

The JARs Strategy can be used with other teaching strategies or philosophies already in place.

JARs are appropriate for students with developmental disabilities of all ages.

Classrooms that utilize TEACCH, PECS, aided language stimulation, etc., can also implement JARs.

COLLABORATION

A JAR is a great way for a speech therapist to collaborate with teachers, paraprofessionals, OTs, PTs etc. It is best when all team members can plan the JAR together. Less planning time is required as the JAR progresses over time.

In this trans-disciplinary model that JARs facilitates, there is a "role release" or training others, of each specialized area as it applies to an individual student. Everyone can then help assure that IEP goals are being addressed.

Joint Action Routines

- 1) Provide adequate time to work on identified goals and skills.
- 2) Have planned opportunities to interact with peers.
- 3) Are designed to address IEP goals and objectives.

JARs Foster Independence

- 1) Once supports are in place, adult verbal prompting can be minimized.
- 2) Supports can be modified as skills are mastered allowing students to continue to acquire new skills.

Special Caution

Don't let the *Activity* run the lesson!

Connections to the Frameworks for Teaching (FfT)

COMPONENT 1e: Designing Coherent Instruction

The elements of a JAR (see over) enable the classroom team to build a motivating and engaging routine based on the IEP goals and objectives of each student, as well as their strengths and preferences. Visual supports and appropriate Augmentative and Alternative Communication (AAC) components facilitate predictable and clear expectations, as well as a powerful means for students to interact and communicate with each other.

As routines are repeated and refined to meet students' needs, students have multiple opportunities to work on IEP-stated skills that have been embedded into each step of the activity. These opportunities help build success and student confidence.

COMPONENT 2a: Creating an Environment of Respect and Rapport

Over time a JAR can transform a lesson from a *teacher-centered* activity to a more *student-centered* one. Assigning students jobs and roles allows them to practice interacting and communicating with peers. Students have multiple opportunities to engage with each other, strengthening social skills in naturalistic, real-life situations.

COMPONENT 3c: Engaging Students in Learning

By creating motivating and engaging activities including jobs and roles, students learn through direct experience within a functional context, rather than by passive observation. Routines are modified as needed, or new routines are developed as students become truly competent in the JAR.

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Joint Action Routines (JARs)*

A Joint Action Routine is a powerful strategy for teaching communication and other skills identified on the IEP, through naturalistic, interactive routine activities. JARs are motivating activities that are conducted repeatedly with an emphasis on students interacting and communicating with one another.



*"Structuring Joint Action Routines: A Strategy for Facilitating Communication and Language Development in the Classroom" (1984) Lee K. Snyder-McLean, Ph.D, Barbara Solomonson, MA, James E. McLean, PhD and Sara Sack, MA, Bureau of Child Research, University of Kansas, Parsons Research Center, Parsons, Kansas

Listed here are **Target Points** to watch for during the video. Please take a moment to read through the list first, and then mark the items and take notes as you see them occur in the video. **Write notes on a separate sheet.**

Target Points: JAR Elements

- Motivating activities based on students' strengths and interests
- Repeated over time
- Planned variations
- Clear beginning
- Obvious theme or purpose with a logical non-arbitrary sequence of steps
- Clearly defined, interchangeable roles or jobs
- Age- appropriate materials, props or "uniforms" associated with jobs and roles
- Planned opportunities to work on targeted skills (related to IEP)
- Planned opportunities for peer-to-peer interaction
- Opportunities for repetition within the routine
- Predictable Turn-Taking
- Definite ending

Target Points: Three Types of Joint Action Routines

- "Product JAR"**
Preparation of a specific end product; roles and sequence are determined by the nature of the end product, and are inherent to the routine: *food preparation, product assembly.*
- "Social Script JAR"**
Organized around a plot or story line: *pretend play restaurant, store, fire-fighter,* production of a story found in a book in which students "act out" the story with roles that facilitate peer interaction and communication.
- "Cooperative Turn-Taking JAR"**
A predictable sequence of events without having to have a strictly logical central theme or purpose: *morning meeting, music, or PE activities.*

NOW LET'S WATCH the VIMEO!



Joint Action Routines

<https://vimeo.com/129134583>

Connections to Common Core Learning Standards (CCLS)

Core Standard Example:

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

During a morning meeting JAR...

Student will verbally ask peers: "What is the weather?" or "How do you feel?"

Student will use AAC to respond to peer's question above.

Planning Your JAR Questions to Ask

- 1) What are my students' IEP objectives?
- 2) What activity will we choose for our JAR?
- 3) When and how often will we do our JAR?
- 4) What are the main steps in the routine?
- 5) What materials or props will we need?
- 6) What opportunities within the routine are planned for students to work on IEP goals?
- 7) How can we slowly vary the routine over time?
- 8) What roles will each adult take initially in the JAR?