**The Teacher Center of Broome County**

##### Teacher Study Group Grant Award

**2014-15**

# **FINAL REPORT DUE BY APRIL 13, 2015**

**DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC: \_\_\_Thinking About YOU, Thinking About ME!\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**List of group members: \_\_\_Kara Nunn, Patti Sergent, Alison Quick, Katie Rispoli, Robyn Carriere, Mike Gorman, Amanda Bowen\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**The final report must be word-processed and submitted both in print and through e-mail using this form. Send print copy Teacher Center @ WSKG, BOCES Mail Drop #22 and e-mail file to** [**bctc@btboces.org**](mailto:bctc@btboces.org)**. This report will be posted on the Teacher Center web page at http://teachercenter.info.**

## Describe the initial goal of the group noting any adjustments that had to be made as time passed.

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| The goal of the group was to study, develop and create a curriculum for our Spectrum Disorder population with regards to social development. We used the book Thinking About YOU, Thinking About ME!, by Michelle Garcia Winner to base our education and guide our program development.  We were seeking stages of learning that students would acquire in primary classes and how to expand these lessons as they grow into secondary education. We wanted to develop a list of vocabulary, lessons and contexts which would be used across all ages.  We assigned readings and development of a lesson based on those readings during each session. When reviewing a reading we held Socratic seminars, we presented, explored and developed lessons regarding these social language skills.  There were not any adjustments that were made to this protocol. We continued with this throughout the study. |

## Describe the ACTION PLAN that the group followed.

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| Each group member was responsible for:   * Attending each meeting * Reading assigned chapters * Developing a lesson or materials to be use to teach portions of the chapters * Participation in group discussion * Participation in conversations and dialogue to develop important core vocabulary as well as core philosophies that would shape the program. * Presenting materials to the group with supplies necessary to execute the lesson |

## Describe how the action plan was implemented.

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| Each individual was responsible for their own work with regards to reading and developing an activity based on what they had read. Materials were then presented in a group forum not only to verify that the work was completed, but to expand ideas or the development of the curriculum. Notes were taken each session based on ideas of the group work. Copies were made for each person so that they could use materials when implementing the program. This plan was effective throughout the study. Following this study each professional is ready to work within this curriculum with materials and supplies supported by the group. |

## Evaluate the impact of the study group effort on teacher/student performance.

## How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

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| This group has been insightful. It has helped to shape how we, as therapists, counselors or psychologists, will provide services to the target population. It has helped to develop teacher resources as well as curriculum to support social development. In turn, it will support student growth and development of social skills for students across all curriculums and disability areas. We have found that this program is not only beneficial to Spectrum Disorders Students but for all students who struggle with social navigation regardless of their disability area. By having a curriculum to work within, it has shaped a unified strategy and plan for all staff to use. This is a much different approach from the traditional approach where it seems like terms, vocabulary and expectations change with each student. Teacher performance has been positively affected by this study. It has allowed for collaborative professional development with a greater understanding of social skill development. It has also targeted a greater understanding for how to treat the social skill needs of students at different developmental stages. Teacher performance has and will continue to develop as this curriculum is implemented and perfected. In turn, student performance has already increased as noted in therapy and classroom performance. While social skill deficits do not have a ‘one-size-fits all’ approach to remediation, this study group has provided essential resources to develop a curriculum that can be adjusted to each child’s specific needs while following a basic set of standards. It has developed a plan to carryover specific goal targets into the classroom setting. This will allow for classroom teachers to have essential vocabulary and behavior modifiers that will positively cue students to their social surroundings. Student social development is essential for 21st century skills. These skills are not only necessary for academic success but they are needed in the college and workplace settings. |