## Unit 3

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#### General Accomodation by Ability Level

#### **Schedules**

- **z** Schedules are a guide.
- Time for tasks and breaks should be individualized based on attention span and behavioral needs.
- m Observational data should be collected to document these needs.

#### **Pre-Teaching**

#### Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- **m** Direct Modeling by the teacher
- mage Hand-under-hand to instruct, and hand-over-hand to model responses.
- **¤** Systematic Prompting
  - Least prompts, Most to Least, Guided Practice (independent; verbal cue; model; physical prompt, if tolerated)
  - Select the individualized prompts and record student response data
- Lessons broken into smaller segments
- **¤** Repeated practice

#### Group 2

- Students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading levels may need small group instruction
- Lessons broken into smaller segments
- **m** Small group instruction
- m Direct modeling by the teacher
- **¤** Repeated Practice

#### Group 3

- Students who have a grade 2 reading level or higher, formal communication systems (verbal or AAC) may need content to be broken down into smaller segments
  - Select content reading level grade 2 or grade 4 for each student
  - Video Modeling or Direct Modeling by the teacher
  - Visuals and manipulatives for improved comprehension
  - Probe length of time on task and needs for breaks and adjust instructional times (record if different from times in the suggested schedules)

#### Design and Reflection Journals

#### Group 1

- **m** For student with little or no formal communication system:
  - Model and prompt the response
  - May need to only answer like/dislike the task using individualized communication (point to symbol; answer a question with a yes/no response)
  - Have the instructor record the response in the student's journal

#### Group 2

- Students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading levels may need small group or individual instruction
  - Model expectations and repeat the task for those who did not complete the task
  - Responses may be written, oral with a scribe writing the response in the journal, or may draw a picture.

#### Group 3

- m Students with a grade 2 reading level or higher
  - May need repeated instruction for the first few lessons

Notes:	

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### Characters



Pre-teaching (10 minutes)



Break (2 min or as needed)









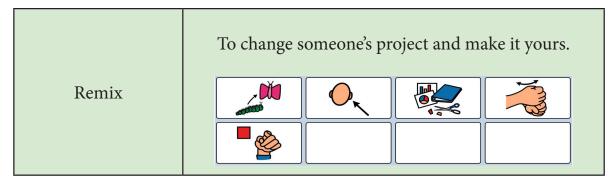
## Pre-Teaching Topics & Terms

#### Topics:

Show students how to use "Make a Block" feature to create a custom blocks to define behaviors for sprites or "characters".

#### Terms:

Terms	Description and Symbol
My Blocks	A place where the blocks you make are kept.
Character	What does something on scratch that you change.
Behavior (Movement)	Changing where you are.
Define	A block group that shows what your new block can do.
Reuse	To use again.



Tell students that they are expected to create a Scratch projects that has two sprites or "characters" that each has one behavior created using "Make a Block" feature.



#### Session Objectives

The purpose of this session is to teach students how to create their own Scratch blocks using the "Make a Block" feature and define behaviors for characters using custom blocks.

#### Learning Objectives

By the end of this session, students will be able to:

1. Create a Scratch project that includes two sprites or "characters" that each have one behavior created using the "Make a Block" feature.

#### Resources:

- Characters studio at https://scratch.mit.edu/ studios/475545/
- m Characters studio in structional video
- m Characters instructional video
- **¤** Characters handout.

## ACTIVITY DESCRIPTION



#### **Activity Part I**

- Show example projects from the Characters studio (http://scratch.mit.edu/studios/475545) to students with pre-K reading level and higher
- mathematical Have students who engage with videos watch the Characters Studio Instructional video
- provide the Characters handout to students.
- Have struggling students work in small groups with the ISATs, then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout. Next, repeat the demonstration having the students model each step.

