Essential Questions

• Do you have high school students struggling with being successful with the current high school requirements?
• How does the Bridges program help these students succeed in the face of the rigor of the new academic requirements?
• What supports and specialized instruction can be implemented to help these students graduate with a general education diploma?
Learning Targets

• I can integrate specialized instructional techniques needed to address individual students’ needs.

• I can summarize ideas to assist high school students with overcoming current academic requirement challenges.

• I can integrate the accommodations and support students need into my high school program.
“Currently, students are required to adapt . . . to the prevalent teaching practices and instructional materials and assessment instruments. Those who can’t adapt are viewed as being deficient in their ability to learn.”

- Marie Carbo, *Educating Everybody’s Children*
What is the Bridges Program?
The Bridges program is:

• A program designed to:
  – “Bridge” the skill gap for students struggling academically across the board
  – Provide instruction in the general curriculum (not self-contained)
  – Provide additional support and specialized instruction to help “bridge” the gap
Who are Bridges students?

- Students who:
  - Struggle significantly in all academic areas in spite of maximum support available
  - Do not make progress on IEP goals and objectives
  - Demonstrate skill deficits
    - Academics
    - Language
    - Prior knowledge
  - Display learned helplessness
  - Are eligible for special education under various categories
How are Bridges students placed?

• “Bridges Consideration Summary” completed and submitted to consultant.
• Data collected thru observations, assessment review, AT consultation, math and reading specialist involvement
• Decision made by the IEP committee after prerequisites are met to discuss appropriate placement for service delivery in Bridges program
To be considered for Bridges placement, a “BRIDGES CONSIDERATION SUMMARY” must be completed by the case manager:

- Research-based strategies implemented (include duration, intensity, results).
- Specific programs/methodologies implemented (include duration, intensity, results).
- Accommodations implemented and overall effectiveness (include duration, intensity, results, reasoning for the accommodation).
- Assistive technology implemented and overall effectiveness (include duration, intensity, results, reasoning for the AT).
- Concerns of the teachers who work directly with this student and why a referral to Bridges programming is recommended.
BRIDGES CONSIDERATION SUMMARY

Prior to consideration for Bridges programming, students must have a summary form completed.

Student Name ___________________________ Grade _____ Retained? Y N When? _____
Current Eligibility Date ________________ Most recent comprehensive evaluation date ______________
Eligibility categories (list all, including related services) ____________________________

Summary of research-based strategies implemented (include duration, intensity, results):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Summary of specific programs/methodologies implemented (include duration, intensity, results):
(EXAMPLE: Read Well 2, start: 8/22/12 – 1/15/13: data attached from formative assessment/unit assessment)
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Summary of accommodations implemented and overall effectiveness (include duration, intensity, results, reasoning for the accommodation):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Summary of assistive technology implemented and overall effectiveness (include duration, intensity, results, reasoning for the AT):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Please share concerns of the teachers who work directly with this student and summarize why a referral to Bridges programming is being recommended:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Person filling this form: ___________________________ Date: ______________________

Fayette County Schools, Exceptional Children’s Services. 2012
Bridges
Middle School Program
Current Staffing:
- 2 special education teachers
- 2 instructional parapros
- 1 aide
- Support personnel
  - SLP
  - Vision Impaired Teacher
  - Hearing Impaired Teacher
  - OT and PT

Bridges teachers, SLP, LEA, and general education teacher plan together two times a month.
Current Student Population

• 18-21 students in Grades 6-8
• Variety of eligibility categories except EBD
• Student performance significantly below grade level in all academic areas
• Significant language deficits
• Low processing speeds
• Below average cognitive skills
• Most students have multiple eligibilities
Bridges - Middle School Level

Current Middle School Day: 7 segments

• Modified self-contained setting for core academics (Reading, English, Math) and Social Studies (4 segments)
• Learning Skills class in the Bridges program (1 segment)
• General Education Science class with para pro support (1 segment)
• 1 Connection/Exploratory Class with typical peers (1 segment)
Typical Middle School Student:

• Functions in the low average range
• Difficulty concentrating, sustaining attention, and exerting mental control
• Exhibits weaknesses in all academic areas
• Some are impacted by diagnosed medical conditions
Specialized Instruction

Math
• Instruction targeting weak math skills
• Manipulatives
• *Thinking Maps* from Thinking Maps, Inc.

