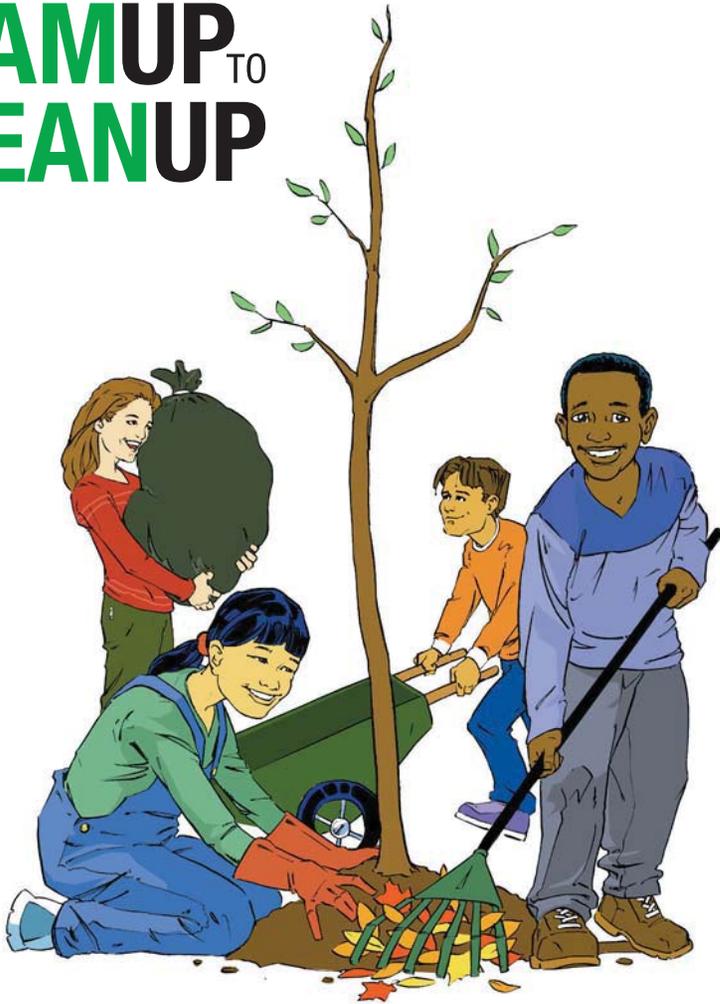


**TEAMUP**<sup>TO</sup>  
**CLEANUP**



Citywide Winner  
High School Division

**Roy Campanella**  
**OTC P721K**

# 2015 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York  
Department of Sanitation  
Bureau of Recycling and Sustainability  
[nyc.gov/recycle](http://nyc.gov/recycle)

**NYC**  
Recycles

The New York Restoration Project  
**ROSE CERTIFICATE OF APPRECIATION**

awarded to the

**Roy Campanella Occupational Training Center**



*The New York City Restoration Project and the New York City Department of Sanitation present this certificate in recognition of your outstanding efforts in transforming your school's unused outdoor space into your "**Garden of Dreams**" and learning center.*

*Your creativity, as well as your beautification efforts, helps make New York City a cleaner and more beautiful place.*

Awarded this 18<sup>th</sup> day of June, 2015



*Kathryn Garcia*

Kathryn Garcia, DSNY Commissioner



*Bette Midler*

Bette Midler, Chair, NYRP

# 2015 Golden Apple Awards Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BRS)



**ID Info:** 15036  
**School:** Roy Campanella OTC P721K  
**Grade Division:** HS  
**Borough:** K  
**Affiliation:** DOE

(for borough Master School Composter)

**Cash Prize:** \$10,000  
**Team Up to Clean Up Award:** Citywide HS & Borough Winner

**Golden Shovel Award:** yes

## Team Up to Clean Up

### Wheel Chair Accessible Garden

Roy Campanella High School for special needs students renovated an unused outdoor space into a wheel chair accessible garden that can be utilized as an outdoor learning environment for all students. Previously, this space was an overgrown area located on the school's property and was not wheelchair accessible, as an old wooden fence blocked the wheel chair ramp. The school's goal was to build two double raised garden beds for vegetables and another to serve as a sensory environment, expand the garden, create an outdoor classroom with seating, and build a wheel chair accessible pathway into the garden. Collaborations include: Grow to Learn Citywide School Gardens Initiative (GrowNYC), Green Thumb (Parks Department), Butterfly Project NYC, and Stillwell Materials Corp.

