Specialized Instruction: Making Connections

March 19, 2014

Cobb County Special Education Department

Does This Sound Familiar?

Today's Outcome

Provide a professional development module designed for building administrators which includes the following:

- Materials related to processing deficits
- Specialized instruction activities
- Resources for collaborative planning

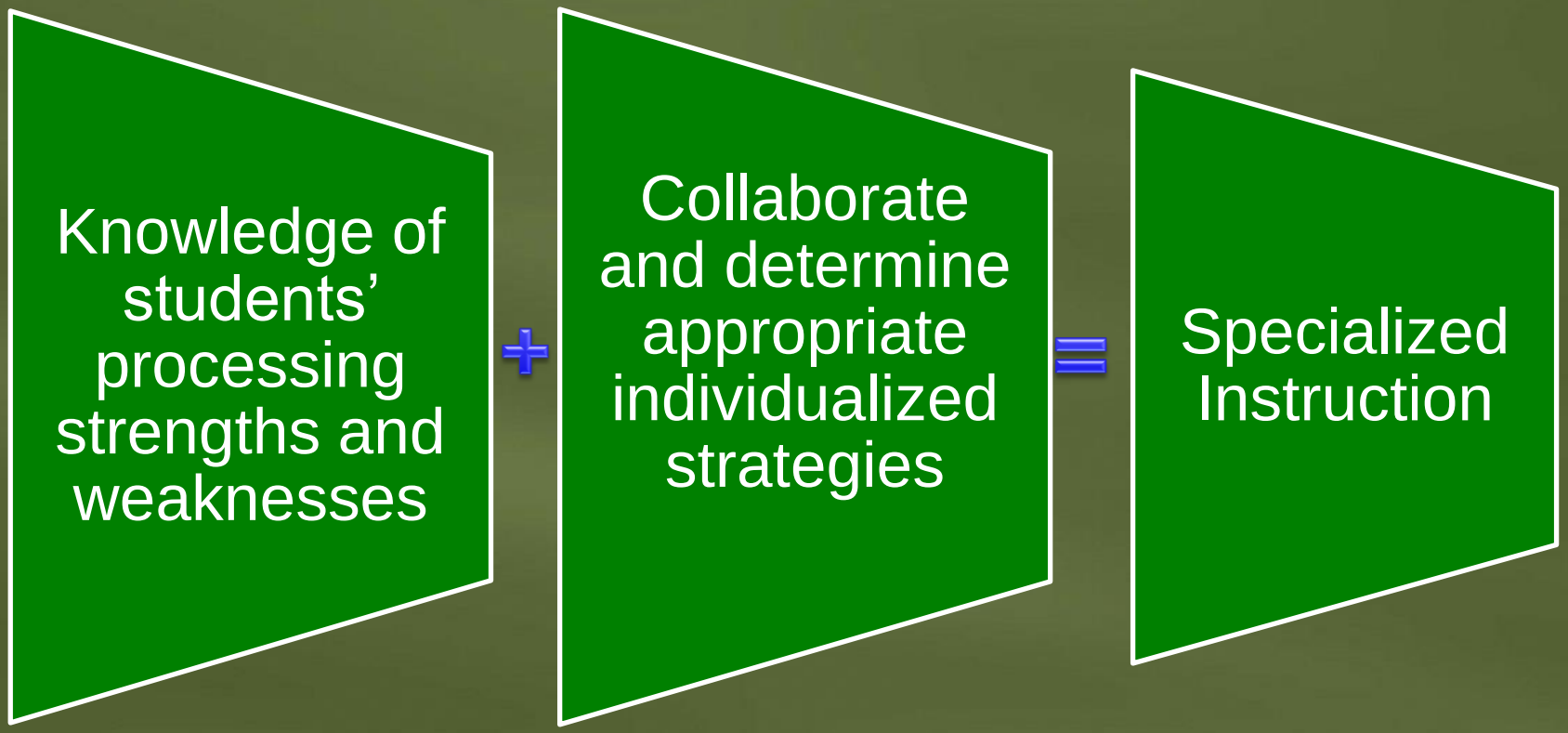
This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

You can resize this image to resize where your poll will load in slide show mode.