ELA
• Instruction targeting weak reading/writing skills
• Language! Curriculum
• *Thinking Maps* from Thinking Maps, Inc.
Study Skills Class

• Reteaching, remediation, and homework completion
• Social Skills instruction
• Learning Skills instruction
• “I’m Determined” Program from Virginia Department of Education Self-Determination Project.  www.imdetermined.org
High School Bridges Program
Current Staffing:

- 5 special education teachers
- 4 instructional paraprofessionals
- Support personnel
  - SLP
  - OT and PT
  - Vision Impaired teacher
  - Hearing Impaired teacher
High School Differences

• Increased academic focus
  - Graduation requirements
    – Carnegie Unit requirements
    – Standardized testing requirements

• Increased transition focus
  - Independence
    – Self advocacy
    – Responsibility
  - Career goals
    – Job skills
    – Postsecondary plans
Sandy Creek High Students

- 1200 Students
- Gold School of Excellence for 2009
- 72% minority
- 30% free and reduced lunch
Bridges Students 2013-14

• 9 - year 1
• 10 - year 2
• 5 - year 3
• 5 - year 4
• 5 - year 5

• Total - 34
Bridges Projections 2014-15

- 6 - year 1
- 10 - year 2
- 10 - year 3
- 4 - year 4
- 3 - year 5

- Total - 33
Keys to Success of the Program

• Administration
  – Flexible scheduling by Registrar

• Teachers
  – Relationships with students
  – Relationships with co-teachers
  – Knowledge and understanding of students
  – Flexibility

• Parapro support in career tech electives
Bridges - High School Students

• Struggle significantly with GPS requirements in spite of maximum support available
  ▪ Need academics slowed down for success
• Skill deficits in multiple areas
  • Academics
  • Language
  • Prior knowledge
  – Need additional support for success
  – Various categories of eligibility
Bridges Plan for Success

- 5 to 6 year plan for graduation
- Resource English for 4 years
- One less academic class each year
- Coordinate Algebra spread over 2 years
- Additional support thru study skills each year
- Career tech electives with parapro support
## Bridges - Graduation Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
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<td>11th Lit</td>
<td>12th</td>
<td>Physics</td>
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<td>HST</td>
<td>Coordinate Algebra A</td>
<td>Coordinate Algebra B</td>
<td>Analytic Geometry</td>
<td>Consumer Math</td>
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<tr>
<td>Basic Reading</td>
<td>Math Support</td>
<td>Math Support</td>
<td>Math Support</td>
<td>Careers</td>
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<td>Environ. Sci</td>
<td>US History</td>
<td>W. History</td>
<td>Gov't/Econ</td>
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<tr>
<td>Health/PE</td>
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<td>Elective</td>
<td>Elective</td>
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<td>Study Skills</td>
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</tbody>
</table>
## BRIDGES
Projected Classes by Year