### Weblink final

[http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15\\_TU\\_HS\\_K\\_K721\\_Roy-Campanella-OTC\\_entry.pdf](http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15_TU_HS_K_K721_Roy-Campanella-OTC_entry.pdf)

**School Population: total #** 500

**Core Group:**  **Total Participating:**

### Prior Year Entries:

05:RR-part;06:RR-boro;07:RR-wd;08:RR-boro;13:SR-part,RR-part

### Current Entries

15:TU-C,Rose

### Collaborations

- NYC Organics Collection
- NYC Compost Project
- GrowNYC RCP
- GrowNYC Grow To Learn
- MFTA
- NWF Eco-Schools
- NYRP MillionTreesNY
- NYRP Rose
- Citizens Comm for NYC

### School Contact Information:

**Phone:** 718 996 8199

**Address:** 64 Ave X  
Brooklyn 11223

**Block&Lot:** 3071850020

**DOE Location:** K721

**DOE Bldg:** K722

**Contest Coordinator:** Erin Gill

**Principal:** Barbara Tremblay

**Sustainability Coord:** Erin Gill

**Custodian:** Joe Fahley



## Roy Campanella Occupational Training Center

---



## P721K Garden of Dreams

---



# Cleanup and Gardening Projects Implementation

## A. Explain why you chose this project.

### A. What did you do?

The Roy Campanella Occupational Training Center (p721K) has taken on a “green” attitude through recycling, worm composting, and gardening and is also placing a greater emphasis on healthy eating. With the support of many classroom teachers and administration, a garden committee was formed and a larger vision was planned for our school garden. We renovated an un-used, outdoor space into a *wheel chair accessible* garden that can be used as an outdoor learning environment for all students. Previously, the space was not wheelchair accessible, as an old wooden fence blocked the wheel chair ramp, running straight across the ramp. The space was an (22.5’ by 28.5’) overgrown area, located on school property, adjacent to the front lawn. Our goal was to build two 4 x 8’ double raised garden beds for vegetables and one 4 x 4’ double raised garden bed to serve as a sensory environment, expand the garden, create an outdoor classroom with seating and build a wheel chair accessible pathway into the garden. The purpose of the double, raised beds is to make them accessible to students who are in wheel chairs. We broke down the fence to expand the garden and connected a paved pathway to the existing wheelchair ramp in order to allow wheel chair access into the garden. In addition, we have installed a rock-lined, raised flowerbed along the fence. The staff from the school volunteered their time to install a new fence and the wheel chair pathway, with the help of community volunteers. We installed a new white, vinyl fence at the other end of the space in order to expand the garden and triple the size. After the expansion, we were able to team up with NYC Butterfly Project and received donations to begin a five-foot by nine-foot pollinator garden to attract pollinators and provide pollinator habitat. In addition, the students made birdhouses and bird feeders to attract more pollinators to our garden.

### B. Project Planning:

PS721K is a self-contained, district 75 high school with a focus on vocational training. Our goal was to create an outdoor learning environment that can be accessible for all students. We hope to provide valuable experiences that our students may not otherwise have, due to many of them being physically disabled and having difficulty even leaving their own homes, much less getting to school and getting outside in a garden. We hope to expose our students to healthy eating and sustainable practices through our organic, pesticide free garden, which is fertilized with vermicompost from our classroom worm-composting project. Students can then see that vegetables do not in fact come in a plastic bag, but are grown from a seed in the ground. Our students learn how to harvest the vegetables and then cook them in the school kitchen. This exposes our students to a variety of healthy and sustainable practices.

## BEFORE PHOTOS





**DURING CONSTRUCTION**



## AFTER



### C. Student involvement.

School garden program special emphasis: PS721K is a District 75, Occupational Training high school composed of 498 special education students. We provide hands on experience in the

classroom and at work sites to prepare our students for successful employment. The garden will serve as a space to provide hands on vocational training, as well as a resource to illustrate where food comes from and provide healthier ingredients and options for student preparation of cafeteria lunches.

Students from every class were involved in the clean up, construction and completion. Students were outside from start to finish, pulling out the grass, raking the dirt, clearing the space to make way for a new garden. Students also participated in shoveling the dirt deliveries, planting in the new garden beds, placing grass seed down, building the natural rock, raised flower beds and planting flowers, vegetables and bushes. Students are involved in the maintenance of the garden, watering plants, pulling weeds and harvesting vegetables and herbs that are ready. Students then bring the items to our school cafeteria, where our students who are working towards vocational training in the kitchen use the fresh food from the garden to prepare healthy meals for staff and students. This was a school wide effort and was incorporated into our curriculum through vocational training and environmental literacy.