#### **Activity Part 2**

- Demonstrate how to create a Scratch project with two sprites that each have one behavior that are created by "Make a Block" feature, and ask students with a pre-K reading level and higher to follow along
- Have Have students who engage with videos watch the "Characters" instructional video to follow along when creating their own Scratch projects
- Ask USATs to work with struggling students in small groups when creating their Scratch projects
- Pair the Characters handout with the instruction and have it available when students create their Scratch projects
- Have the USATs to work 1:1 with students who have little or no formal communication using the step-by-step process, prompting when needed and paring the handout with each step.
- Give students time to create a Scratch project that includes two sprites or "characters" that each have one behavior that are created using the "Make a Block" feature in "My Blocks" category.
- Ask students to add their projects to a class or the Characters studio.
- Have the USATs prompt or add the project to the class or the Character studio for the students who struggle or can not do so.

#### **Activity Part 3**

- Ask students with pre-K reading level or higher and prefer to work in groups(student names) to reflect on the experience to discuss the concepts of events and parallelism using reflection prompts in their design journal in written or drawing format and ask students (student names) to discuss with their peers.
- For students who prefer to work alone (student names) ask them to discuss with a peer or one of the USATs. Discussions include AAC, showing the drawings.
- paragraph For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project. The USAT should note student names and responses and document this in their journal

#### **Notes to the Teacher**

- Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- maxiety to a familiar environment to reduce their anxiety levels
- p Facilitate ways to calm students down
- pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups
- use common and familiar words in your verbal instructions for students having difficulty communication
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **m** Collect duration data on the students who require frequent breaks.
- **¤** Collect duration data for students who need extended time to complete the tasks.
- paragraph For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance (Student names here).
- **u** Use common and familiar words in your verbal instructions for students having difficulty communicating providing symbols or other visuals as needed.

#### Notes by the Teacher:


### Conversations



Pre-teaching (10 minutes)



Activity Part I



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



**Activity Part 3** 



Break (2 min or as needed)

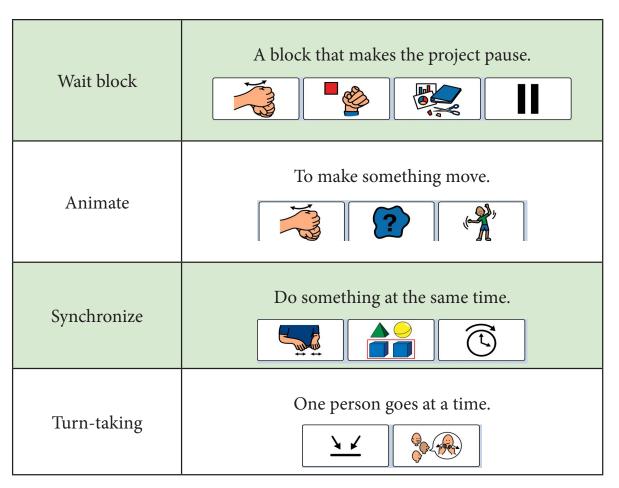
#### Pre-Teaching Topics & Terms

#### Topics:

Show students how to create a Scratch project with one sprite which plays a sound when an event occurs on the sprite.

#### Terms:

Terms	Description and Symbol
Broadcast	A block that lets you send words.
Conversation	When you talk with someone else.
Starter	A project that helps you understand how to start.
Reuse	To use again.
Remix	To change someone's project and make it yours.



Tell students that they are expected to create a Scratch project that includes both "broadcast" and "when I receive" Scratch blocks that are used to form a synchronize a conversation between two characters.

#### Session Objectives

The purpose of this session is to teach students how to create a Scratch project that synchronize interactions between sprites (timing and broadcasting) by remixing a joke project.



#### Learning Objectives

By the end of this session, students will be able to:

1. Create a Scratch project that includes both "broadcast" and "when I receive" Scratch blocks to form a conversation between two characters with proper turn-taking behavior.

#### ACTIVITY DESCRIPTION



#### **Activity Part I**

- As you explore the Penguin Joke starter project (http://scratch.mit.edu/projects/10015800) demonstrate the steps for completing it. Make sure the students understand how the conversation is animated using wait blocks
- property For students who need to work in small groups have the USATs assist.
- For students with little or no formal communication have the USATS work 1:1 using the step-by-step process prompting, as needed, the students to model each step.
- Show example projects from the Conversation studio (http://scratch.mit.edu/studios/475547) to students following the whole group, small group, and 1:1 instructional sequences.
- ma Have students who engage with videos watch the Conversations studio instructional video
- Provide the Conversations handout to students all students pairing it with the instructional steps demonstrated above.

