLANNED TEACHING INCIDENT</b>	<b>DESIRED STUDENT PERFORMANCE</b>
<b>Example:</b>	_____	_____
<b>Option:</b>	_____	_____



# TRANSITION CHOICES PROGRAM

## Coincidental Teaching Card: Unit 600: Respecting the Rights and Preferences of Others

### Guided and Unguided Solutions

CARD #668	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, " <i>Lindsay and Dana, you two need to make the banner for the fair. You need to make sure you both work on it together.</i> "	Lindsay and Dana break down the task into parts and agree to divide them among themselves.
Option:	_____	_____

### Guided and Unguided Solutions

CARD #669	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The T. A. says, " <i>Jason and Andrea you two need to wash the dishes together.</i> "	Jason says, "Andrea do you want to wash or dry?"
Option:	_____	_____

### Guided and Unguided Solutions

CARD #670	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	The teacher says, " <i>Carla, John and Pedro, you three need to make the cookies today.</i> "	Carla says, "Let's write down what we have to do and then we can pick the job we want."
Option:	_____	_____

### Guided and Unguided Solutions - Teacher's Choice

CARD #671	PLANNED TEACHING INCIDENT	DESIRED STUDENT PERFORMANCE
Example:	_____	_____
Option:	_____	_____

## Card # 680 Respecting Others' Rights and Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to ask another student what they want to do.

You can help by doing the following:

- 1) *Have the student ask a peer to do a highly preferred activity, such as using the computer.*
- 2) *Prompt the peer to initially say "no" to the activity suggested, then prompt the peer to suggest an alternative activity.*
- 3) *If \_\_\_\_\_ indicates that the alternative activity is not O.K., remind him/her that compromising is important to do.*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Compromised even if that meant not getting own choice.

\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.

\_\_\_\_\_ Did not compromise.

## Home Card

## Transition Choices Program

## Card # 681 Respecting Others' Rights and Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning to understand other people's choices/preferences and how to compromise when preferences conflict. You can help by doing the following:

- 1) *When your child has a friend over or is with his or her brother or sister, ask each of them what they want to watch on TV.*
- 2) *Let each child say his or her choice. If several different choices are presented, watch to see what decision is made.*
- 3) *Your child should make a compromise with the other children to watch TV, if he/she does not, prompt him/her to make a compromise.*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Compromised even if that meant not getting own choice.

\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.

\_\_\_\_\_ Did not compromise.

## School Card

### Card # 682 Respecting Others' Rights and Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to understand other people's choices/preferences.

You can help by doing the following:

- 1) *When presenting their projects to the class, ask who would like to go first, then second, and etc.*
- 2) *If \_\_\_\_\_ wants to go at the same time as another student, see if he/she will attempt to compromise.*
- 3) *If he/she does not attempt to compromise, remind him/her about others' rights and preferences.*
- 4) *Check the proper results line below and return the card.*

Results: \_\_\_\_\_ Compromised even if that meant not getting own choice.  
\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.  
\_\_\_\_\_ Did not compromise.

## Home Card

### Card # 683 Respecting Others' Rights and Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning to understand other people's choices/preferences and how to compromise/negotiate when preferences conflict. You can help by doing the following:

- 1) *Ask your children which chore they want to do after dinner (for example, clear the table or wash the dishes).*
- 2) *If your children want to do the same chore, watch to see how they work out the situation.*
- 3) *If \_\_\_\_\_ is unable to reach a compromise, remind him/her about what is being taught in school about respecting others' rights.*
- 4) *Check the proper results line below and return this card to school.*

Results: \_\_\_\_\_ Compromised even if that meant not getting own choice.  
\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.  
\_\_\_\_\_ Did not compromise.



## School Card

### Card # 684 Respecting Others' Rights and Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to understand other people's choices/preferences in class.

You can help by doing the following:

- 1) *Say to the class, "We're going to choose one activity to do." (Give each student a partner.)*
- 2) *Have each pair figure out which activity to do during the class session.*
- 3) *Ask \_\_\_\_\_ what some of the activities his/her partner suggested were. Then ask what the group decided to do.*
- 4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Compromised even if that meant not getting own choice.  
\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.  
\_\_\_\_\_ Did not compromise.

