

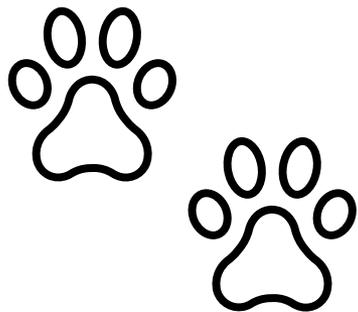


Welcome to the IC curriculum night!



Students in the classroom follow building wide expectations, and then we have defined the schoolwide expectations within the classroom. Throughout this presentation you will see all our school wide behavior expectations of **P.A.W.S.** I am a **p**roblem solver, I am socially **a**ware, I am hard**w**orking, I am **s**afe.

Some students are in general education all day, some are only in there for part of the day, and some are in the IC all day. We support students where they are at and with whatever need they have. We are all Bobcats, students who attend Twain are part of the school community.



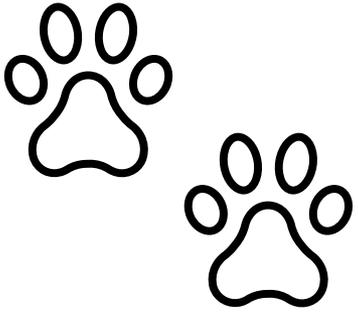
I am

a Bobcat.

Daily Schedule:

Each student goes to specialist with their classroom teacher.

For your student specific schedule please reach out to Ms. Bridget for their daily schedule.



I am

a problem solver.

Asking for breaks is one way our students are problem solvers.
We have two types of breaks within the room a wiggle/ movement break, or a calm break.

WIGGLE/MOVEMENT BREAK EXPECTATIONS:



Some movement breaks are scheduled, some are needed. A wiggle break might be needed if you are in the YELLOW zone.



1. I can earn safe body points on break.
2. I need a timer for my break. 
3. I choose between 4 or 5 minute breaks. 
4. I can ask for more time twice. 
5. I stay in the designated space / trampoline /
6. walk / sensory room.  
7. Only one student can be in the break space at once. 
8. I am alone on my break. 
9. If I need to ask a question to an adult it needs to be about the break. 

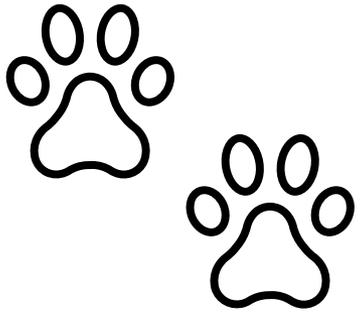


CALM BREAK EXPECTATIONS:



1. I can still earn safe body points on break.
2. I need a timer for my break. 
3. I choose between 4 or 5 minute breaks. 
4. I can ask for more time twice. 
5. I stay in the designated break space that I chose before my break.
6. Only one student can be in the break space at once.
7. I am alone on my break. 
8. My voice is off during break. 
9. If I need to ask a question to an adult it needs to be about the break. 
10. I can have a fidget I chose before break. 





I am

socially aware.

SEL

- **Social Express:** We have access to The Social Express and cool school. Both are interactive programs that teach students skills.

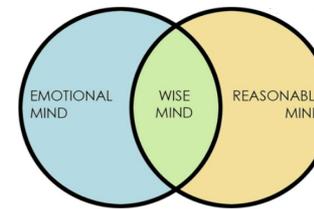


The Social Express
Our Flagship Program! Teaches core social-emotional skills



Cool School
Turn your school into a "Cool School" with our anti-bullying program

- **DBT** is presented by Ms. Anastasia our LHMC. The classroom then works on the skills the days she is not in program. Dialectical behavior therapy (DBT) is a modified type of cognitive behavioral therapy (CBT). Its main goals are to teach people how to live in the moment, develop healthy ways to cope with stress, regulate their emotions, and improve their relationships with others.



- **Self and Match:** We are really working on student's having a voice within the classroom, and goal setting. Each morning we reflect on the weekly goal and ask what is one thing they will be working on today to reach their goal.