- i) Speech therapists and occupational therapists participate in collaborative lesson plans in the garden (see attached collaborative lesson plan).

#### **D. Promotion.**

- i. A garden committee was formed, made up of staff, teachers and students who were willing to get involved with the garden through hanging posters and going door to door to ask classroom teachers and their classes if they would like to be included in the garden schedule.
- ii. Participation with the Garden to Café program spread the word about the garden on a school wide level and involved not just the garden committee, but our students working in the kitchen, who prepare the food from the garden. The food is then delivered to the entire school (staff and students) in order to spread the word about healthy eating and garden to table practices. Garden to Café has come to our school three times in the past two years and is expected to come to our school again this June.

## **P721K Garden to Cafe Event Friday June 20th, 2014**



On Friday during periods 6 - 7, we will come to your classroom to offer a tasting of locally grown produce.



Expose your students to agricultural literacy.

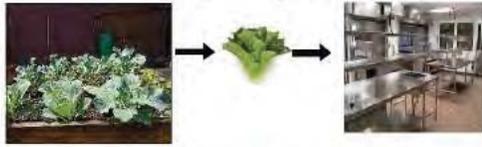


Expand student awareness of local food initiatives.



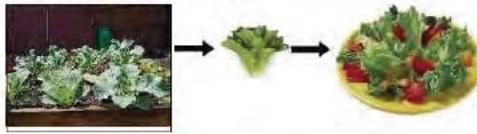
Taste healthy recipes made from fresh, locally grown produce.

## P721K Garden to Cafe Event Thursday July 31, 2014



- Expose your students to agricultural literacy.
- Expand student awareness of local food initiatives.
- Taste healthy recipes made from P721K's garden and fresh, locally grown produce.

## P721K GARDEN TO CAFE RETURNS! Friday, October 10th 2014



- Expose your students to agricultural literacy.
- Expand student awareness of local food initiatives.
- Taste healthy recipes made from P721K's garden and fresh, locally grown produce.

### E. Collaboration.

- Grow NYC** - We wrote a grant last year and funded most of the garden construction with the help of the Grow to Learn mini-grant.
- Stillwell Material** - The pavers alone would have taken up all of the funding from the mini-grant, so we teamed up with Stillwell Material, a masonry supply store down the street from our school. They were generous enough to give us discounts on all supplies and donated enough pavers to allow for a 6' x 12' paver pathway for wheel chair access.



- NYC Butterfly Project** - Once the fence was complete, we began plans for the garden expansion. We teamed up with the NYC Project Butterfly to receive donations. This fall we were able to start a pollinator garden (in the expanded section) to help attract birds, bees and butterflies to our garden.
- Garden to Café** – With the addition of the garden we were eligible to be one of the first District 75 schools to participate in the Garden to Table pilot. The program brings trained chefs to our school to teach students to prepare recipes and meals from the school garden. Our students participate in all aspects of the program, growing food without pesticides, learning when and how to harvest certain foods, cooking food from the garden, learning culinary techniques from the Garden to Café chefs and delivering healthy salads to the school staff and students.



- v. **Green Thumb (NYC Parks)** – Teachers went to workshops on their own time after school to learn more about gardening and sustainability. Through participating in these workshops, we were eligible to receive soil and lumber donations from NYC Parks Department in order to start our raised garden beds.



- F. **Educational components.** Include learning standards met, lesson plans, and exemplary samples of student work.
  - i. See Collaborative Lesson plan (classroom teacher & speech therapist) and unit plan for garden planning at bottom of document.
  - ii. See accompanying student work samples at bottom of document.

## Project Analysis

### 1) **What worked?** What were the most successful aspects of this project?

Our biggest success came from the Garden to Café collaboration; One of our students worked with Garden to Café chefs within our school kitchen. The chef's noticed his raw talent and offered him a paid internship at School Food! He is now a School Food employee. Being an occupational training center, employment is the ultimate goal for our students and when that goal is accomplished our hard work has paid off.

