

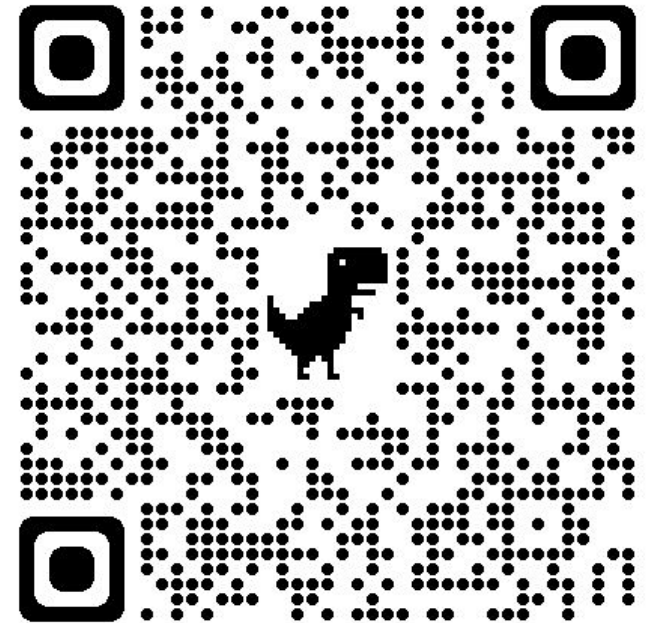
PARALLEL CURRICULUM

ACCESS FOR ALL

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WHAT IS PARALLEL CURRICULUM?

- Parallel curriculum is a way of modifying and adapting the classroom's core curriculum so that students with disabilities can participate in the same classroom instruction and content as their peers.
- Implementing parallel curriculum includes modifying (changing) and adapting curriculum so that the subject and standard is the same but at a student's instructional level. This allows the student to participate in classroom instruction, activities, and work completion alongside their peers.

WHY DO WE PARALLEL CURRICULUM?

- We are responsible for more than just instruction on a student's goals and objectives. We are responsible for our student's access, participation, and progress within the general education curriculum.
- Curriculum can be adapted for any learner, subject, or grade level.
- Parallel curriculum takes the knowledge we want the students to gain and puts it into a more meaningful learning experience.



Variability is the Norm!



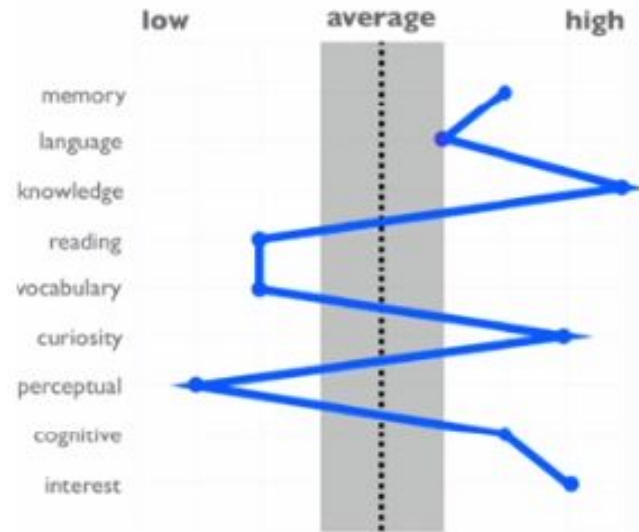
Variability amongst ourselves



Size	A0	A2	A4	A6	A8	A10
Bust (inch)	32	33	34	35	36	37 ½
Waist (inch)	25 ½	26 ½	27 ½	28 ½	29 ½	31
Hips (inch)	35 ½	36 ½	37 ½	38 ½	39 ½	41
Hollow to Hem (inch)	58	58	59	59	60	60
Armhole	16	16 ½	17	17	17 ½	17 ½

Variability within ourselves

Variability is the norm - how are we planning for this?



Jagged learning profile

We design for physical variability because we can see it.



How do you design for variability that you cannot see?

Universal Design for Learning (UDL)

Parallel Curriculum addresses learner variability.

Essential for some, good for all!

Be tight on the goal, flexible on the means.



How To Start



1. Find time to collaborate between general education and special education teachers. Get creative and make it scheduled and predictable.
2. Look at standards and benchmarks. Ask for [pacing guides](#) and essential questions.
3. Relate content to the student and the world around them.
4. Provide different types of activities for content and practice. Think multisensory and sensorimotor.
5. Find ways to organize and build a library of resources and advocate for support needed - funding, staffing, time, etc.
6. Begin with an organization plan in mind for the resources you create.
7. Know your learner!