## Home Card

### Card # 685 Respecting Others' Rights and Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning to understand other people's choices/preferences and how to compromise when preferences conflict. You can help by doing the following:

- 1) *Before going somewhere in the car, ask your children who wants to sit in the front seat of the car.*
- 2) *If both children respond that they want to sit in the front seat, watch to see what choices they make to resolve the conflict.*
- 3) *Your child should be able to make a compromise or suggest alternative solutions. If he/she does not, prompt him/her about recognizing others' rights and preferences.*
- 4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Compromised even if that meant not getting own choice.  
\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.  
\_\_\_\_\_ Did not compromise.

## School Card

### Card # 686 Respecting Others' Rights and Preferences

Dear Ms./Mr. \_\_\_\_\_:

\_\_\_\_\_ is learning to understand other people's choices/preferences in class.

You can help by doing the following:

1)

2)

3) \_\_\_\_\_ *should attempt to compromise. If he/she does not, prompt him/her to do this.*

4) *Check the proper results line below and return the card.*

**Results:** \_\_\_\_\_ Compromised even if that meant not getting own choice.

\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.

\_\_\_\_\_ Did not compromise.

## Home Card

## Transition Choices Program

### Card # 687 Respecting Others' Rights and Preferences

Dear Parent/Guardian:

\_\_\_\_\_ is learning to understand other people's choices/preferences and how to compromise when preferences conflict. You can help by doing the following:

1)

2)

3) *Your child should attempt to compromise. If he/she does not, prompt him/her to do this.*

4) *Check the proper results line below and return this card to school.*

**Results:** \_\_\_\_\_ Compromised even if that meant not getting own choice.

\_\_\_\_\_ Compromised even if that meant not getting own choice only after I reminded.

\_\_\_\_\_ Did not compromise.



## **APPENDICES**

- A. TCP Student Performance Chart**
- B. Screening and Assessment Forms for the  
Transition Choices Program**
- C. TCP Probe Observations**
- D. Student Participation in the IEP Process**
- E. Contingent Prompting Strategy Card**
- F. Sample Arm Sticker Form**

TCP STUDENT PERFORMANCE CHART  
TRANSITION CHOICES PROGRAM

Student: \_\_\_\_\_ Class: \_\_\_\_\_ School: \_\_\_\_\_ Year: \_\_\_\_\_

Unit	Assessment Type	Initial Date & Score	Progress Date & Score	Mastery Date & Score	Performance Notes
100	Screening	////	////	////	
	Unit Probe				
	Unit Evaluation	////	////		
	Cards Retired	////		////	

200	Screening	////	////	////	
	Unit Probe				
	Unit Evaluation	////	////		
	Cards Retired	////		////	

300	Screening	////	////	////	
	Unit Probe				
	Unit Evaluation	////	////		
	Cards Retired	////		////	

400	Screening	////	////	////	
	Unit Probe				
	Unit Evaluation	////	////		
	Cards Retired	////		////	

500	Screening	////	////	////	
	Unit Probe				
	Unit Evaluation	////	////		
	Cards Retired	////		////	

600	Screening	////	////	////	
	Unit Probe				
	Unit Evaluation	////	////		
	Cards Retired	////		////	

# TRANSITION CHOICES PROGRAM ASSESSMENTS

TCP SCREENING ASSESSMENT- UNITS 100 - 600

School: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

QUESTIONS	STUDENTS																				
<b>Unit 100: Exploring Choices and Preferences</b> <b>In Most Everyday Situations Does the Student:</b> Have opportunities to experience a variety of choice options?  Recognize when choice options are offered?  Express clear preferences in choice situations?  Recognize immediate consequences of choices?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>Unit 100 Score -- Aim Score = 6-8</b> (Most Important: First, Second, Third Items)	-----																				
<b>Unit 200: Choices in Seeking Assistance</b> <b>In Most Everyday Situations Does the Student:</b> Recognize when assistance is/is not needed to make a choice or accomplish an activity?  Indicate when assistance is needed to make a choice or accomplish an activity?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>Unit 200 Score -- Aim Score = 4</b> (Most Important: Both Items)	-----																				
<b>Unit 300: Planning and Following Through</b> <b>In Most Everyday Situations Does the Student:</b> Seek Information on Activities and Events of Interest? Make Choices on Preferred Activities or Events?  Follow Through by Identifying What Needs to be Done to Fulfill the Activity?  Follow Through by Performing the Activity or Participating in the Event?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>Unit 300 Score -- Aim Score = 6-8</b> (Most Important: Second, Third, Fourth Items)	-----																				