Another one of our success stories was the paver installation. This process required great skill, and a lot of staff participation. Initially we had hoped to have the pavers installed by an outside company. However, we quickly learned that the installation would be well over our budget and that we could not afford the

installation. Just when it looked like we would not be able to attain our goal of a wheelchair accessible paver pathway, we began to look into our resources and discovered that one of the paraprofessionals at our school used to be a masonry worker. With his skills and diligence, and the help of many staff members, and a local construction company that gave us many donations and discounted materials, we were able to complete the paver installation. It was a three-month project that was well worth the wait. We could not have completed this project and seen such success, without the help and direction of Dan Appleby, who is not only a wonderful paraprofessional, but a trained masonry as well. We now have a beautiful patio and a wheel chair accessible garden!

### **What didn't work?**

Our outdoor classroom was never completed. We ran out of funds, just setting up the wheel chair accessible garden and never got the chance to set up outdoor tables, benches and umbrellas (which are necessary for many of our students who are medically fragile and sensitive to the sun).

### **Applicability to other schools.**

Be sure to have the support of a gardening team. Make sure your goals are realistic and achievable. We may have not been able to complete our project had it not been for the talented staff at our school who were willing to volunteer their own time to complete the installation of the fence and the paver pathway.

### **Measuring success.**

As a result of our partnership with the Garden to Café, one of our students was awarded the opportunity to intern with School Foods and is working towards full time employment. As an occupational training center, the prospect of employment is our main goal for all of our students. Providing one of our students with the opportunity to become a full time employee, as a trained chef with an organization has been the biggest success of our gardening thus far.

### **Future plans.**

Our plans for the future of our garden are to build at least three more raised garden beds, plant a mini orchard and purchase umbrellas, seating and tables for an outdoor classroom. We reached out to the Fruit Tree Planting Foundation for donations of fruit trees for our planned orchard. In addition, we hope to invest in some hoop houses for raised garden beds and a large outdoor composting bin to take the remaining food waste from the cafeteria, which has not already gone to our worms for vermicompost. We would also like to retrofit our existing garden beds so that they are self-watering with sub-irrigation.

## **SEE FOLLOWING UNIT PLAN:**

Quad: 7 \_\_\_\_\_ Content Area: Vocational/ELA \_\_\_\_\_ Unit: Spring has Sprung \_\_\_\_\_

Months: \_\_\_\_\_ April - June \_\_\_\_\_

Timeframe: 2 months

### **Common Core Learning Standard(s)**

**Reading for Information 11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, *including determining where the text leaves matters uncertain.*

**Reading 10:** By the end of grade 11/12, read and comprehend literary nonfiction in the grades 11/12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing 11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

**SL 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

**L 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Alg HS: H.S. Math CCLS**

A-SSE: Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.
  - a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-CED: Create equations that describe numbers or relationships.

1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-REI: Understand solving equations as a process of reasoning and explain the reasoning.

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### **Overarching concept description:**

**May – Garden Design** – Students will take part in the garden designing process in order to make a space that works best for them in order to increase independence and overall quality of life.

**June – Garden to Table** – Students will identify foods from their garden, follow steps to prepare these foods and increase exposure to activities of daily living as applied to sustainable farming and cooking.

**Instructional topic(s) (Students will understand that.....)**

**May – Students will be able to:**

- make choices in their everyday practices to increase independent living skill mastery.
- Engage in sensory activities involving gardening practices
- Practice vocational skills as it applies to horticulture and sustainable practices.

**June – Students will be able to:**

- Practice vocational skills as it applies to horticulture and sustainable practices.
- Increase vocabulary awareness of produce and cookware as it applies to garden to table concepts.
- Follow step-by-step recipes and cooking techniques using their knowledge of gardening and produce.
- Complete a sustainable menu based on the ingredients we are growing in our garden.

**Differentiated Skill Outcomes- DOK (Students will ...)**

**Practice vocational skills (planting):**

- Cultivate soil
- Spread grass by hand
- Plant mature plants, seedlings and bulbs
- Water lawn and garden

**Increase Vocabulary Awareness of produce and cookware:**

- Squash, tomato, beans, herbs, kale, lettuce, arugula, carrot, eggplant, etc.
- Spatula, blender, knife, roast, puree, microwave, steam, etc.

