



# 721Q Instructional Focus

For the 2018-19 school year, 721Q will continue to promote independence by providing every student, every day, with the highest quality of instruction in order to foster the skill of engaging in genuine student-to-student communication.

## WORKSTUDY

### Students will:

Complete monetary transactions with a peer while staying on budget

Give respectful feedback to a peer

Solve a problem with a peer using an appropriate solution or self-regulation

Follow the steps of a work-based task taking turns with a peer

Use their PMC to communicate to a peer they have completed a task/job and then offer help

### Teachers will:

Demonstrate/model clear expectations of work-related behavior

Group students purposefully, considering preferences and skills

Implement structures for peer collaboration and turn-taking

Prepare students with work-related vocabulary to prepare for job interviews

Provide students with opportunity to practice skills in real-life situations

### Families will:

Give the child the opportunity to share information about their day with a relative or sibling

Pose questions regarding what the child has learned

Ask the child to either demonstrate or explain the day's lesson

### School Leaders will:

Provide appropriate resources and supports

Provide frequent and actionable feedback based on teacher goals and student communication

Provide differentiated professional learning opportunities to support the development of highly effective practices



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**12:1:1**

## Students will:

Ask each other for assistance during an activity or community outing

Give feedback to each other

Assess a peer using the communication common rubric

Accept a critique from a peer or staff member

Express their opinions and accept the different opinions of others

## Teachers will:

Provide students with an assessment to identify areas of improvement

Provide students with rubrics for peer-to-peer assessments

Model appropriate coping strategies and proper communication skills

Create materials that foster/encourage classroom conversations

Plan lessons with open-ended questions to encourage classroom conversations

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## CLUSTERS

### Students will:

- Ask a peer for assistance during a task
- Give feedback to the work of another student
- Initiate distributing classroom materials as needed
- Take turns in a leadership role during an activity
- Express preferences/wants/needs to a peer during an activity

### Teachers will:

- Model ways to provide constructive criticism to peers
- Place students into meaningful groups
- Have students' communications systems ready
- Make sure expectations are communicated clearly to the students
- Provide a safe environment for students' voices to be heard

### Families will:

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8:1:1

## Students will:

Identify when it is their turn and when it is a peer's turn

Differentiate between an appropriate and an inappropriate social interaction

Recognize a peer who can help them and request help

Orient their bodies toward the peer/person who is speaking

Identify their needs and the needs of a peer

## Teachers will:

Provide students with opportunity to work in groups

Model and demonstrate appropriate social interactions

Demonstrate how to provide support to others

Create task and activities that incorporate students PMC

Create a safe space for students to express their feelings and thoughts

## Families will:

Give the child the opportunity to share information about their day with a relative or sibling

Pose questions regarding what the child has learned based on a form sent daily by the teacher

Ask the child to either demonstrate or explain the day's lesson using a daily prompt sent by the teacher

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6:1:1

## Students will:

Familiarize themselves with peers that use other modes of communication than verbal

Choose a peer to work with during an activity

Distribute materials to their peers

Greet their peers using their PMC

Independently identify a peer who needs an item

## Teachers will:

Be familiar with various communication systems

Have students pictures/names available during tasks

Model appropriate ways to distribute class materials and take turns

Use scaffolding strategies to foster independence

Plan lessons that encourage students to work as a team

## Families will:

Give the child the opportunity to share information about their day with a relative or sibling

Pose questions regarding what the child has learned based on a form sent daily by the teacher

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**12:1:4**

## Students will:

Greet staff and peers using accommodations

Choose a peer during a classroom activity

Identify peers' pictures using eye gaze or touch

Engage with a peer during an activity or task

Pass items to peers during a classroom task

## Teachers will:

Maintain and record on students' AAC devices

Provide multiple systems for students to identify peers

Provide pictures and supports for students

Create opportunities for peer to peer engagement

Plan motivating activities to encourage student participation

## Families will:

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Pose questions regarding what the child has learned based on a form sent daily by the teacher

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## School Leaders will:

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