#### **Activity Part 2**

- May Have students use the remix function and redesign the Penguin Joke project to coordinate the conversation using the broadcast, broadcast and wait, and when I receive block,
- May Have students who engage with videos watch the Conversations instructional video to follow along when creating their own Scratch projects
- Ask USATs to work with students who need small group or 1:1 instruction when creating their Scratch projects using the procedures described on Activity 1.
- Ask students to follow the steps in the Conversations handout when creating their Scratch projects. For struggling students or those with little or no formal communication, pair the steps in the Conversations handout when creating their Scratch handout or when reteaching the lesson.

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#### **Activity Part 3**

- Encourage students who prefer to work in groups to share their joke projects with their peers. Invite these students to present their work to the class, and demonstrate how they implemented broadcast.
- For students who prefer to work alone ask them to share their joke project with a peer or a USAT.
- Ask students to think back on their design process by responding to the reflection prompts in their design journals in written and/or symbol format. USATs may write the oral responses of students in their design journal.
- para For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project. The USAT should note student names and responses and document this in their journal

#### Resources:

- penguin Joke starter project at https://scratch.mit.edu/projects/10015800/
- Conversations studio at http://scratch.mit.edu/studios/475547
- Conversations studio instructional video
- **m** Conversations instructional video

#### **Notes to the Teacher**

- Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- maxiety to a familiar environment to reduce their anxiety levels
- **¤** Facilitate ways to calm students down
- pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups.
- Use common and familiar words in your verbal instructions for students having difficulty communicating
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- para For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- © Give frequent breaks for students as documented in the IEP, or as classroom data indicates.
- □ Offer extended time to students who cannot complete the project within the specified time limits.
- **¤** Reteach the material as needed. Document the students who need reteaching.
- Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts
- print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

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#### Notes by the Teacher?






Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (15 min)



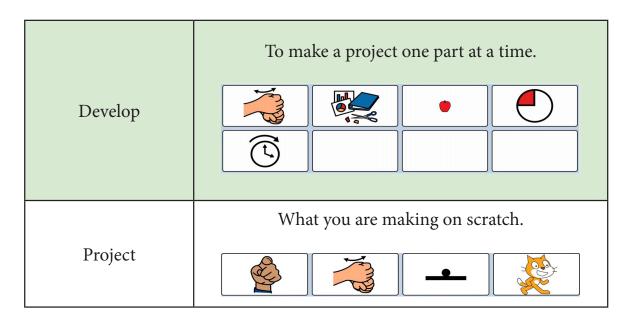
## Pre-Teaching Topics & Terms

#### Topics:

Show students how to develop a project with multiple scene changes using backdrops.

#### Terms:

Terms	Description and Symbol
Backdrop	What you see in the background.
Stage	Place on scratch where changes are made to sprites.
Scene	Where your sprite moves or talks with other sprites.



Tell students that they are expected to develop a project with multiple scene changes using backdrops.

#### Session Objectives

The purpose of this session is to teach students how to develop a project with multiple scene chagnes usign backdrops.



#### Learning Objectives

By the end of this session, students will be able to:

1. Develop a project that includes multiple scene changes using different backdrops.

#### Resources:

- Scenes studio at https://scratch.mit.edu/studios/475550/
- Scenes Studio instructional video
- Scenes Handout instructional video
- **¤** Scenes Handout



#### **Activity Part I**

- Show example projects from the Scenes studio 1 to students with pre-K reading level and higher
- Show Scenes studio instructional video for students who engage
- mathematical Have the Scenes handout available for all students

#### **Activity Part 2**

- m Model students with characteristics how to develop a project that includes multiple scene changes using different backdrops, such as in a slideshow.
- Show the Scenes instructional videos for students with characteristics
- Provide the Scenes handout for all students with to follow along as they create a project that includes multiple scene changes
- Have struggling students work in small groups with the ISATs , then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout.Next, repeat the demonstration having the students model each step.