Learner Characteristics

- The most effective way to adapt curriculum in the inclusive classroom is truly individualized and student specific.
- Before modifying curriculum, general and special education teachers should know each student's learning goals and needs, assess their abilities, and implement the least restrictive form of curriculum adaptation possible.

Level 1

- Able to write simple sentences
- Reads sight words
- Can read books with reduced text
- Works best when materials are organized

Level 2

- Uses photographs and symbols
- Has limited use of sight words
- Creates written work with symbols and visuals as a guide

Level 3

- Understands concepts best when they can see, touch, and move things that are concrete
- Uses objects as a means to read. Real objects work best to create links
- Has limited understanding of print, symbols, or words
- May not have functional vision
- Can make some choices with limited choices of 2 (correct answer & non answer)

Let's Look At An Example

- Reading comprehension example
- Standards that need to be met by students are:
 1. Identifying the general topic of a text
 2. Using explicitly stated information to answer questions about the text

Reading – Level 1 Learners

Level 1

- Able to write simple sentences
- Reads sight words
- Can read books with reduced text
- Works best when materials are organized

The student answers the questions by writing the answers on the template.

- Organized
- Reduced text
- Contains sight words
- Allows students to write simple sentences
- Template can be reused, which allows students to have predictability in their work.

Name: _____

Book Report

Name of Book:

What is this book about? (IT 8.1)

What are 5 environments where animals can live? IT 7.3

1. _____
2. _____
3. _____
4. _____
5. _____

Reading – Level 2 Learners

Level 2

- Uses photographs and symbols
- Has limited use of sight words
- Creates written work with symbols and visuals as a guide

The student answers by choosing a symbol from a field of symbols and marks the correct symbol(s).

-Uses symbols

-Limited use of sight words/other words

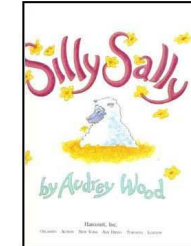
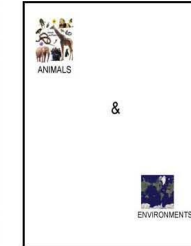
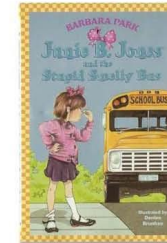
-Very visual, the student can look at the task and know what to do

-Eliminates writing, just circling required

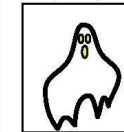
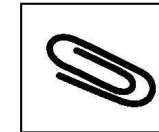
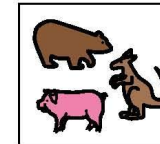
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Book Report

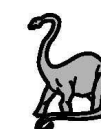
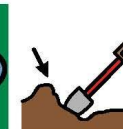
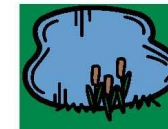
Name of Book:



What is this book about? (IT 8.1)



Where can animals live? IT 7.3



Reading - Level 3 Learners

Level 3

- Understands concepts best when they can see, touch, and move things that are concrete
- Uses objects as a means to read. Real objects work best to create links
- Has limited understanding of print, symbols, or words
- May not have functional vision
- Can make some choices with limited choices of 2 (correct answer & non answer)

The student answers by choosing a photograph or object from a field of symbols and places the symbol/object on the paper.

Paper can be marked with raised lines to assist with placement.

-Hands on, can see,
touch, & move

-Limited choices

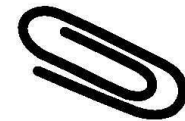
-Uses pictures of real
objects/things

-Very visual, the
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do

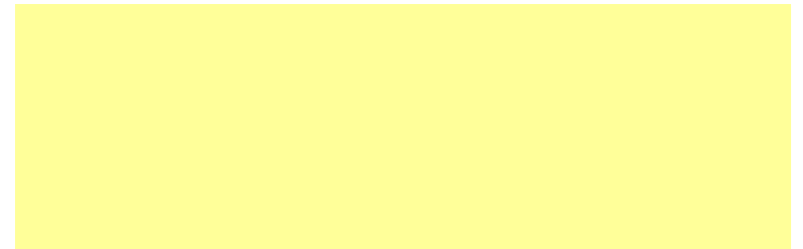
Name: _____

Book Report

What is this book about? (IT 8.1)



Where can animals live? IT 7.3




Visuals, Visuals, Visuals!