Make sure you've installed the PollEv Presenter app (pollev.com/app) and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide (not just the place holder image).

What is Specialized Instruction?



Think-Pair-Share

What does specialized instruction look like in your schools?

TIMER

http://www.online-stopwatch.com/full-screen-stopwatch/

Do you ever see?

- The same graphic organizer being used for all students
- Evidence of student grouping
- Differentiated assessments
- Applied behavior strategies
- Real world applications aligned with standards

Do you ever see?

- Student led conferencing
- Specific feedback to students
- Goals and objectives being address during class
- Both teachers engaged with instruction

Materials Check

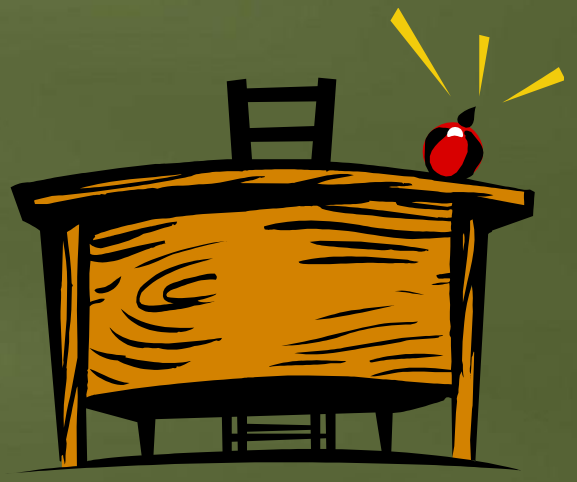
Please refer to your Materials Checklist in your folder!

Goals for Students

- Self-Awareness
- Self-Advocacy
- Academic Success

Goals for Teachers

- Academic Expertise
- Specialized Strategies
- Effective Collaboration



WHAT ARE PROCESSING STRENGTHS AND WEAKNESSES AND HOW DO THEY IMPACT STUDENT LEARNING?

What Does It Mean to Process Information?

- Gathering information through the five senses.
- The information is sent to the brain.
- The brain recognizes it, understands it, responds to it, and stores it.

What is it like to experience a processing deficit?

- Memory Link

http://www.pbs.org/wgbh/misunderstoodminds/experiences/mathexp3a.html

Activity 1

How will the knowledge of student processing deficits help determine strategies for specialized instruction?

Activity 1 Materials

- Learning Issues for SWD (salmon)
- Processing Deficits Matrix (blue)
- Case Study Students:
  - Damon (yellow)
  - Ashley (purple)
  - Leon (green)

Activity 1 Directions

- With an elbow partner, please look at the sample student, Damon.
- Determine instructional strategies by using:
  - Learning Issues for SWD (salmon)
  - Processing Deficit Matrix (blue).

TIMER

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Damon

- What processing deficit does Damon have?
- What observable behavior might Damon exhibit?
- What are some recommended strategies for Damon?

Ashley

- What processing deficit does Ashley have?
- What observable behavior might Ashley exhibit?
- What are some recommended strategies for Ashley?

Leon

- What processing deficit does Leon have?
- What observable behavior might Leon exhibit?
- What are some recommended strategies for Leon?

Things to consider……

- grouping students with similar strengths and weaknesses
- classroom impact when student possesses multiple processing deficits

Collaboration

How will the knowledge of student processing deficits help teachers better collaborate?

Effective Collaboration in the Direct Service Model

Co-Teaching Relationships

Developing a Plan for Collaboration

Individual Learning Plan (ILP)

Effective Collaboration in the Direct Service Model

Co-Teaching Relationships*:*

Strategic partnerships should begin with the classroom culture and student needs in mind.

Developing a Plan for Collaboration

- Both educators should establish roles and responsibilities regarding classroom procedures (general expectations, teaching styles, roles and responsibilities, etc.).
- An Individual Learning Plan or Cheat Sheet should be developed for each student and shared with the general education teacher.