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#### **Activity Part 3**

- Give students time to develop a project that includes multiple scene changes using different backdrops.
- Challenge students with a pre-K reading level and higher explore and manipulate scripts in the Stage to initiate changes
- Have struggling students work in small groups with the ISATs, then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout.Next, repeat the demonstration having the students model each step.

#### **Activity Part 4**

- Allow students who enjoy working in groups share their projects with peers/ USATs, or to present their work to the class to demonstrate how they implemented changing backdrops.
- Ask students to use the reflection prompts to guide their presentations
- Ask students to reflect on their design processes by responding to the reflection prompts in their design journals in written and/or symbol format
- For students who prefer to work alone (student names) ask them to discuss with a peer or one of the USATs. Discussions include AAC, showing the drawings.
- pa For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project. The USAT should note student names and responses and document this in their journal.

#### Notes to the Teacher

- Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- para Facilitate ways to calm students down.
- Pair students who does not intitiate interaction but will accept initiations from others with students who prefer studying in groups.
- Use common and familiar words in your verbal instructions for students having difficulty communicating.
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks.
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **¤** Give frequent breaks as specified in their IEP, or as indicated by classroom data.
- **m** Offer extended time to students who respond to visual or verbal prompting.
- provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

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#### Notes by the Teacher:






Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (10 min)









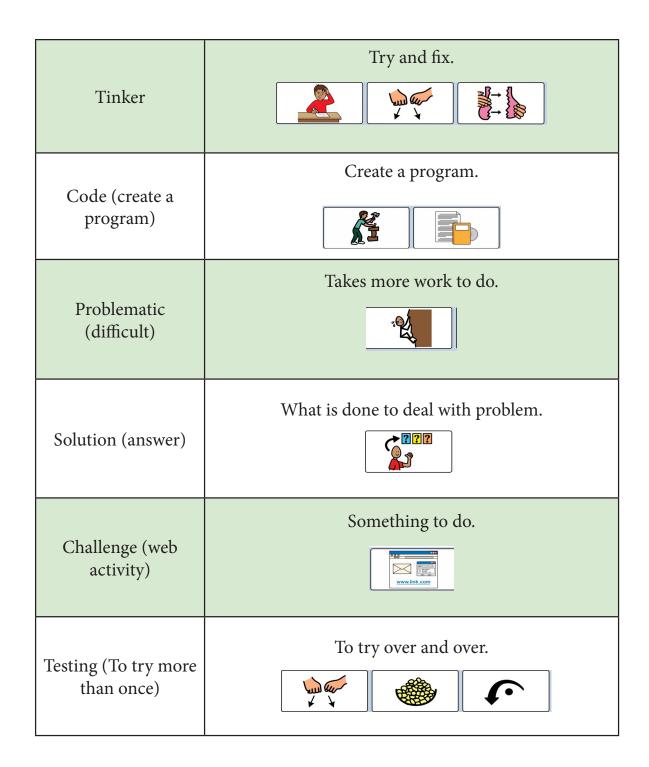
## Pre-Teaching Topics & Terms

#### Topics:

Show students the projects on the Unit 3 Debug It! handout, and explain them the problems in the project. Show them how to solve one of these problems with one of these projects.

#### Terms:

Terms	Description and Symbol
Debug	Find and change problems.  ? ? ?
Fix	Change problems to make better.
Investigate (explore)	To look at so you can understand.
Buggy (many errors)	A lot of problems.



Students are expected to identify and solve problems in at least one of the projects.

#### Session Objectives

This session targets to teach students how to identify, investigate, and offer a solution to a problem with a Scratch project.