**TCP SCREENING ASSESSMENT- UNIT 100 - 600: (Page #2)**

<b>STUDENTS</b>																								
<b>QUESTIONS</b>																								
<b>Unit 400: Recognizing and Asserting Rights</b> <b>In Most Everyday Situations Does the Student:</b> <u>Recognize</u> Personal Rights?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Recognize when Rights are Refused, Neglected, or Ignored by Others?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Appropriately Assert Him or Herself to Secure or Preserve Personal Rights?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
<b>Unit 400 Score -- Aim Score = 4 - 6</b> (Most Important: Second, Third Items)	-----																							
<b>Unit 500: Negotiating with Others</b> <b>In Most Everyday Situations Does the Student:</b> Recognize the Need to Negotiate with Someone Regarding Shared or Un shared Interests?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Negotiate Settlement of a Problem or Conflict with Another Person?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
<b>Unit 500 Score -- Aim Score = 4</b> (Most Important: Both Items)	-----																							
<b>Unit 600: Respecting the Preferences of Others</b> <b>In Most Everyday Situations Does the Student:</b> <u>Listen</u> to What Others Prefer	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Identify the Preferences of Others Regarding Shared or Unshared Interests?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Compare What He/She Prefers to What Others Prefer?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Offer a Solution?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
Follow Through on a Solution?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O			
<b>Unit 600 Score -- Aim Score = 8-10</b> (Most Important: Last Four Items)	-----																							
<b>TOTAL SCORE Aim Score = 32 - 40</b>	---	---	/	40	---	---	/	40	---	---	/	40	---	---	/	40	---	---	/	40	---	---	/	40
<b>UNITS TO ASSESS FURTHER OR TEACH</b> (e.g. 1000, 200, 300, 400, 500, 600)																								









# TRANSITION CHOICES PROGRAM ASSESSMENTS

Date: \_\_\_\_\_

Class: \_\_\_\_\_

TCP ASSESSMENT-UNIT 200: Planning goals and Following Through. School: \_\_\_\_\_

	STUDENT																							
<p><b>1. Does the student seek out information on school activities, events and outings?</b></p> <ul style="list-style-type: none"> <li>• Announced in the school paper?</li> <li>• Announced in a newsletter sent to their home?</li> <li>• Announced on bulletin boards/posters?</li> <li>• Announced in class by the teacher?</li> <li>• Announced over the PA?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<p><b>2. Does the student make choices among simultaneously available options (events, activities, items to purchase)?</b></p> <ul style="list-style-type: none"> <li>• By evaluating how much something would cost in terms of money and/or effort?</li> <li>• By determining if friends are also interested in a particular purchase (e.g., clothing accessory), event or activity?</li> <li>• By determining if their parents/guardians support their participating in an option?</li> <li>• By determining which options conflict with other responsibilities or commitments?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<p><b>3. Does the student plan out what they need to do to participate in a school activity, event or outing?</b></p> <ul style="list-style-type: none"> <li>• Gather specific information regarding an activity (e.g., where, when, cost, access)?</li> <li>• Use a tool such as a weekly planner, written memorandum, etc. as a self-prompting aid?</li> <li>• Plan how they are going to travel to and from.</li> <li>• Plan for an activity/event?</li> <li>• Plan for changes of weather, cancellation of an activity or other disruptions to their plan?</li> <li>• Find out if friends/peers are interested in accompanying them to an activity/event?</li> <li>• Find out what they need to be prepared for an activity/event (e.g., class registration)?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<p><b>4. Does the student seek out information on community activities/events?</b></p> <ul style="list-style-type: none"> <li>• Announced over the TV, radio or in the newspaper?</li> <li>• Discussed by friends?</li> <li>• Announced in school or discussed in class?</li> <li>• Does the student seek specific information regarding where, when, and how much different options will cost?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O

TCP ASSESSMENT-UNIT 200: Planning Goals and Following Through (Page #2)

Questions	STUDENT																				
<p><b>5. Does the student plan out what need to be done to participate in a community activity, event or outing?</b></p> <ul style="list-style-type: none"> <li>• Gather specific information regarding an activity (e.g., where, when, cost, access)?</li> <li>• Use a tool such as a weekly planner, written memorandum, etc. as a self-prompting aid?</li> <li>• Plan how they are going to travel to and from, or pay for an activity/event?</li> <li>• Plan for changes of weather, cancellation of an activity or other disruptions to their plan?</li> <li>• Find out if friends/peers are interested in accompanying them to an activity/event?</li> <li>• Find out what they need to be prepared for an activity/event (e.g., class registration)?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<p><b>6. What degree of independence does the student's guardians expect of the student in:</b></p> <ul style="list-style-type: none"> <li>• On campus class events during school hours?</li> <li>• On campus class events after school hours?</li> <li>• Off campus class events during school hours?</li> <li>• Off campus class events after school hours?</li> <li>• School wide events during school hours?</li> <li>• School wide events after school hours?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<p><b>7. What degree of independence does the student's guardians expect of the student in seeking and performing various neighborhood chores?</b></p> <ul style="list-style-type: none"> <li>• Baby-sitting?</li> <li>• Paper Route</li> <li>• Part-time retail employment (e.g., McDonalds)?</li> <li>• Doing household work for neighbors for pay?</li> <li>• Volunteer work (church nursery, mother's helper, etc.)?</li> </ul>	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>TOTAL SCORE</b>																					