Individual Learning Plan (ILP) can serve the following purposes:

- To communicate factual information specific to the student's needs.
- To sensitize the teacher to areas of particular concerns

In addition, the fact sheet dispels myths or assumption regarding students with disabilities

Individual "Snap Shot for Planning

Individual Learning Plans (ILPs)

Student Information

Summary of IEP Goals & Objectives

Accommodations

Relevant Assessment Information

Recommended Strategies

Individual Learning Plan

General Ed. Teacher___Special Ed. Teacher_____ Date __

Time/Period _____ Class _____

Student	Learning strengths/ issues from Psych./Eligibility Report, PLOP	Weaknesses identified through the CRCT/EOCT	IEP Goal Area / Summary of Objectives	Testing and Classroom Accommodati	Recommended strategies
	LD eligibility **audit ry processing; sh t-term mory/long-term emory, basic ng, reading prehension** **gths include calculation a l perception**	ELA 772 **ELA – 810** **Math – 830** **Reading- 790** **decoding honics, vocabula and comprehe on;** **Math: Ge ry, Data Ana**	**Reading:** Will read and recognize 90% of Dolch Sight word list for PP and P (I believe it's PP and P for Jake. I suggest two levels he has not received at least 90 percent). Will blend letter sounds to form CVC words	***Classroom*** **Paraphras directions, preferential seating, extend time to comple assign nts**	**l ns** **uals (pictures & ools,)** **Use visual cues gain Attention** **Use graphic organizer- Frayer Model** **Manipulatives- base ten number blocks** **Give numbered and ordered steps for completing tasks**

Strengths and weaknesses most often noted in psych., elig. report & Present Levels of

Helps you to keep a focus on the students who are likely to not meet pass criteria and

Keeps testing accommodations at the forefront – easy to see and plan for

Helps you to plan & incorporate strategies into the lessons

Activity 2
Lesson Planning

- Please look at the Elementary Reading Lesson Plan.
- Using your resources; identify strategies for:
  - Opening
  - Work Session
  - Closing

Classroom Processing Chart

Period	Visual Processing	Auditory Processing	Memory Processing	Math	Expressive/ Receptive Language	Attention	Reading
1	Strengths Damon Adonis Sandy Sean Tyler Weaknesses	Strengths Weaknesses Damon Joanna Adonis Sandy	Strengths Weaknesses Damon Eric Joanna Sean Tyler	Strengths Damon (MC) Eric (MR) Weaknesses Damon (MR) Adonis (MC) Tyler (MR)	Strengths Weaknesses	Strengths Joanna Weaknesses Sandy (tol. For frustration) Sean (concen) Tyler (internalizing)	Strengths Sean Tyler Weaknesses Adonis (reading process) Damon Eric Sandy (comp) Sean (comp)
2	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses
3	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses	Strengths Weaknesses

Instructional Strategies

Exploring Cobb County Blackboard

- What is the difference between Best Practices and Specialized Instruction?

Activity 3

- Sorting mat with headings:
  - Examples of Specialized Instruction
  - Examples of Best Practices
- Examples of Teacher, Student, and Classroom Environment Evidence
- Sort the examples into the best category.

TIMER

The difference is when instruction is specifically designed to address students' unique learning needs.

Additional Bookmark

Strategy "Look Fors"

Visual Deficits

- Greater white space on a worksheet, text, or test
- Use color coding to identify important parts of the information
- Cloze notes
- Provide precise and clear verbal and visual instructions for assignments
- Use digital books with text-to-speech features

Auditory Processing Deficits

- Verbal explanations/directions simplified and supplemented by visuals
- Concrete representations of concepts
- Slower rate of speech with changes in tone and pitch
- Gain student's attention with visual cues
- Have student verbally repeat/summarize directions back to teacher

Motor Disabilities (Fine Motor/Visual Motor)

- FM-Orally assess the student or use alternative assessments
- FM-Use technology integration for written assignments (AT assistance)
- FM-Use of a tape recorder for notes and missed material
- VM-Use of computer for written work
- VM-Individualize written outlines with fewer steps to fill in

Bookmark

Guiding Questions

How does the **CLASSROOM** look?	▪How did you decide which anchor charts to use? ▪Where do students access manipulatives? ▪Did it appear students had adequate opportunities to show their learning in a variety of ways? ▪How are student misconceptions addressed?
What are **STUDENTS** doing?	▪What are you learning? ▪What is a strategy you use when you encounter an unfamiliar word in the text? ▪Tell me about a problem-solving strategy you are using or have used

Thank You!!

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