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**First and Last Name**

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**School**

Barron Elementary School

**Phone Number**

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**Position & Title:**

Special Education Teacher

**Project Title:**

Calm in the Classroom

**This project is designed for:**

Elementary

**Target Grade Level(s)**

All Grade Levels- K-5

**Subject Areas or Discipline**

Special Education, Sensory, all content areas

**Project Summary (500 characters or less)**

Our project is to create a sensory room for our special education and general education students to use when needed. This room would be an area for students to come to calm down if over stimulated, and use flexible/alternative seating during small group instruction and during testing time. In this room we would like to have several types of sensory aids for our students: Sparkly sticks, sensory jars, stress balls, mini trampoline, mermaid material weighted toys, wiggles seats, etc. The flexible/alternative seating options will also be available for our inclusion setting classrooms (7 inclusion rooms) for students to have access to as well. It benefits all students.

**Project Description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.**

We would like to house sensory tools in the inclusion special education teachers' room. First we would like to have seating options. The classroom already has yoga balls, but we would like to add wobble seats as an option. We also would like to add the bouncy bands to our chairs for students who need to wiggle but want to sit in a regular classroom chair. Students can use these flexible seating options during both small group instruction and during testing such as CSAs or SOLs. By allowing students different options to wiggle and move while they work, they are getting their sensory needs met while still remaining on task and focused during instruction. These seating options will also be available to be checked out by teachers in our 7 inclusion rooms. By giving students the seating options they need to focus, we are ensuring they are receiving more instruction in the classroom.

The other sensory tools for this project include: sparkle sensory sticks, sensory jars, stress balls, a mini trampoline, and mermaid material weighted toys. The trampoline will stay in the inclusion special education teachers' room and will be available for our IA to take students to if they need a break from instruction. Students will only have five to ten minutes on the trampoline and then will head back to class. The other materials will be housed in our room but will be available for check out to our special education and general education students. We have one weighted animal and one sensory stick currently, and they have been very successful with some of our students with autism so they are comforted and getting their sensory needs met. By having more available, we can reach more students and provide them with calming stimulation so they are comforted while they remain in the classroom and continue working. The main goal of this project is to keep students in their classrooms where they are actively learning and engaged in instruction, without being distracted by their sensory needs.

**Standards of Learning Objectives: What are the learning objectives with this project? How do they correlate with the Virginia Standards of Learning?**

The learning objective for this project is to get students to appropriately ask for and take sensory breaks so they can get back to class quickly and efficiently without causing disruptions in the classroom.

Some of the SOLs that can be specifically related to this project are:

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. g) Follow one- and two-step directions.

1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults.

Physical Education SOLs:

Kindergarten:

K.4 The student will use appropriate behaviors and safe practices in physical activity settings. a) Demonstrate cooperative and safe play. b) Demonstrate general and personal space

First Grade:

1.4 The student will demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from teacher. b) Demonstrate safety rules for activity.

c) Demonstrate safe use of space.

Second Grade:

2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.d) Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide.

2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.b) Describe muscular endurance as important in moving throughout the day

2.4 The student will identify and apply cooperative, respectful, and safe behaviors in physical activity settings. c) Demonstrate cooperative skills, to include taking turns and sharing equipment. d) Demonstrate safe participation individually and with others.

Third Grade:

3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings. a) Explain the importance of rules for activities. b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings

Fourth Grade:

4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities. a) Identify a group goal and the strategies needed for successful completion while working productively and respectfully with others. b) Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements

Fifth Grade:

Social Development 5.4 The student will participate in establishing and maintaining a safe environment for physical activities. d) Explain the importance of inclusion in physical activity settings. e) Describe and demonstrate respectful behavior in physical activity settings.

We are specifically targeting the social/emotional piece of learning through this project by allowing students to take safe breaks and allowing them to get sensory needs met in the classroom so they are exposed to more instruction. Any SOL that requires students to know how to follow directions and communicate with an adult is specifically addressed through this project. Additionally, by getting students to calm down and get back to class quickly and efficiently, they have a better chance at mastering all SOLs they are being exposed to due to more time in the classroom receiving instruction.

**Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?**

We will know that our objectives have been met if students are spending less time causing disruptive behaviors and more time engaged in the learning activities in the classroom. We will record the amount of disruptions from each student, and how long it takes the student to calm down with the new sensory aids versus without them. We will also monitor the amount of work students are able to complete during small group instruction with our new sensory seating versus how much work was getting done without the flexible seating options.

**Dissemination: Would your project be of value to other educators? How would you share your ideas? (Sharing your project idea could include things such as school events, social media, school division meetings, conferences, etc...)**

While the sensory items would be kept in the inclusion teachers' room, these items would be available to each student in the inclusion classroom (grades K-5) to check out if needed. The chairs and sensory aids would be used in the classroom for small group instruction and for students who come to the inclusion room for a break. All other materials will be disseminated to our special education students and students who are struggling with sensory needs in the inclusion classrooms in each grade level based on need. We will share the success of our availability of sensory aids with other teachers and parents at school-wide events. We also will share the results of having these sensory aids at our special education CLT meetings, where we can discuss our project with special education teachers throughout Hampton City Schools.

**Budget:**

All products from Amazon:

Super Z Outlet Liquid Motion Bubbler for Sensory Play, Fidget Toy, Children Activity, Desk Top, Assorted Colors (6 Bubblers X 6.99/each = 41.94)

Toysmith Jumbo Spiral Glitter Wand (Assorted Colors) (4-Pack X 2= 18.32X 2 = 36.64)

Mesh Squishy Ball (Pack of 12)- 11.55

Kidsco Puffer Balls - 6 Pack Assorted Colors, Blue, Green, Orange, Yellow, Pink and Purple, for Kids Sensory Stress Relief, Therapy Toy Favor, Goody Bag Filler.- 9.99

Upper Bounce Hexagonal Fitness Mini-Trampoline - T-Shaped Adjustable Hand Rail - Bungee Cord Suspension - 114.99

Active Kids Chair - Wobble Chairs Juniors/Pre-Teens (Grades 3-7) - Children Who Can't Sit Still - Great 17.75" Wobble Chair Kids ADD/ADHD - Corrects Posture | Blue - Age Range 7-12y (3 chairs @ 65.99 each = 197.99)

Creativity for Kids Mini Sequin Pets - Twinkles The Elephant (10.00 X 2 = 20.00)

The Original Bouncy Bands for Desks (Black) - Children love bouncing their feet and feeling the tension to relieve their anxiety, hyperactivity, frustration, or boredom. - 15.99 X 4 = 63.96

Total = \$497.06 + Tax

**Total amount requested (If your total project cost exceeds this grant request, please describe how the additional funds will be obtained. If unable to raise all funds and project is not completed, HEF grant funds awarded must be repaid).**

Total amount requested is \$500.00. If the project goes over-budget, funds will be obtained by asking for donations from PTA, other teachers, and possibly a Donors Choose project.

**Electronic Signature**

Gabrielle Carraccio