**Instructional Resources (books, materials, websites/SMART Board lessons, community resources):**

- Garden: produce, soil, flowers, water, seeds, tools, etc.
- Smart Board activates: reinforce vocabulary of cooking techniques and produce
- Photographs of food, cooking appliances, etc.
- Text books about growing plants

**How will you adapt this unit of study to actively include all students in the class?**

<p><b>High</b> Students will be prompted to write answers based on actual evidence or picture symbols.</p>	<p><b><u>Medium</u></b> Picture symbol supports as visual references and as multiple choice answer responses</p>	<p><b><u>Low</u></b> Actual objects will be provided for student responses through pointing</p>
--	--	---

**What transition skills will you focus on for the range of students in the class?**

- Choice making to increase independence and self-awareness
- Vocational skill practice for horticulture and landscaping
- Independent Living skill practice of cooking sustainably

**What Pre-/Post Assessments will you use?**

- Data collection
- Photos
- Video diary

**Describe your culminating activity for this unit:**

Prepare a sustainable menu based on our garden ingredients.  
Garden to Café participation

**Home/Extension activities:**  
What do you eat at home that came from a farm?  
How does your diet at home reflect sustainable practices?

	<b>Instructional topics Lesson- April - May</b>				
<b>Goals for Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>SET UP GARDEN BEDS</b></p> <p><b>MAKE DECORATIONS FOR CINCO DE MAYO</b></p>	<p><b>4-28</b> Rake Rocks</p>	<p>4-49 Spread &amp; Level soil Cinco de Mayo Lesson</p>	<p>4-30  Make bird rattles</p>	<p>5-1 Add Landscaping fabric to garden beds Organize garden beds into position</p>	<p>5-2 SOIL DELIVERY @ 9AM!! Transfer soil to garden Make paper plate maracas</p>
<p><b>SOIL DELIVERY</b></p> <p><b>INSTALL PAVERS</b></p>	<p><b>5-5</b> Put soil in garden beds Make guacamole CINCO DE MAYO PARTY!</p>	<p>5-6 Put soil in garden beds  Complete excavation</p>	<p>5-7 Spread excess soil in flower beds Add Gravel Level Gravel</p>	<p>5-8 Spread excess soil in pathways  Add Sand Level Sand</p>	<p>5-9   Add pavers</p>
<p><b>INSTALL PAVERS</b></p> <p><b>MAKE OLYMPIC SIGN</b></p>	<p><b>5-12</b> Complete paver installation  Make banner title Add flowers to banner</p>	<p>5-13 Complete paver installation Add string/handles to banner</p>	<p>5-14 SPECIAL OLYMPICS @ 9:15AM</p>	<p>5-15 Garden Clean up</p>	<p>5-16 Garden clean up</p>
<p><b>PLANT SEEDLINGS</b></p> <p><b>PREPARE FLOWER GARDEN BEDS</b></p>	<p><b>5-19</b> Begin planting seedlings in garden beds</p>	<p>5-20 Complete seedling transfer to garden beds</p>	<p>5-21  N/A</p>	<p>5-22 Begin flower bed: <b>Insert boarder</b> Plant &amp; mark spring bulbs</p>	<p>5-23 Plant and mark summer bulbs</p>

<p align="center"><b>PREPARE FLOWER GARDEN BEDS PREPARE FOR TREE PLANTING</b></p>	<p align="center"><b><u>5-26</u> NO SCHOOL</b></p>	<p>5-27 plant grown annuals in garden beds Dig hole #1 Make P721K arbor day flyers</p>	<p>5-28 Plant seedling flowers in flower bed</p> <p>Dig hole #2, #3 Distribute flyers</p>	<p>5-29 Add mulch Add chicken wire to flower beds</p>	<p>5-30 P721K ARBOR DAY Plant trees</p>
---	--	--	---	---	---

<p align="center"><b><u>Instructional topics Lesson Map</u></b></p>					
<p><b><u>Goals for Week</u></b></p>	<p><b><u>Monday</u></b></p>	<p><b><u>Tuesday</u></b></p>	<p><b><u>Wednesday</u></b></p>	<p><b><u>Thursday</u></b></p>	<p><b><u>Friday</u></b></p>
<p><b>PLANT GRASS</b></p>	<p align="center"><b><u>6-2</u></b> Spread grass seeds through out garden and lawn</p>	<p align="center"><b><u>6-3</u></b> Water vegetables, flowers, grass seed</p>	<p align="center"><b><u>6-4</u></b> Water vegetables, flowers, grass seeds</p>	<p align="center"><b><u>6-5</u></b> L&amp;B PIZZA TRIP?</p>	<p align="center"><b><u>6-6</u></b></p>
<p><b>PREPARE FOR GARDEN TO CAFE</b></p>	<p align="center"><b><u>6-9</u></b> Distribute school flyers, get classes interested</p>	<p align="center">6-10 Contact media?</p>	<p align="center">6-11 Practice cooking techniques with students</p>	<p align="center">6-12 Practice cooking techniques with students</p>	<p align="center">6-13 Practice cooking techniques with students</p>
<p><b>PREPARE FOR GARDEN TO CAFE</b></p>	<p align="center"><b><u>6-16</u></b> Food vocabulary</p>	<p align="center">6-17 Food vocabulary</p>	<p align="center">6-18 Cookware vocabulary</p>	<p align="center">6-19 GARDEN TO CAFÉ! Cookware vocabulary</p>	<p align="center">6-20 GARDEN TO CAFÉ!</p>

