SPECIAL EDUCATION COURSE OUTLINE

Department: Special Education
Course Code: 5557
Grade Level: 6-12
Course Title: Mobility/Transportation MS/SDC
Course Length: 1 Year
Credits/Semester: 5

Required for Graduation: No
Meets H.S. Grad Requirement: NO
Elective Credit: X
Prerequisites: IEP placement in a M/S classroom, participates in the California Alternate Performance Assessment (CAPA)

COURSE DESCRIPTION:

Mobility and Transportation is a course designed to develop students’ independent movement skills. Students should be placed into a mobility program based on student needs, informal assessments, and IEP objectives. Students will be given the opportunity to develop gross/fine motor skills through direct instruction, guided practice, the use of specialized equipment, and supplemental activities. Fine motor skills will focus on daily living skills such as: eating, writing/keyboarding, recreational/leisure, and other activities.

The goal of LBUSD is to enable students identified as individuals with exceptional needs to improve his/her skills in mobility (gross and fine motor) and transportation (moving from one place to another.) Building these skills will allow a student to function as independently as possible at home, at school, in a vocational setting and in the community.

A student’s mobility and transportation program may include components of M.O.V.E. If a student is predominantly in the M.O.V.E. curriculum, this course should be replaced with the M.O.V.E. course or be enrolled in M.O.V.E. in addition to this course.

GOALS:

Students will:
✓ Develop gross motor skills necessary to participate in Functional Academics; LA, Math, Daily Living Skills, and Mobility/Transportation.
✓ Develop fine motor skills necessary to manipulate small objects.
✓ Develop functional mobility in and out of the classroom in order to participate as independently as possible at home, at school, in a vocational setting and in the community.
✓ Maintain and improve nutritional and health (i.e.: digestion, body posture, bone density, respiration, and personal health including keeping self clean and well presented).
✓ Develop appropriate eating skills (i.e.: using utensils and self-monitoring of the eating process).
✓ Develop dressing skills that will enable students to participate as fully as possible at home, at school, in a vocational setting and in the community.
✓ Develop writing/keyboarding skills.
✓ Explore and develop personal interests in a variety of recreational/leisure activities (i.e.: sports, arts, music, games).

California Alternate Performance Assessment (CAPA)
Physical Education Content Skill and Knowledge Standards
Physical Education/CAPA STANDARD 1

Safety
① Learn to use equipment safely and responsibly.

Physical Education/CAPA STANDARD 2

Movement/Mobility
① Identify various parts of the body and their locations- (i.e.: arms, legs, and hands).
② Place the body and limbs in different positions, demonstrating high, middle, and low levels.
③ Balance while bending, twisting, or stretching.
④ Travel and change direction quickly in response to signal.
⑤ Travel in different ways in a large group without bumping into others or falling.
⑥ Travel in relationship to objects: over, under, behind and through.
⑦ Maintain continuous aerobic activity for a specified time.

Physical Education/CAPA STANDARD 3

Fine Motor
① Manipulate with accuracy and speed

Physical Education/CAPA STANDARD 4

Recreation/Leisure Sportsmanship
① Play and assist others in activities in groups of three to five
② Participate in games, sports, dance, and outdoor pursuits, both in and outside of school, according to individual interests and capabilities
③ Toss and catch a ball with any part of the body
④ Strike a stationary ball with any part of the body
⑤ Recognize the fundamental strategies in simple games
⑥ Accept and respect the decisions made by game officials-whether they are students, teachers, or officials outside of school

Physical Education/CAPA STANDARD 5

Growth and Maturation
① Begin to recognize changes in his/her body, such as changes in height and weight

PERFORMANCE OBJECTIVES:

Upon completion of this course of study and according to individual ability levels and Individual Educational Program goals, the student will demonstrate the ability to:

Gross Motor
① Assist in transfers to/from floor, chair, bed, car, changing table, toilet, shower, etc.
② Roll and adjust body to assist in changing and/or toileting.
③ Sit independently.
④ Stand independently.
⑤ Pivot independently.
⑥ Walk independently.
⑦ Manipulate sports and cleaning tools/equipment (i.e., broom, vacuum, mop, hockey stick, baseball bat).
⑧ Negotiate stairs, ramps, elevators, escalators.
⑨ Run or independently motor in an electric or manual wheelchair.
⑩ Carry a specified amount of weight (i.e., grocery bags).
⑪ Maintain and improve nutritional and health (e.g. digestion, body posture, bone density, respiration, personal hygiene).
Explore and develop personal interests in a variety of recreational/leisure activities (i.e.: sports, arts, music, games).

**Fine Motor**

- Use writing utensils to trace, copy and write letters and numbers
- Use a keyboard to type letters/numbers
- Dial a phone
- Hold hygiene object (i.e., comb, wipe/washcloth, and deodorant) and use it on their body appropriately
- Manipulate clothing fasteners (i.e., buttons, zippers, shoe laces)
- Use eating utensils
- Use a spoon to scoop food
- Use a fork to pierce food
- Use a fork or spoon to bring food to mouth
- Use a fork and knife to cut food
- Open a variety of food containers, with or without can openers
- Pour liquid from a container into a cup
- Drink from a cup or sports bottle
- Drink from a straw
- Manipulate a device (i.e., mouse, switch, touch-screen) to operate a computer program
- Manipulate recreational game pieces (i.e., board pieces, checkers)
- Manipulate small tools (i.e., hammer and nails, screwdriver)
- Manipulate electronic devices (i.e., games, TV remote controls)
- Manipulate communication devices (i.e., Big Mac switch, picture cards)
- Develop eating skills
- Develop dressing skills that will enable them to participate as fully as possible at home, in school, in a vocational setting and in the community
- Develop writing/keyboarding skills
- Explore and develop personal interests in a variety of recreational/leisure activities (i.e., sports, arts, music, games)