#### Learning Objectives

By the end of this session, students will be able to:

- 1. Identify a problem with a Scratch project
- 2. Investigate a problem with a Scratch project
- 3. Offer a solution to a problem with a Scratch project

#### Resources:

- ¤ Unit 3 Debug It! handout
- Multi Media in Market Marke
- unit 3 Debug It! Handout video
- m Unit 3 Debug It! studio at http://scratch.mit.edu/studios/475554

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## ACTIVITY DESCRIPTION

#### **Activity Part I**

- **¤** Have the Unit 3 Debug It! handout available to guide students during the activity.
- Show students with a pre-K reading level or higher (student names) how to open one of the Debug It! projects, and debug the problem in the project.
- Have students who engage with videos (student names) watch the Unit 3 Debug It! Handout instructional video.
- mathematical Have the students (student names) watch the Unit 3 Debug It! instructional video.
- May Have struggling students work in small groups with the ISATs, then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout.
   Next, repeat the demonstration having the students model each step

#### **Activity Part 2**

- Show students with characteristics (student names) how to open each project on the Unit 3 Debut It! handout, and explain them what they are expected to debug. Encourage them to click on the "Look Inside" button to investigate the buggy program, tinker with problematic code, and test possible solutions
- Ask students (student names) to watch the Unit 3 Debug It! instructional video.
- Ask students (student names) to watch the Unit 3 Debug It! Handout instructional video
- Have struggling students work in small groups with the ISATs , then have the students model each step. Pair the steps with the handout.
- May Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout. Next, repeat the demonstration having the students model each step.

#### **Activity Part 3**

- © Give students with characteristics (student names) time to test and debug each Debug It! challenge.
- Mark the struggling students work in small groups with the ISATs, then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout. Next, repeat the demonstration having the students model each step.

#### **Activity Part 4**

- Ask students with a pre-K reading level or higher (student names) to reflect bask on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format,
- ask students who prefer to work alone (student names) to discuss with a peer (student names) or USATs (student names).
- para For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project. The USAT should note student names and responses and document this in their journal.

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#### Notes by the Teachers



Pre-teaching (10 minutes)





Break (2 min or as needed)







#### **Pre-Teaching Topics &** Terms

#### Topics:

Show students drawing of a creature in three body parts (head, middle, and bottom).

#### Terms:

Terms	Description and Symbol
Creature	What you will draw on paper.
Creative	When a person is good at making art.
Head	The very top, where the face is.
Middle	Where arms or sholders are at.
Bottom	Where legs and feet are at.

Guide	What you use to know what to do.
Reveal	When you show something to a group.
Collaborative	When you add your ideas to a group project.
Contribution	What you added to the group project
Reuse	To use again.
Remix	To change someone's project and make it yours.

Tell students that they are expected to put into groups of three students, each of which will draw one of the creature's body parts (head, middle, or bottom).

#### Session Objectives

The purpose of this session is to introduce students to the computational practice of reusing and remixing by contributing to a collaborative drawing.



#### Learning Objectives

By the end of this session, students will be able to:

1. Draw a "creature" in three parts (head, middle, and bottom)

#### **Resources**

- $\tt m$  Blank papers (approximately 8.5 inches by 11 inches), folded into thirds
- m Things to sketch with (pencils, pens, markers, etc.)

## ACTIVITY DESCRIPTION

#### **Activity Part I**

- put students into groups of three students
- Give one of the students in each gorup a tri-folded sheet of blank paper and one minute to daw a "head" for their creature. Next, have them fold the paper over so that the head is hidden, with little prompts for where to continue the drawing. After the head is hidden, ask students to pass the creature to another student in the group.
- Then, give students one minute to draw a "middle" for their creature, using the guides from the head, but without peeking! After the middles are hidden (and prompts drawn), ask students to pass the creature to the last student in the group.
- pa Finally, give students one minute to draw a "bottom" for their creature.
- when finished, unfold the papers to reveal each group's collaboratively constructed creatures.

#### **Activity Part 2**

post drawings on a wall or baord and let students explore the outcomes of their creative contributions.

#### **Activity Part 3**

- Ask students who prefer to work in groups to have a discussion in their assigned groups utilizing the reflection prompts.
- Ask students who prefer to work alone may choose to have the discussion with USAT or to have their responses to the reflection prompts on their design journals in print and/or symbols.
- Ask USATs to ask students with little or no formal communication system if they like/don't like (symbol), and to put the student response in the design journal.