<b><u>PREPARE FOR SUMMER SCHOOL</u></b>	<b><u>6-23 Clean classroom Maintain garden</u></b>	<b><u>6-24 clean classroom maintain garden</u></b>	<b><u>6-25 clean classroom maintain garden</u></b>	<b><u>6-26 LAST DAY OF SCHOOL!</u></b>	<b><u>6-27</u></b>

**SEE FOLLOWING LESSON PLAN:**

**COLLABOARTIVE LESSON PLAN  
JOINT ACTION ROUTINES FOR GARDENING**

**DATE: ONGOING (JULY – AUGUST)**

**Common Core Learning Standards of Focus:**

**Reading for Information 11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, *including determining where the text leaves matters uncertain.*

**Reading 10:** By the end of grade 11/12, read and comprehend literary nonfiction in the grades 11/12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing 11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

**SL 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

**L 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Alg HS: H.S. Math CCLS**

A-SSE: Interpret the structure of expressions

2. Interpret expressions that represent a quantity in terms of its context.
  - a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-CED: Create equations that describe numbers or relationships.

2. Create equations an inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-REI: Understand solving equations as a process of a reasoning and explain the reasoning.

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

**Student Levels:** The levels below are based on SANDI and are listed as a reminder to the teacher re: what we are working on with the students/appropriate levels for work. Please note that classroom groupings/seating arrangements may differ based on activity roles, behaviors or other reasons to benefit the students.

Student	Reading			Writing			Communication			Math (OA)		
	3	2	1	3	2	1	3	2	1	3	2	1
Tamika		x			x			x			x	
Nadiya			x		x			x				x
Moises			x			x			x			x
Arturo			X			X						X
Gladys			X			X						X
Anthony		x			x			x			x	

### INDIVIDUAL STUDENT OUTCOMES/IEP GOALS SPECIFIC TO ACTIVITY

#### **ARTURO**

Role: ARTURO USE A SINGLE MESSAGE VOICE OUTPUT DEVICE TO INITIATE THE ROUTINE “ITS TIME TO GARDEN”

Speech: Arturo will be able to use an eye gaze board given a choice of two true object symbols to request desired choice activity.

Teacher: In one year, Arturo will reach for 2 manipulatives during a class activity.  
In one year, Arturo will respond when his name is called 3 times in one day.

#### **TAMIKA**

Role: **TAMIKA WILL GO TO THE BOARD AND TAKE HER VEBGATABLE PHOTOHRAPHAND LOCATE THE VEGERTABLE IN THE GARDEN. SHE WILL PERFORM JOB. TAMIKA WILL FIND NADIYAS PICTURE AND HAND NADIYA HER VEGETBLE. VERBALLY GIVE DIRECTION TO “GO TO THE (VEGETABLE)”.**

Speech: In one year, Tamika will maintain eye contact when interacting with peers and staff for 20 seconds given minimal visual prompts 4/5 times over 5 consecutive sessions, as measured by speech teacher observations and data collection.

Teacher: In one year, Tamika will use a combination of draws and dictating to sequence, or retell a story.

#### **NADIYA**

Role: **NADIYA WILL LOCATE THE VEGETABLE (THROUGH MATCHING THE SYMBOL) IN THE GARDEN AND PERFORM HER JOB. NADIYA WILL FIND GLADYS’ PICTURE AND HAND HER THE VEGETBLE SYMBOL.**

Speech: In one year, Nadiya will utilize a communication aid by combining three symbols to effectively communicate to express wants and needs during structured activities with minimal verbal and gestural prompts 8/10 times over 5 consecutive sessions, as measured by speech teacher observations and data collection. Progress will be measured monthly.

Teacher: In one year with prompts and supports, Nadiya will ask questions in order to seek help, get information or clarify something that is not understood.