- Visuals, Visuals, Visuals!!! Visual support memory and are concrete, not fleeting like auditory or verbal input.
- Think, “How can I explain this to them visually?” Turn verbal information into visual information.
- Visual supports should be represented by a symbol system (i.e., visual representation - objects, photos, picture communication symbols, written word) that makes sense to the user and has been determined by the team members.
- Visual structure can include:
 1. visual clarity – can look at task and know what to do
 2. visual instructions - sometimes the materials themselves define the task
 3. visual organization – information a child gets by looking at the activity and understanding what they need to do.
- Just because students use a lot of language doesn’t mean you don’t have to use visuals! Sometimes you have to ignore that they are verbal. Ask, “What if the use of visuals allowed the student to complete this independently?” or, “What visual supports do you use in your day (i.e., setting clothes out the night before, setting backpack by door to not forget it, stoplights, etc.)? Sometimes visuals are just for coping and organization!


Visuals, Visuals, Visuals!

9 REASONS TO USE VISUALS



www.northstarpaths.com @kwiens62

- VISUALS ARE PERMANENT (SPOKEN WORDS DISAPPEAR)

- VISUALS ALLOW TIME FOR LANGUAGE PROCESSING

- VISUALS PREPARE STUDENTS FOR TRANSITIONS

- VISUALS HELP KIDS SEE WHAT YOU MEAN

- VISUALS HELP ALL STUDENTS

- VISUALS HELP BUILD INDEPENDENCE

- VISUALS ARE TRANSFERABLE BETWEEN ENVIRONMENTS AND PEOPLE

- VISUALS HAVE NO ATTITUDE
• NO TONE • NO FRUSTRATION • NO DISAPPROVAL

- VISUALS HELP REDUCE ANXIETY


Kristin Wiens 2017

Resources for Adaptations and **Parallel Curriculum**

How can I support you?





and





EVERYONE
Can Learn

ReadWorks.org



Teachers Pay Teachers

Grade 6

- Simply Physical Science
- Exploring Physical Science

Grade 7

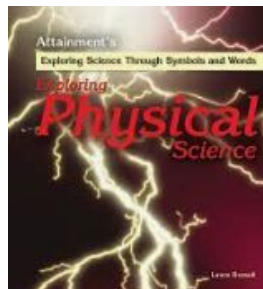
- Simply Life Science
- Explore Life Science
- Explore World History

Grade 8

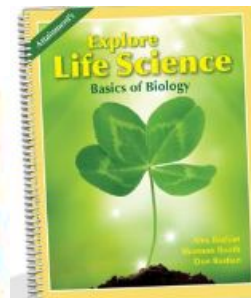
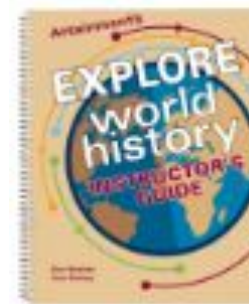
- [Simply Earth Science](#)
- Exploring Earth Science
- Explore Earth Science
- Explore American History

Attainment Resources

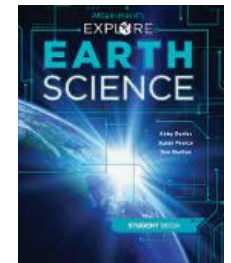
Grade 6



Grade 7



Grade 8



Sensorimotor (Level 3) Parallel Curriculum

- Squishy books
- Sensory bins
- Light boxes
- Book boxes
- Experience boxes
- Modifying books for students with CVI (Cortical Vision Impairment)
- **Audio materials (i.e., videos with classroom content, books read out loud) Learning Ally, Bookshare, Audible, etc.**

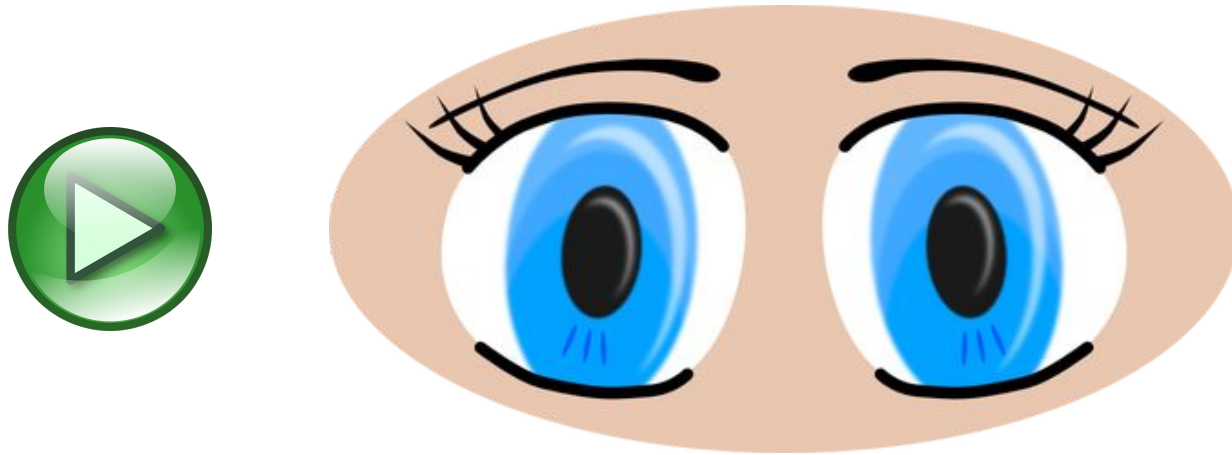
What might it look like?