#### Notes to the Teacher

- Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- page Facilitate ways to calm students down.
- Pair students who do not initiate interaction but will accept initiations from others with students who prefer studying in groups
- Use common and familiar words in your verbal instructions for students having difficulty communicating.
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks.
- **u** Use common and familiar words in your verbal instructions for students having difficulty communicating.
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **¤** Give frequent breaks for students as specified in the IEP or based on classroom data
- m Offer extended time to students as indicated in the IEP or based on classroom data.
- provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

#### Notes by the Teachers

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Pre-teaching (10 minutes)



Activity Part I (15 minutes)



Break (2 min or as needed)



Activity Part 2 (20 minutes)



Break (2 min or as needed)



Activity Part 3 (10 minutes)

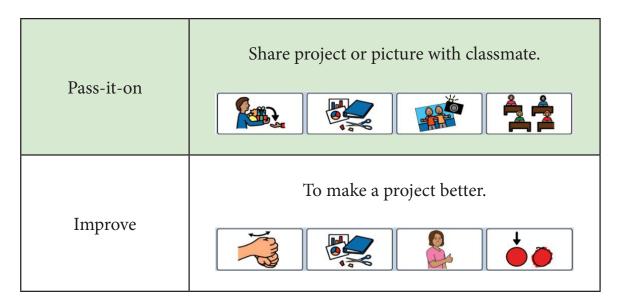
## Pre-Teaching Topics & Terms

#### Topics:

Show students how to create or contribute to the creation of a story project, and add Scratch blocks to an existing project to improve and/or modify the project.

#### Terms:

Terms	Description and Symbol
Reuse	To use again.
Remix	To change someone's project and make it yours.
Change	To make a project different.
Modify	Make small changes on project.



Tell students that they are expected to create or contribute to the creation of a story project, and they will be revising and/or remixing others' story projects.

#### Session Objectives

The purpose of this session is to teach students how to create or contribute to the creation of a new story project, and how to reuse and remix the work of others.

#### Learning Objectives

By the end of this session, students will be able to:

- 1. Create or contribute to the creation of a Scratch story project
- 2. Add at least two Scratch blocks to an existing story project created by others that will improve and/or change the story project.

#### Resources:

- pass IT On studio at https://scratch.mit.edu/studios/475543/
- pass It On studio instructional video
- Pass IT On handout instructional video
- pass IT On Handout
- projector and screen to present student work.



#### **Activity Part I**

- p Divide students who prefer to work in groups into pairs.
- pair students who tend to struggle with USATs to facilitate the session.
- Students who prefer may work alone.
- mathematical Have USATs work 1:1 with students who have little or no formal communication systems using step-by-step instructions and systematic prompting.
- Introduce them to the concept of a Pass-It-On story, a Scratch project that is started by a pair of students or a single student, and then passed on to two other pairs or individual students to extend, improve, and/or modify.
- print out the Pass It On handout.

#### **Activity Part 2**

- Encourage students to start in whatever way they want (characters, scene, plot, or whatever element excites them).
- **¤** Give each pair (or single student) 20 minutes to work on their story
- Rotate students with a pre-K reading level or higher to extend another story by remixing the project.
- Rotate the projects among student who prefer working alone.
- Have USATs demonstrate extending the project for students who are struggling
   or have little or no formal communication system and systematically prompt the
   students to extend it further

#### **Activity Part 3**

- After two rotations, present all projects on the screen for students to watch and observe the changes applied to the story projects that they contributed. Ask students who prefer to work in groups to comment on the process using the reflection prompts.
- Ask students who prefer to work alone to choose either to have the discussion on the process with a peer and/or USAT or. Ask students to respond to the reflection prompts on their design journals in written language and/or symbols.
- Invite students to add projects to the Pass IT On studio or a class studio.
- **p** For student who needed one-to-one instruction, have the USAT add the projects.

#### Notes to the Teacher

- Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- maxiety to a familiar environment to reduce their anxiety levels
- p Facilitate ways to calm students down
- Pair students who do not initiate interaction but will accept initiations from others with students who prefer studying in groups
- Use common and familiar words in your verbal instructions for students having difficulty communicating
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- parameter per For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **¤** Give frequent breaks for students as specified in the IEP or based on classroom data
- m Offer extended time to students as indicated in the IEP or based on classroom data.
- provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts
- print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

#### Notes by the Teacher:


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