

Nontraditional Therapy Ideas

Jill Shedd, 2016
GSHA Annual Convention

Disclaimer

- Henry County Schools Employee
- GSHA Executive Council Member
- ASHA Certified Member
- Certified S-5 through Professional Standards Commission
- GO SSLP Grant Award
- No products or materials to sell

Objectives

- Adapt a lesson for language using basic kitchen precautions and vocabulary
- Basic data collection for addressing goals can be applied in alternative situations
- Identify elements of traditional therapy in activities involving simple cooking plans, health and nutrition, science vocabulary, evaluation, and conversation skills

Key Concepts

- Context
- Instinctive Reasoning
- Life Skills
- Aptitude
- Functionality
- Challenges
- Benefits
- Collaboration

Premise

- Students using an alternative curriculum can access practical applications through basic kitchen activities, use cross-content vocabulary, and learn functional life skills similar to same-aged peers in the general education setting.
- Students with varying degrees of skills and motor ability can participate with engaging and edible outcomes.
- Cooperative learning occurs when abilities and activities are well-matched.

Target

- Students in the Self-Contained classrooms may not feel confident navigating through the lunchroom at school or the kitchen at home.
- Parents of students with intellectual disabilities are protective and overly cautious around heat, germs, and sharps.
- Students don't often have an opportunity to explore life skills with adequate training or supervision.

Calendar with Plan

- Grading Period 1: precautions and rules with sequencing
- Grading Period 2: math and measurement with planning and shopping
- Grading Period 3: food handling and clean-up with evaluation
- Grading Period 4: experimentation and independence

Activities



Activities



Activities



Benefits

- Nutrition staff became involved
- Kids mature with confidence and independence
- Students were talking the talk
- I earned the "Buy-in" from teachers
- Students respected appliances to reduce fear
- Pre- and Post-Test options
- Curriculum comes with recipes
- Forced to come up with plan

Challenges

- Some teachers are territorial
- Sometimes the timing just doesn't work in your favor
- It takes effort to arrange and plan
- It also takes money to buy ingredients
- Some of the kids are resistant
- Dietary restrictions were important
- Forced to come up with plan

Resources

- NASCO
- FACS
- Technology Services
- TPT via MI teacher
- Teacher workroom for microwave, fridge, sink, cleaning supplies

Questions

- What are the essential standards addressed?
- What kind of vocabulary is used besides labels?
- What kind of organizational skills are applied?
- What kind of self-regulation or monitoring do the students need?
- What space is available for you to try something like this?

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Reflection

- Which students would most benefit?
- What easy snack can you prepare in less than 10 minutes?
- What language or social goals are you addressing this month?
- How could you incorporate snack preparation into those goals?
- What barriers are holding you back?
- Could you try a piece of this kind of plan this week?

Personal Information

- jshedd@henry.k12.ga.us
- jgshedd@yahoo.com
- Stockbridge, GA
- Woodland Middle School
- @clarabirdgirl for Twitter
- Jillgshedd on Instagram