

## Assignment 2

Pick one of the four scenarios below. Describe what you would do to ensure the child's success. If there are materials you'll provide that are commercially available or already made identify them. If there are teacher made materials needed describe what these are, or better yet, make them!

1. Cody is a kindergarten student who reads braille. Ms. Parker has never had a braille reader in her kindergarten class, but she is excited to have Cody and understands your role in supporting his learning. In morning circle during September, she has talked with the children about what day of the week it is, which day was yesterday, and which day is tomorrow. Next week October begins and she is going to introduce the class to a calendar. She asks you what she needs to do so Cody can participate in morning circle by walking up and placing the card for the date on the classroom calendar (e.g., 15 on October 15 which this year is a Wednesday).
  - a. What concepts do you need to pre-teach Cody?
  - b. What materials, if any, will Cody need to have during morning circle?
  - c. Are there adaptations to the calendar Ms. Parker is going to use that need to be made? If so, what are they?
  - d. Do you have any specific directions for Ms. Parker to consider using during calendar time? What are they?
  - e. Please share anything else that you would do/share/encourage so that Cody has success and develops understanding.
  
2. Amanda is a first-grade student who reads braille and has a small bit of useful vision that allows her to see color. Her teacher, Mr. Johnson, is a brand-new teacher with lots of enthusiasm. He is excited to have Amanda in class, but he is a bit nervous since this is his first year of teaching. He also isn't quite sure what his role and your role should be. Last week Mr. Johnson reviewed with the class how to distinguish different shapes (circles, triangles, squares, rectangles, and trapezoids) by using manipulatives with the entire class. He then showed them how to partition a circle and a rectangle into various equal parts also using manipulatives, and everyone understood. He was quite proud of himself, since he addressed everyone's needs. Next week he is planning to give all the students worksheets that have pictures of these different shapes, and ask the students to identify each shape and then partition some of these shapes into different equal parts. He is at a loss as to how to make these worksheets

accessible for Amanda, and how she will be able to draw like his other students.

- a. What concepts do you need to pre-teach Amanda?
  - b. Are there adaptations to the worksheets that need to be made? If so, what are they?
  - c. What materials and/or tools, if any, will Amanda need to have available in order to complete these worksheets?
  - d. Do you have any specific directions for Mr. Johnson to consider using during worksheet time? What are they?
  - e. Please share anything else that you would do/share/encourage so that Amanda has success and develops understanding.
3. Mrs. Jemez is the paraprofessional for Holly, a kindergarten student who is a beginning braille reader. They are in a rural district with limited services from you, the teacher of students with visual impairments. When you come for your weekly session with Holly, Mrs. Jemez takes her break and then has recess duty with the class followed by prep time for the kindergarten teacher. After looking online and educating herself about braille, Mrs. Jemez is confident she can meet Holly's needs when you are not there. She begins working with Holly in math class on braille numbers, addition, and subtraction. The issue, she is not braille numbers, addition, and subtraction symbols correctly. She's even braille "x" for the equals sign! As the TSVI, you're concerned because Holly is not improving in her reading of math symbols and when you ask her to braille her numbers she is often beginning with a "v" and inconsistently has numbers in the upper and lower part of the cell. Holly understands number concepts when using manipulatives. In visiting with Mrs. Jemez, you learned that Mrs. Jemez was being inconsistent because some of what she was using from the internet was not accurate.
- a. How will you inform Mrs. Jemez about what you are teaching Holly without alienating her?
  - b. What practices can you put in place so that you can oversee the materials Mrs. Jemez is preparing for Holly when you are not there?
  - c. You know of an upcoming workshop being offered by your state AER that will have several sessions appropriate for Mrs. Jemez including one about Nemeth Code and one about early math concepts. What will you share with administrators to help them understand the importance of allowing Mrs. Jemez to attend the

AER conference. Your district typically does not provide this type of opportunity for paraeducators.

- d. You get permission to meet with Mrs. Jemez 1:1 for an hour to give her an inservice on Nemeth Code. Prepare the materials you will share with Mrs. Jemez during your session together.
4. Jose is a rambunctious 6 year old who has been learning braille since age 4. He is the youngest of three children of Gabby, a single mother who works hard to ensure all three of her children have success. Miguel is 7 and Maria is 9. When she takes the children out, she views it as a fun time for them to be together and not as a potential educational opportunity for Jose and his brother and sister. As Jose's teacher of students with visual impairments, you want to encourage Gabby to take opportunities to reinforce math concepts Jose is learning in school. Jose tells you that next weekend his family is going to the new shopping mall. You text Gabby and ask if she is open to having Jose practice some of his math skills at the mall. She texts back and tells you she will try to do so, but she is not sure how to get him to practice math skills at the mall. Design the materials you send home with Jose to take to the mall. These include:
- a. A list of ideas Gabby can do that will allow Jose to practice counting, shapes, money skills, and positional concepts. You point out ways she can have Jose "see" math in things they encounter such as the play space has a circular tunnel and his soda cup has a circular top.
  - b. A game that he can play with his brother and sister at the mall that will reinforce math concepts. The game you design for the three children to play needs to incorporate one or more of the concepts from the list above and be accessible to braille and print readers.
  - c. A graph for Jose to use at the mall that has pieces he will add as he counts up things at the mall (e.g., how many people he says hello to first, how many people say hello to him first).