

# An Introduction to UEB Math/Science for Pre-Kindergarten – 1st Grade Students and Strategies for Supporting Math Learning

## Lesson 5: Working with the Educational Team



University of South Carolina Upstate, Fall 2023

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## Lesson 5 Objectives

Participants will be able to:

1. Describe their role as a TSVI working with students who are in PK-1 education
2. Identify ways they, as the TSVI, can support the general education teacher
3. List ways they can support the paraprofessional to do his/her job successfully
4. Determine when to prepare a teacher reference sheet and what to include

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“In general, it is the responsibility of the person providing instruction to ensure that all students, including the student with a visual impairment, have full access to instruction and all materials used in a lesson.”

Kapperman, Heinze, & Sticken, 2000, p. 174  
*Foundations of Education, Second Edition, Volume 2*

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## Your Role as a TSVI in Math and Science Instruction

- Work as a member of the team.
- Evaluate the student’s conceptual understanding.
- Teach the student to compute math problems using VI specific tools and manipulatives.
- Identify upcoming symbols and teach them to the student.
- Prepare materials including tactile graphics.
- Ensure the student’s success!

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## Work as a Member of the Team with the General Education Teacher

Guide the teacher to understand:

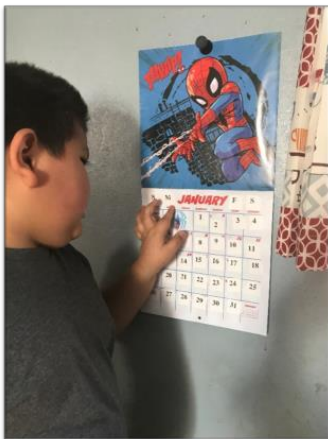
- Your role as the TSVI
- The paraprofessional's role
- Workflow
- Materials used by the student
- Expectations



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## Work as a Member of the Team with the Paraprofessional



- Determine when paraprofessional support is needed
- Facilitate communication between you, the general education teacher, and the paraprofessional
- Teach material preparation
- Teach data collection methods when appropriate

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## As a Team Member You are a Model and Resource

- Provide visual access
- Reinforce instructional concepts
- Share strategies for success
- Promote full participation
- Identify materials from APH and other sources
- Troubleshoot technology issues
- Encourage the student to self-advocate
- Demonstrate creative problem solving skills



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## UEB Math/Science Code Success for Your Student Depends on You!

- Preview instructional materials to identify new symbols and formatting to teach
- Pre-teach symbols and formatting
- Pre-teach concepts
- Teach use of tools to produce braille
- Ensure your student has braille at the same time classmates have print!



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## Teacher Reference Materials

- These are a guide for the adult supporting the student in your absence.
- Avoid technical terms
- If you opt to omit something, be sure a math concept is not being lost!
- Identify omitted material in the braille
- Identify materials needed
- Provide any alternative instructions

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## Example 1: What Would You Include in the Teacher Reference Sheet?

- The class has just begun to work with ten frames.
- Rico will benefit from the use of manipulatives.

Show 6 on the first ten frame and 8 on the second ten frame. Then compare which one is larger.


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## Example 1: Teacher Reference Sheet

I've made a sheet with 2 ten frames that have Velcro in each square. Rico can use the teddy bear counters or coins, his choice. Verbally tell him to put 6 in the first ten frame and 8 in the second one. Once done, ask him to compare which is larger. I did not braille the question for him today, because I know you are focusing on the comparison concept and the time he would take to read the braille would take away from the concept you're teaching.



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## Example 2: What Would You Include in the Teacher Reference Sheet?

**Counting Fun!**

Draw a picture for each number.

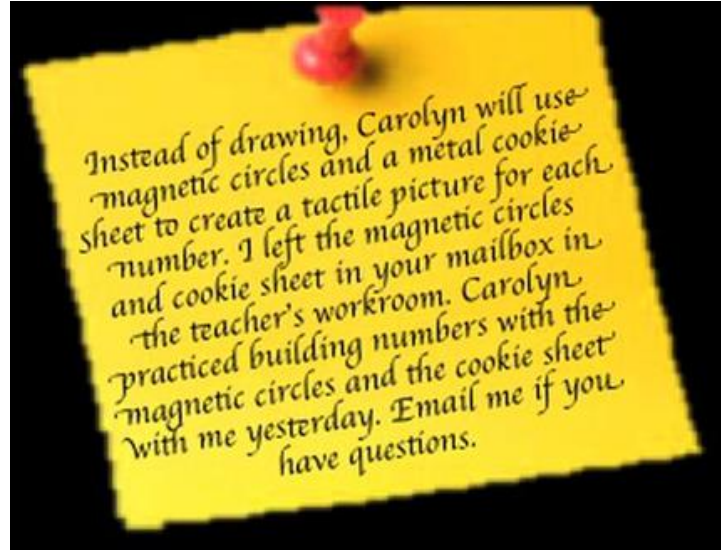
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## Example 2: Teacher Reference Sheet



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