# TRANSITION CHOICES PROGRAM ASSESSMENTS

**TCP ASSESSMENT-UNIT 400: Recognizing Personal Rights (page 1 of 1)**

**School:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## STUDENT

<b>1. Recognizing Personal Rights 1</b> • By identifying when a request is non-binding (e.g., "Do you want to do this?") • By identifying when a directive is non-binding ("Let me cut in front of you") • By pointing to pictorial or representations of rights and non rights (Contrasting pictures of children included/ excluded from a game.) • By identifying verbal descriptions of rights and non rights (If I took your pencil...) • By identifying actions pertaining to rights and non rights (All choose tasks except student)	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
<b>2. Asserting Personal Rights</b> • By expressing a preference when it is not offered to him/her, but is offered to others. • By refusing a request that is unreasonable (give me your lunch) • By refusing a non binding request that is contrary to his/her preferences • By calling attention to an injustice or unfairness	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
<b>3. Does the Student Use Appropriate Behavior When Asserting Him/Herself?</b> • By using an appropriate tone of voice (e.g., not giggling when saying no) • By using appropriate voice volume (not whispering when saying "that's mine!") • By maintaining eye contact • By using appropriate facial expressions (not grinning when saying "I'm first!")	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
<b>4. Does the Student Defend Him/Herself from Unfair Criticism</b> • From non-disabled peers? • From disabled peers? • From adults?	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	
<b>Total Score</b>	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32	—	/ 32

# TRANSITION CHOICES PROGRAM ASSESSMENTS

TCP ASSESSMENT-UNIT 500: Negotiating -- reaching an agreement on the amount, duration, or order in which something should be given or done (Page 1 of 2).

School: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	STUDENT																				
<b>1. Does the student Negotiate in Group Learning or Work Activities?</b> To Substitute Activities or Lessons To Change the Duration or Amount of a Lesson or Activity To Exchange Duties or Responsibilities with a Peer	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>2. Does the Student Negotiate in Individual Learning/Work Settings?</b> To Change the Type of Tasks or Assignments To Change the Duration of Tasks or Assignments To Change the Number of Tasks or Assignments To Delay Completion of Tasks or Assignments	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>3. Does the Student Negotiate Performing Errands or Chores?</b> To Delay Their Initiation To Delay Their Completion To Reduce Their Number To Change an Expected Reward or Consequence	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>4. Does the Student Negotiate when Dining or Taking Breaks?</b> To Change Seating/Location To Extend/Decrease Duration To Exchange Items with Peers To Change Responsibilities (e.g., cleaning up)	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
<b>5. Does the Student Negotiate During Recreation/Leisure Activities?</b> To Exchange Items with Peers To Participate with Peers	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O
	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O	0	2	N/O