### **GLADYS**

Role: GLADYS WILL FEEL THE IMPRINT ON THE SYMBOL AND USE HER MOBILITY CANE TO LOCATE THE VEGETABLE. GLADYS WILL PERFORM HER JOB. SHE WILL FIND ANTHONY AND TELL HIM “GO DO YOUR JOB”.

Speech: Within one year, Gladys will follow 1-2 step directives that contain one of the following; a preposition (over/under), an attribute (smooth/ furry), or temporal term (first/next) during structured interactive activities

Teacher: GLADYS will make choices and answer questions using tangible symbolic representations or actual objects in the classroom.

### **ANTHONY**

Role: ANTHONY WILL GO TO THE BOARD, FIND HIS PICTURE, TAKE HIS VEGETABLE, LOCATE IT IN THE GARDEN, DO HIS JOB. ANTHONY WILL GO TO THE BOARD, FIND THE NEXT STUDENT AND HAND THEM THEIR VEGETABLE SYMBOL.

Speech: In one year, Anthony will respond yes or no by presenting a picture symbol in a variety of environments with moderate visual and verbal prompting.

Teacher: In one year, Anthony will work independently to connect words/pictures with 5 familiar events by performing an action.

### **MOISES**

Role: MOISES WILL TAKE THE VEGETABLE SYMBOL, LOCATE THE VEGETABLE (WITH PHYSICAL ASSISTANCE), PERFORM THE JOB, FIND DAQUAN AND TELL HIM TO “GO TO THE BOARD”.

Teacher: Within 1 year, Moises will increase his socialization skills by participating in a small group activity with a small group of peers. He will work cooperatively on a task with 2 peers, taking turns, making eye-contact when the group leader is speaking and facilitating in the group activity.

### **DAQUAN**

ROLE: DAQUAN WILL GO TO THE BOARD, FIND HIS PICTURE, TAKE HIS VEGETABLE, LOCATE IT IN THE GARDEN, DO HIS JOB. DAQUAN WILL GO TO THE BOARD, FIND THE NEXT STUDENT AND HAND THEM THEIR VEGETABLE SYMBOL.

### **ARTURO**

Role: ARTURO WILL LOCATE HIS VEGETABLE (WITH PHYSICAL ASSISTANCE), DO HIS JOB, USING SINGLE MESSAGE VOICE OUTPUT DEVICE, GIVE THE CLASS THE DIRECTION TO “CLEAN UP”.

Speech: Arturo will be able to use an eye gaze board given a choice of two true object symbols to request desired choice activity.

Teacher: In one year, Arturo will reach for 2 manipulatives during a class activity.  
In one year, Arturo will respond when his name is called 3 times in one day.

**Materials/Resources:**

**MANIPULATIVES, PHOTO MENUS, GOTALK9, GARDEN, WATER, HOSE, GARDEN SHEERS, REUSABLE SHOPPING BAGS**

**Lesson Sequence/Methods:**

**Opening/Introduction:**

Arturo will announce “it is time to garden,” by using a single message output device.

**Instruction/Guided Practice (including method of presentation):**

Both the teacher and related service provider will go over the jobs for the Joint Action Routine (JAR), using the display board containing student photos, numbered steps and symbols representing their roles during the JAR.

**Student Activity Choices (optional):**

**ACTIVITY SEQUENCE**

1. **TAMIKA WILL GO TO THE BOARD AND TAKE HER VEBGATABLE PHOTOHRAPHAND LOCATE THE VEGERTABLE IN THE GARDEN. SHE WILL PERFORM JOB. TAMIKA WILL FIND NADIYAS PICTURE AND HAND NADIYA HER VEGETBLE. VERBALLY GIVE DIRECTION TO “GO TO THE (VEGETABLE)”.**
2. **NADIYA WILL LOCATE THE VEGETABLE (THROUGH MATCHING THE SYMBOL) IN THE GARDEN AND PERFORM HER JOB. NADIYA WILL FIND GLADYS’ PICTURE AND HAND HER THE VEGETBLE SYMBOL.**
3. GLADYS WILL FEEL THE IMPRINT ON THE SYMBOL AND USE HER MOBILITY CANE TO LOCATE THE VEGETABLE. GLADYS WILL PERFORM HER JOB. SHE WILL FIND ANTHONY AND TELL HIM “GO DO YOUR JOB”.
4. ANTHONY WILL GO TO THE BOARD, FIND HIS PICTURE, TAKE HIS VEGETABLE, LOCATE IT IN THE GARDEN, DO HIS JOB. ANTHONY WILL GO TO THE BOARD, FIND THE NEXT STUDENT AND HAND THEM THEIR VEGETABLE SYMBOL.
5. MOISES WILL TAKE THE VEGETABLE SYMBOL, LOCATE THE VEGETABLE (WITH PHYSICAL ASSISTANCE), PERFORM THE JOB, FIND DAQUAN AND TELL HIM TO “GO TO THE BOARD”.
6. DAQUAN WILL GO TO THE BOARD, FIND HIS PICTURE, TAKE HIS VEGETABLE, LOCATE IT IN THE GARDEN, DO HIS JOB. DAQUAN WILL GO TO THE BOARD, FIND THE NEXT STUDENT AND HAND THEM THEIR VEGETABLE SYMBOL.
7. ARTURO WILL LOCATE HIS VEGETABLE (WITH PHYSICAL ASSISTANCE), DO HIS JOB, USING SINGLE MESSAGE VOICE OUTPUT DEVICE, GIVE THE CLASS THE DIRECTION TO “CLEAN UP”.
- 8.

