

65th CONFERENCE ON EXCEPTIONAL CHILDREN
Believing In Achieving
SHEPARDIN FOUR SPACES | EMERY CONVENTION CENTER | CHARLOTTE, NC



Coffee Talk

Taking Students Beyond the Classroom

NOVEMBER 20-22, 2013

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Presenters:

Cindy Barr
Hardin Park School

Jenny Horton
Hardin Park School

Mary Williams
Hardin Park School

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By the end of the session, participants will:

- Identify how experiential learning can combine common core standards with life skill development to produce 21st century learners.
- Identify methods of collaboration between teachers and related service providers.
- Discover ways to link service learning and academic content.
- Explore ways to adapt the Coffee Talk idea to their school settings.

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Coffee Talk is an instructional program for students with disabilities in which they plan and host a monthly coffee shop for faculty and staff. The program is a cooperative effort between the school and the local community.



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Demographics

- Hardin Park School is located in rural Watauga County. The school has 149 EC students in a total enrollment of 775 children.
- Hardin Park houses 4 self-contained classrooms serving the county. The classrooms are designated mild-moderate for K-3 & 4-8, moderate to severe, and autistic.

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The mission of the Watauga County Schools is to educate for productive citizenship and life-learning.

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In the beginning.....

- Funding: Watauga Education Foundation
- Donations: Bald Guy Brew, Mast Store, Hardees, Wendy's, other Businesses, and People in the Community

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Our Team:

- Classroom Teacher
- Adapted Physical Education Specialist
- Teaching Assistant
- Occupational Therapist/COTA
- Speech and Language Pathologist
- Vocational Education

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Grant Application:

- By participating in the Coffee Shop, students will engage in a normalizing experience that combines vocational education, academics, daily living skills, and healthful living skills.
- Students will advertise for the Coffee Shop by designing flyers for the school during Vocational Education and Occupational Therapy.
- Students will make seasonal table cloths and napkins during Vocational Education.

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- Students will create 2 to 4 menus from the nutritional chart, grocery fliers and menus from local coffee shops. Daily Living Skills, Healthful Living
- Students will create a grocery list based on the menu and other products they will need for the sale. Daily Living Skills
- Following recipes, students will bake the food Daily Living Skills.
- Students will count the money and record their profits. Charts will be maintained to track sales and expenses Math.



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First Year Benefits for Students & Parents

- Increased self-esteem & confidence
- Improved social skills
- Transition plans reflected career interest in the food industry
- Students began to understand the concept of charitable giving
- Increased parent participation
- Parents shared that their children were generalizing skills from school to home

PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA State Board of Education | Department of Public Instruction | Exceptional Children Division **NOVEMBER 20-22, 2013**

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First Year Benefits for Hardin Park Teachers & Staff

- Increased interaction between students and staff
- Teachers appreciated the students' success
- Teachers liked the idea of making a charitable donation each month
- Teachers began offering menu suggestions
- Teachers requested a delivery service
- Teachers began to look forward to Coffee Talk



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What DPI has to say about Service Learning?

- Service-learning is an effective framework for curriculum delivery, a learning tool, and strategy to engage students, parents, volunteers, and community. The following are a few examples:
 - Fosters a sense of care and concern for others
 - Positively impacts student outcomes
 - Extends the boundaries of the classrooms, community becomes the learning lab
 - Provides opportunity for inquiry-based experiential engagement with real-life situations

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Characteristics of High Quality Service Learning

- Links academic content standards and community-based service in ways that support outcomes for students.
- Curriculum and service are well planned for positive outcomes in both areas.
- Youth voice is encouraged and supports problem-solving.
- The process provides benefits to staff, students, volunteers, and community.

From the National Corporation for National and Community Service

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A Move to Modify

Revised Goal:

Develop a curriculum to teach academic and daily life skills that encourage student independence.

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Modifications:

- Developed adapted checklists
- Created inventories
- Prepared vocabulary lists and word bank
- Developed sequenced activities
- Purchased adaptive cooking aides and utensils
- Developed picture recipes
- Modified shopping list with grocery store photos

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Picture Recipe

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Recipe Modifications

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Grocery Shopping Forms

The image shows two forms. The first form, titled 'Grocery Shopping', is a student information form with fields for Name, Class Number, and Home Address. The second form is a shopping list with columns for Item, Quantity, and Price.