***“Tell me and I forget,
teach me and I may
remember, involve
me and I learn”***

-Benjamin Franklin



Grade 6 Examples



**Take a look at an example of a Grade 6 lesson.
Click the link located on the eyes.**

Grade 7 Examples

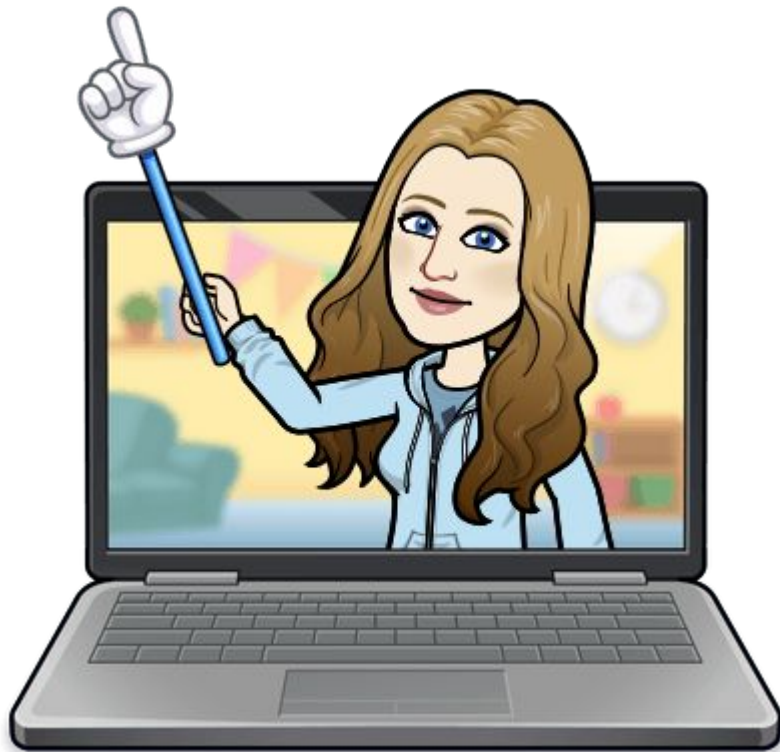


Grade 8 Examples



facebook

 Groups



- [Bitmoji Craze for Educators](#)
- [Simply Spec Ed](#)
- [Teaching with NEONS](#)
- [Amazing Educational Resources](#)

Parents Role in Parallel Curriculum

1. Express the need for and set high expectations for communication from the general education teacher(s). If there is strong communication, you will know what your child is doing in the classroom. Are there weekly classroom updates? A social media classroom page? A Google classroom?
2. Advocate for time for teachers to plan parallel curriculum, resources to build parallel curriculum libraries, training for staff, and that administrators be at the table and involved in discussions.
3. Share your child's strengths and areas of interest with teachers. These are powerful learning tools!
5. Share the successes your child has had with parallel curriculum and also its' impact on growth and learning.
6. Understand Universal Design for Learning (UDL) and its impact. What is essential for some is good for all!

Teacher's Role in Parallel Curriculum

1. Special Education teachers - involve general education! They are the content experts! They should be the ones identifying what the student needs to know within their classroom.
2. Know student learning strengths and needs. What types of prerequisite skills are needed? How do students communicate? Number of choices? Visuals? Auditory? Repetition?
3. Resources - what is available for me to use? What do I need to advocate for? Time? Additional Staff? Consumables? Involve administration.
4. Organization and storage - have a plan!
5. Are the materials age appropriate?
6. Did you use a variety of modes in creating the content? Think multisensory!
7. Does the student have a high interest in anything that you can use to entice learning?
8. Are you making content MEANINGFUL?

Be tight on the goal, flexible on the means.

Additional Ideas

- File Folders
- Manipulatives
- Sorting Tasks
- Adapted Books
- Online Videos
- Games
- Community Resources
- Projects
- Cooking
- Hands on Activities
- Experiments
- Google Slide Shows
- Scavenger Hunts



Questions?

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Any Questions?