Name _____ Date: _____

My goal this week is: _____

One thing I will do today to reach my goal: _____

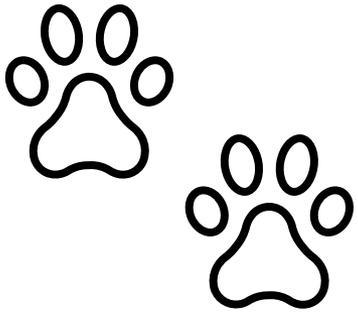
	If teacher	If teacher	# of Points earned
	Yes	Yes	1
	No	No	0

Amounts are left, and remaining, and grades reflect:	Was I on track?		Did I reach here?		Was I a problem solver?		Number of Points	
	Student	Teacher	Student	Teacher	Student	Teacher	# of %	Total
Yes	Yes	Yes	Yes	Yes	Yes	Yes		
No	No	No	No	No	No	No		
Yes	Yes	Yes	Yes	Yes	Yes	Yes		
No	No	No	No	No	No	No		
Yes	Yes	Yes	Yes	Yes	Yes	Yes		
No	No	No	No	No	No	No		
Yes	Yes	Yes	Yes	Yes	Yes	Yes		
No	No	No	No	No	No	No		
Yes	Yes	Yes	Yes	Yes	Yes	Yes		
No	No	No	No	No	No	No		
Total								

Today, I earned _____ Points. 100 or 200 AOT earn my reward.

- **No Glamour Following directions:** This helps students practice listening skills. Tasks might be “put a line through the apple”, “color the girl red.”



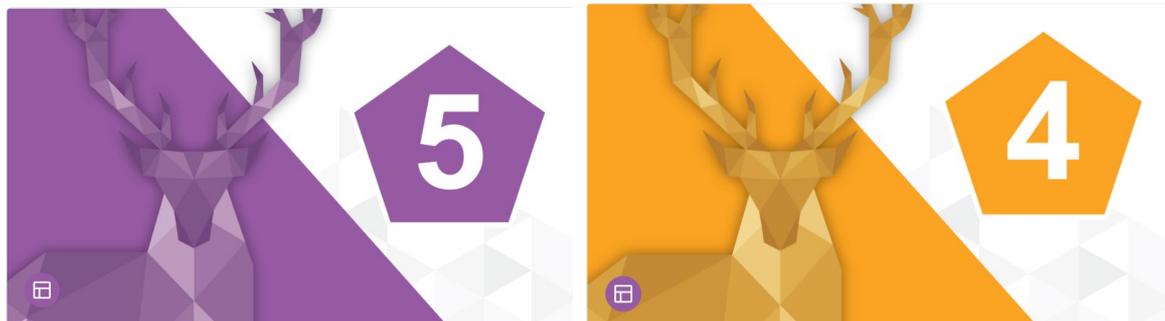


I am

hardworking.

MATH, WRITING, and ELA

We are following grade level pacing.

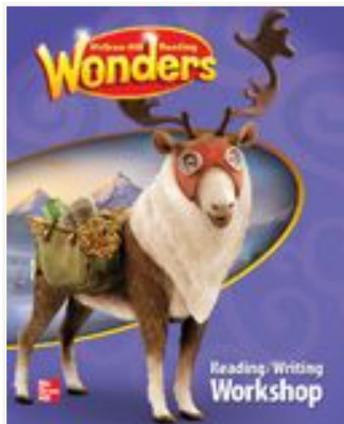


4th LWSD Writing Units

- Writing Unit 1
Launching with Personal Narrative
- Writing Unit 2
Informational Essay
- Writing Unit 3
Editorial
- Writing Unit 4
Action/Adventure
- Writing Unit 5
Research Reports
- Writing Unit 6
Experience Review
- Writing Unit 7
On-Demand Writing

5th LWSD Writing Units

- Writing Unit 1
Launching with Memoir
- Writing Unit 2
Research Report
- Writing Unit 3
Opinion Essay
- Writing Unit 4
Realistic Fiction
- Writing Unit 5
On-Demand Writing