**OUTLINE OF CONTENT AND TIME ALLOTMENT:**

Mobility/Transportation should be taught one period daily or one block. Each topic for instruction should be covered every year by integrating and revisiting related topics in a recursive effect.
OR:
The teacher may teach the various performance objectives throughout the year on a continual basis as they relate to the content or monthly theme. For example, a teacher may teach safety in November, however the protective vocabulary is paced to teach later in the year. The teacher has the flexibility to teach the safety, ensuring that the performance objectives in this course outline are used to drive the instruction.

Community-Based Instruction (CBI):
Due to the difficulty MS students have in generalizing and transferring learning, it is imperative that students practice their mobility skills in the environments in which they will be using them. Community-Based Instruction becomes an invaluable tool for assisting the student with a severe cognitive impairment to learn, retain, and master the skills needed to become an effective member of society.

Assistive Technology (AT) and Augmentative/Alternative Communication (AAC):
Assistive Technology (AT) and Augmentative/Alternative Communication (AAC) devices and materials that have been assigned to the student through IEP documentation need to be integrated into the program whenever possible.

METHODS:
Teachers will use a variety of instructional methods and strategies including large, small, and individualized instructional groupings. Methods of instruction should be determined by expected student outcomes, the particular learning goal, and the preferred learning modality of the student. Instructional strategies may include:

- OT/PT Teacher input
- A.P.E. Teacher input
- Backward and Forward Chaining- Task Analysis (i.e., Dressing/Undressing)
- Community Based Instruction
- Generalization of skills over multiple settings with a variety of instructions and materials
- Use of actual objects/materials that will be used in community/life settings
- Comprehensible input, modeling, guided practice, independent practice
- Use of a variety of multimedia (including appropriate computer software to present, teach, practice and reinforce skills
MATERIALS USED IN TEACHING THE COURSE:

Basic Materials/Text:
The Basics (San Bernardino City USD)
Survival Signs Activity Cards (PCI)
Photo Bingo (PCI)
Teaching Telephone (Learning Resources)
Jumbo Primary Time Teacher Kit (Learning Resources)
Big Digit Desktop Calculator (PCI)
Trading Up PCI
Touch Math- Kit A (PCI)
Everyday Counts Calendar Math Program (Great Source)
Touch Money (PCI)

Suggested Supplemental Materials

- Gross/Motor equipment:
  - Gait trainer
  - Stander (fixed or mobile)
  - Specialized chairs (i.e.: tumbler, table chair)
  - Walker
  - Community areas: stairs, ramps, escalators, weights
  - Electronic equipment
  - Other

- Communication equipment
  - Picture cards
  - Communication boards
  - Recorded voice output devices
  - Computers/computer programs with/without touch screen access if appropriate

- Specialized eating equipment
  - Scooper bowl
  - Adapted spoons/ forks/ knives
  - Sipper cups/sports bottles

- Classroom Equipment
  - Changing tables
  - Eating utensils
  - Mats
  - Clothes and clothing fasteners
  - Hygiene objects (i.e., toothbrush, toothpaste, deodorant, comb)
  - Sports and leisure equipment (i.e.: ball, board games)
  - Computer
EVALUATION:
Evaluation of student progress is ongoing and may contain both formal and informal assessments. Progress is reported to parents regularly through parent conferences, regularly scheduled school report cards, IEP Progress Reports and Individual Educational Program annual reviews and triennials. Specific assessments may be determined by the student’s ability level and his/her Individual Educational Program.

(Examples:)
- OT/PT Specialist input
- A.P.E. Teacher input
- M.O.V.E. assessment - quarterly
- Checklists
- Performance Tasks
- IEP Progress reports
- IEP annuals and triennials
- Gross/Fine motor portfolio
- Documentation of specific skills
  - Writing samples
  - Photography, video
  - Teacher documentation of skill

Grading:

1. The Content Score is the percentage completed of the assignment/task given to the student at his/her instructional level (not necessarily age/grade level.)
2. This score may be averaged with the Independence Score (i.e., Student would not normally perform a task (scores a 1). The teacher must now provide some support. Student’s content score is now a 3, but the independence score was a 2. Average score: 2.5)

Content Score:

| 90 -100% task/assignment complete | 4 | Advanced Proficient | A |
| 70 - 89% task/assignment complete | 3 | Proficient           | B |
| 60 - 69% task/assignment complete | 2 | Partially Proficient | C |
| Below 60% completed tasks         | 1 | Limited Proficient   | D |

Independence:

- Performs skill independently: 4 Advanced Proficient
- Performs w/gesture/verbal prompt: 3 Proficient
- Performs w/physical prompt: 2 Partially Proficient
- Tolerates engagement: 1 Limited Proficient

*Rubrics for each assignment/task must be developed by the teacher/team with specific criteria for “4” versus “2”.

(i.e.: To score a 4, student:
- negotiates stairs stepping with alternating feet up and down the stairs (100%)

To score a 2, student:
- negotiates stairs one by one with two feet and hangs on to the railing (60%)