



Group Expectations

Morning Meeting



Standards Covered

ELA	Math	Science	Social Studies
SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.4, SL.1.5, SL.1.3, SL.2.1, SL.2.3, L.K.6, L.1.6	1.MD.4		GVT.K.10, GVT.1.10, GVT.1.9 (collaboration), GVT.1.8 (common goals), GVT.2.12, GVT.2.10



Vocabulary

N/A



Text Set

N/A



Materials

Materials for these lessons will be linked within the daily outline





Instructional Outline

Week 1: Morning Meeting Routine

Day 1 - Pre-assess student knowledge of classroom, whole group and small group rules and guidance. Introduction/priming (pre-teach new vocabulary) (whole class and each student gets card ring or communication board with new words).

Day 2 – Group expectations Introduction:

Directly teach and model each expectation as meeting begins and progresses

Point to/reference visual supports as reminders for behavior and communication expectations during the daily meeting time.

Review expectations before beginning the meeting each day.

Provide a sequence of meeting steps/schedule for meeting at the beginning of the meeting for predictability and additional visual support reminders for behavior and

communication supports for executive functioning. See: Morning Meeting Sequence

Point to visual cues as students are invited to participate during the meeting routine.

Provide individualized communication and other access supports as needed for student participation. (i.e. choice boards, voice output devices, seating/positioning supports, assistive technologies, switch access, modeling videos, etc.)

Repeat daily or as needed to provide supports for executive functioning.

Repeat these plans during Morning Meeting/Circle throughout the school year.

Formative Assessment Checkpoints once a week or at least benchmark every quarter. (Student progress monitoring using the learning progressions rubric data sheet)

Additional activities and practice can be added each week.

See additional resources including:

Create new visual supports as needed

Add in First Then, Reminder Cue Card 5-Point Scale and Voice Volume examples. Many more can be found [here](#).

[Visual schedules and routine cards](#)





Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other






Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, EL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none">• Learning Progression rubric to track own skill development• Test format like AA• Manipulatives• chunking of tasks/items• access to sensory breaks• cues to refocus attention to task• instructions and/or text read aloud	Examples include: <ul style="list-style-type: none">• social stories• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks• verbal and/or picture prompting to task	Examples include: L- <ul style="list-style-type: none">• flexible seating choice• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities• sensory chew toys T- <ul style="list-style-type: none">• customized seating



<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>



<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
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