**Wrap up/Closure:**

Arturo will stand up and say “clean up”.

**Level 3 Students**

*Follow verbal instructions.* The students will be given verbal instructions and gestural prompts for the first time performing the task only. After the initial explanation the student will perform the steps independently.

**Assessment:**

***(3)Expert:*** The student was able

**Level 2 Students**

*Follow verbal instructions using gestural prompts.* The students will be handed the objects and given verbal direction on how to perform their assigned task. Light, physical assistance will be provided if necessary. *Tangible items will be used to aid in comprehension (for visually impaired or multiply*

**Level 1 Students**

*Concrete objects are used to identify steps.* The students will be presented with actual objects in the order of the steps. *Response by eye gaze or body gestures towards an item to indicate preferences.* The students will be presented with choices using tangible items,

to complete the task independently with one verbal prompt.

**Behavior:** Limited to no behavioral outbursts.

**(2) Experienced:** The student was able to complete the task with continuous gestural prompting.

**Behavior:** Some behavioral outbursts, but did not interfere with task.

**(1) Practiced:** The student was able to perform the task with continuous verbal and gestural prompting.

**Behavior:** Student did not complete task due to constant behavioral interruptions.

**Student Response:**

(Picture symbols (pointing) or verbal response)

*disabled students*). The student will feel for the popsicle sticks that have been used as markers for the plant holes; she will find the popsicle stick and place the plant in the hole. The purpose is to increase independence and decrease physical prompting.

**Assessment:**

**(3) Expert:** The student was able to complete the task with one verbal prompt and continuous gestural/physical prompts.

**Behavior:** Limited to no behavioral outbursts.

**(2) Experienced:** The student was able to perform the task with continuous verbal and gestural prompts and light physical assistance.

**Behavior:** Some behavioral outbursts, but did not interfere with task.

**(1) Practiced:** The student was able to perform the task with continuous verbal and gestural prompting and hand over hand physical assistance.

**Behavior:** Student did not complete task due to constant behavioral interruptions.

**Student Response:**

(picture symbols. Tangible items (pointing) or verbal response)

responses will be made through eye gaze.

*Physical assistance provided.*

Students will be physically assisted in the planting process, using hand over hand instruction and verbal prompts.

**Assessment:**

**(3) Expert:** The student was able to complete the task with physical assistance.

**Behavior:** Limited to no behavioral outbursts, student completes task.

**(2) Experienced:** The student was able to perform and attend to the task for 60 seconds.

**Behavior:** Student exhibited some non-compliance but performed some of the task.

**(1) Practiced:** The student was able to look in the direction of the actions being completed for 30 seconds.

**Behavior:** Student did not complete task due to non-compliance.

**Student Response:**

Point to Yes/No  
Eye Gaze

### Paraprofessional Assignments

1— Eddie – work with students in performing garden maintenance jobs.

3— Margarita – Translate in Spanish for Arturo, Moises and Gladys' and give directions in Spanish, assist students in performing activities.

**SEE FOLLOWING STUDENT WORK SAMPLES:**

name: Sekina

date: September 22 2014





  
 what did you harvest today?

basil 	tomatoes 	collard greens 
oregano 	rainbow chard 	lemon balm 

Name: Tamika

Date: July 8 2014





  
 Today I planted a seed.






  
 What kind of seeds did I plant?

Collard	greens
Basil	Rainbow chard

name: BOSI AHMAD date:



what



did



you



harvest today?