The *Styer-Fitzgerald*
Program for *Functional*
Academics



Supplemental curriculum:



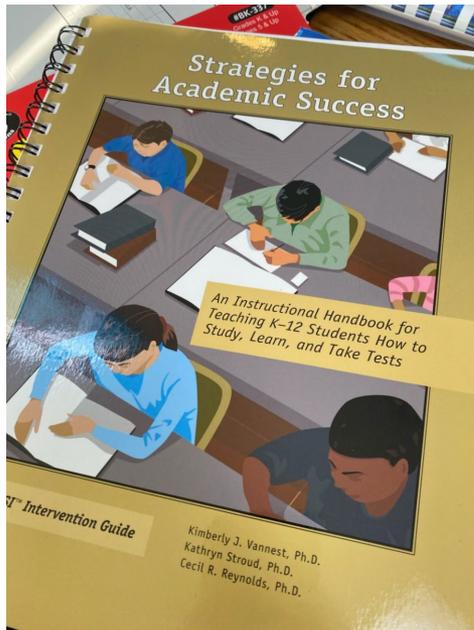
EduTyping

LEXIA
CORE 5
READING

 dreambox
LEARNING

 Read Naturally®

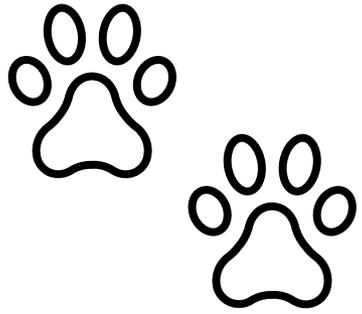
Executive functioning/Adaptive/Organization skills



School Motivation and Learning Strategies “SMALSI”

We use instructional routines to teach strategies on how to be a student. Examples are notetaking, organizing our thoughts and ideas, test taking strategies ect..

Within the classroom, you will see checklists, task lists, schedules, graphic organizers, ect...



I am

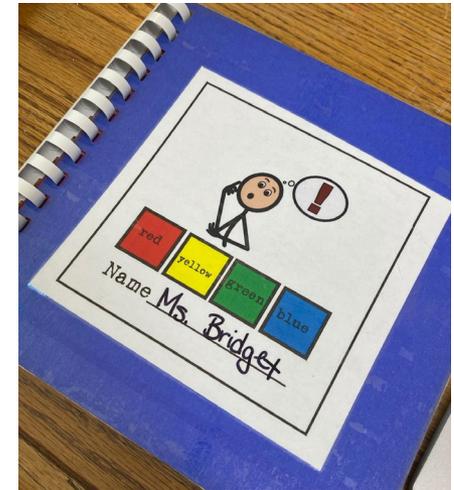
safe.

ZONES

ZONES: Zones teaches us that our body is connected to our feelings. We do zones check ins and outs daily.

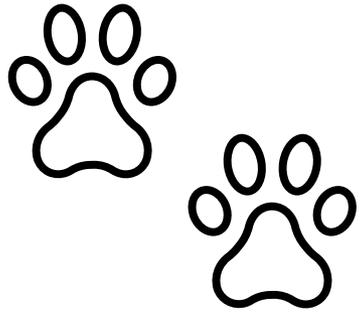
Name _____	Date ____/____/____ Day: M T W Th F
<h2>Check In</h2>	<h2>Check Out</h2>
This morning I am in the  zone	This afternoon I am in the  zone
Today I am looking forward to: _____ _____	Something I did well today was _____ _____
Today I am worried about: _____ _____	Something I will do better tomorrow is _____ _____
Today my goal is: _____ _____	Did you achieve your goal today? _____ _____

We also keep Zones journals that we write in or use a scribe to explain what happened, how we responded, and what we could have done differently next time or maybe we are explaining what we did well. .



Tools: Students have a plethora of opportunities to use tools in the classroom to help regulate their bodies.





Thank you!

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