# TRANSITION CHOICES PROGRAM ASSESSMENTS

**TCP ASSESSMENT-UNIT 600: Respecting What Others May Want (page 1 of 1)**

School: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

	STUDENT									
<p><b>1. Does the Student Listen to What Others Prefer in Group Learning or Work Activities?</b></p> <ul style="list-style-type: none"> <li>• By repeating what others say</li> <li>• By pointing to a person who gave a preference</li> <li>• By listening quietly while others are talking</li> <li>• By pointing to pictorial representations of what others prefer</li> </ul>	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O
<p><b>2. Does the Student Identify the Preferences of Others in Individual Learning/Work Settings?</b></p> <ul style="list-style-type: none"> <li>• By Asking What Others Prefer</li> <li>• By Asking if What They Prefer is OK with the Other Persons (e.g., "Dan, OK?")</li> <li>• By Pointing to a Pictorial Representations of What Others Prefer</li> </ul>	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O
<p><b>3. Does the Student Compare What S/he Prefers to What Others Prefer?</b></p> <ul style="list-style-type: none"> <li>• By Listing the Consequences of different Preferences (reasons, results).</li> <li>• By Affirming that a Consequence is Likely for a Given Preference</li> <li>• By Pointing to Pictorial Representations of Likely Consequences</li> </ul>	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O
<p><b>4. Does the Student Offer a Solution to a Clash of Preferences with Another Person?</b></p> <ul style="list-style-type: none"> <li>• By Suggesting How Both Preferences Can be Satisfied.</li> <li>• By Suggesting A Compromise</li> <li>• By Persuading Others to Follow His/Her Preferences</li> <li>• By Following the Preferences of Others</li> </ul>	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O
<p><b>5. Does the Student Follow Through on a Solution?</b></p> <ul style="list-style-type: none"> <li>• By Acting on a Selected Solution</li> </ul>	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O	0 2 N/O
<b>Total Score</b>	___ / 30	___ / 30	___ / 30	___ / 30	___ / 30	___ / 30	___ / 30	___ / 30	___ / 30	___ / 30

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ IEP Date: \_\_\_\_\_ Date: \_\_\_\_\_

**Philosophy:** Students should be involved in the IEP process to the extent that their level of participation: a) is voluntary, b) contributes to the process, and c) reflects their interests and preferences.

**KEY:** T = Mainly True, F = Mainly False, ? = Don't Know

<u>Is/Was</u>	<u>Planned</u>
_____ 1) The student participates in assessments to be used in IEP's.	_____
_____ 2) The student is consulted by the teacher regarding his/her concurrence on IEP goals/objectives/activities.	_____
_____ 3) The student is consulted by other MDT team members regarding his/her concurrence on IEP goals/objectives/activities.	_____
_____ 4) The student makes suggestions for IEP goals/objectives/activities.	_____
_____ 5) The student participates in informal preparatory activities for eventual participation in IEP meetings or other IEP functions.	_____
_____ 6) The student participates in formal preparatory activities for eventual participation in IEP meetings or other IEP functions.	_____
_____ 7) The student displays comfort with, and willingness to be present at IEP functions.	_____
_____ 8) The student's parents/guardian show they are comfortable with, and willing to have their child attend IEP functions.	_____
_____ 9) The student attends IEP meetings or other IEP functions.	_____
_____ 10) The student is involved in discussions during IEP meetings.	_____
_____ 11) The student can identify one or more IEP goals/objectives/activities.	_____
_____ 12) The student can identify most or all IEP goals/objectives/activities.	_____
_____ 13) The student is one of the IEP signatories.	_____
_____ 14) The student conducts parts of the IEP meeting with guidance from the team.	_____
_____ 15) The student conducts the entire IEP meeting with guidance from the team.	_____
_____ / 15 (current)	_____ / 15
<b>OVERALL LEVEL OF IEP PARTICIPATION (Planned)</b>	

\*TCP: Transition Choices Program, Experimental Education Unit, University of Washington



# TRANSITION CHOICES PROGRAM

## TCP PROBE OBSERVATIONS

**KEY** Cards: Select Probe Incidents from Coincidental Teaching Cards for Each Unit  
**Result: 0 = Inappropriate or No Response, 2 = Appropriate Response to Card Incident**

### Unit 100: Exploring Choices and Developing Preferences

Student	Date	Cards Used In Probe	Result
		# _____	0    2
		# _____	0    2
		# _____	0    2
<b>Score</b>			___ / ___

### Unit 200: Planning Goals and Following Through

Student	Date	Cards Used In Probe	Result
		# _____	0    2
		# _____	0    2
		# _____	0    2
<b>Score</b>			___ / ___

### Unit 300: Choices in Seeking Assistance

Student	Date	Cards Used In Probe	Result
		# _____	0    2
		# _____	0    2
		# _____	0    2
<b>Score</b>			___ / ___

### Unit 400: Recognizing and Asserting Personal Rights

Student	Date	Cards Used In Probe	Result
		# _____	0    2
		# _____	0    2
		# _____	0    2
<b>Score</b>			___ / ___

### Unit 500: Negotiating for Choices

Student	Date	Cards Used In Probe	Result
		# _____	0    2
		# _____	0    2
		# _____	0    2
<b>Score</b>			___ / ___

### Unit 600: Respecting the Preferences of Others

Student	Date	Cards Used In Probe	Result
		# _____	0    2
		# _____	0    2
		# _____	0    2
<b>Score</b>			___ / ___

### TCP Lesson Reminder

STUDENT CARD	TIME	RESULT



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