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21st Century Learners Program Goals

- Health Focused Life-long Learners
- Self-directed Responsible Workers
- Effective Communicators
- Strong Team Contributors
- Capable Technology Users
- Effective Problem Solvers

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Health Competencies

The pyramid diagram shows four levels of health competencies. From top to bottom: 1. Use behavioral strategies that are responsible and enhance respect of self and others and value activity. 2. Use appropriate strategies to seek greater independence from adults when completing assigned tasks. 3. Understand the benefits of nutrition and fitness to disease prevention. 4. (The bottom level is partially obscured but appears to be related to the other levels).

- Use behavioral strategies that are responsible and enhance respect of self and others and value activity.
- Use appropriate strategies to seek greater independence from adults when completing assigned tasks.
- Understand the benefits of nutrition and fitness to disease prevention.

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Social Studies Essential Standards

- Understand how human, environmental and technological factors affect the growth and development of North Carolina.
- Understand the economic factors when making personal choices.

The photograph shows three people, likely students, in a kitchen or food service area. They are standing around a counter, possibly preparing food or learning about nutrition.

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Science Essential Standards

- Understand food and the benefits of vitamins, minerals and exercise.
- Explain how the properties of some materials change as a result of heating and cooling.

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English Language Arts Standards

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Foundational Skills

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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English Language Arts Standards

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Information and Technology Essential Standards:

- Categorize sources of information for specific purposes.
- Use technology tools and skills to reinforce classroom concepts and activities.
- Apply a research process as part of collaborative research.

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Cookin' Up Class

Leaders emerge as:

- Students discover their natural strengths and those of their peers in reading, math, and communication skills; both receptive and expressive.
- Students learn to evaluate and make suggestions.
- Students grow academically and socially.
- Students become more independent learners.

Class Climate:

- Students express a non judgmental attitude toward one another.
- Students learn to be supportive of one another.
- Students learn to give and receive complements.
- Students develop self-advocacy skills.

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A New Dream Emerges to Expand from the Classroom to the Community

- Generalizing skills to the work place
- Finding a work site
- F.A.R.M. Café
<http://farmcafe.org/>

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Preparing for Work at the F.A.R.M. Café

Site visit: They were hooked!

Becoming a new kind of worker

- Following a job list
- Learning a new vocabulary
- Developing a work ethic away from school
- Recycling and compost

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How many signs are there with the name FARM CAFÉ?
 What are the volunteers wearing from head to toe?
 How does it "feel" in the CAFÉ?
 Are people happy, smiling, or sad and gloomy?
 Can you identify the following workers/volunteers? List the jobs of the volunteers.
 How are your CT jobs similar to the people working at the FARM Cafe?

Greeter
Servers
Dishwasher
Prep Cook
Daily Set-up

Write about your visit to the FARM CAFÉ today. I want **EXCELLENT** work!

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F.A.R.M. Café

Learning about a New Community

- F.A.R.M. Café philosophy
- Acceptance of differences
- Collaboration with other volunteers

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Experiences at the F.A.R.M. Café

- Movie

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Praise from F.A.R.M. Café



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Coffee Talk Success

2007 NCAE Terry Sanford Award
Link Learning to Life



The diagram features the word "LIFE" in a large, bold, serif font at the center. It is surrounded by eight smaller circles, each containing a different skill or concept. The circles are arranged in a ring around "LIFE" and are interconnected by thin lines. Starting from the top and moving clockwise, the circles contain the following text: "Self Esteem", "Conflict Resolution", "Communication", "Teamwork", "Service", "Self Respect", "Character Education", and "Social Skills".

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And Our New Kitchen

- Lowes Toolbox Grant and Lowes of Boone
- Whirlpool
- Kitchen Aid
- Kraft Maid
- And incredible support from the community!

- Thank you so much!!!

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Dreams.....

- Implement a Middle School Cooking Class
- Form a Partnership With AIG
- Utilize Public Transportation System

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Your Turn

Questions?



The logo consists of a stylized coffee cup with a thick black outline. Steam is rising from the cup in a wavy, upward-spiraling shape. The words "Coffee Talk" are written in a bold, sans-serif font across the front of the cup. Below the cup, the words "Hardin Park" are written in a similar bold, sans-serif font.

References

- Transition and Post-school Life
- By Edward M. Levinson and Eric J. Palmer April 2005 naspoline.org
- <http://www.nasponline.org/resources/principals/Transition%20Planning%20WEB.pdf>
- North Carolina Department of Public Instruction <http://www.ncpublicschools.org/>
- F.A.R.M. Café <http://farmcafe.org/>