### Bridges Program
Projected Classes Per Year

**(Beginning 2013)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (EOCT)</td>
<td>English (Final Exam)</td>
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<tr>
<td></td>
<td>Biology (EOCT)</td>
<td>Environmental Science (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Transition Math (Final Exam)</td>
<td>Coordinate Algebra A (Final Exam)</td>
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<tr>
<td></td>
<td>Basic Reading/Writing (Final Exam)</td>
<td>Coordinate Algebra A Support (Final Exam)</td>
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<tr>
<td></td>
<td>Study Skills (Final Exam)</td>
<td>Study Skills (Final Exam)</td>
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<td></td>
<td>Health 1 Semester/PE 1 Semester (Final Exam)</td>
<td>CTAE (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Elective (Final Exam)</td>
<td>Elective (Final Exam)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>11th Grade</th>
<th>12th Grade (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (EOCT)</td>
<td>English (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>US History (EOCT)</td>
<td>World History (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Coordinate Algebra B (EOCT)</td>
<td>Analytic Geometry (EOCT)</td>
</tr>
<tr>
<td></td>
<td>Coordinate Algebra B Support (EOCT)</td>
<td>Analytic Geometry Support (Final Exam)</td>
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<tr>
<td></td>
<td>Study Skills (Final Exam)</td>
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<tr>
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<td>Elective (Final Exam)</td>
<td>Elective (Final Exam)</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>12th Year (Year 2) Option 1</th>
<th>12th Year (Year 2) Option 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Economics 1 Semester/Government 1 Semester</td>
<td>Economics 1 Semester/Government 1 Semester</td>
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<td>(Economics=EOCT / Government=Final Exam)</td>
<td>(Economics=EOCT / Government=Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Physics (Final Exam)</td>
<td>Physics (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Consumer Math (Final Exam)</td>
<td>Advanced Algebra (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Career Connections (Final Exam)</td>
<td>Advanced Algebra Support (Final Exam)</td>
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<td></td>
<td>Study Skills (Final Exam)</td>
<td>Career Connections (Final Exam)</td>
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<td></td>
<td>Elective (Final Exam)</td>
<td>Study Skills (Final Exam)</td>
</tr>
<tr>
<td></td>
<td>Elective (Final Exam)</td>
<td>Elective (Final Exam)</td>
</tr>
</tbody>
</table>

### Graduation Requirements

**(23 Total Credits Required)**

- ELA (English/Language Arts) 4 Years
- Math 4 Years
- Science 4 Years**
- Social Studies 3 Years
- CTAE 3 Years
- Health/PE 1 Year
- Electives 4 Years

**4th Year Science through Vocational Pathway – would be Tech 2 or Healthcare 1. Note that the courses listed above meet state requirements for graduation as of 1/24/13 but are subject to change at State Board discretion.**

### Parent Acknowledgement

I have received the list of projected classes for the Bridges Program, and I am aware that to complete the program my child will attend high school for a minimum of five (5) years.

Parent Signature: ___________________________  Date of Acknowledgement: ________________

Fayette County Public Schools, Exceptional Children’s Services, 2013
• Direct instruction focusing on both processing and academic deficits
• Teach strategies
• Provide additional support
• Re-teaching/remediation
Typical 9th grade student’s day

- Before school needs
- English
- Biology
- PE/Health
- Elective
- Lunch needs
- High School Transition (math skills)
- Basic Reading/Writing
- Study Skills
- Bus transportation
Bridges Goals

• Tackle skill deficits
  – Meet the student where he/she is
  – Pull forward while working on grade level expectations
  – Teach to multiple learning styles
• **Expand language**
  
  – Create a language rich environment
  
  – Teach and use grade level language, offering explanations
  
  – Engage in dialogue with students frequently, develop relationships
Bridges Goals

• **Build prior knowledge**
  – Provide multiple examples
  – Utilize a variety of manipulatives when possible
  – Relate content to information students already have
Bridges Goals

• **Combat learned helplessness**
  – Offer assistance, help students problem solve without providing answers
  – Encourage students to attempt uncomfortable tasks
  – Provide positive praise as students attempt tasks for new concepts
Bridges Goals

• Provide Continuity
  – Move with students
  – Co-teaching
  – High expectations in every class – every day
  – Maintain constant classroom and behavior management
Key Instructional Techniques

- Presentation of material
- Student response
- Focus on essential concepts
- Break material down
- Reteach material
- Slow down pace of instruction
- Review, review, review
Language Instruction

• Combination resource/collaborative model with English resource class

• Strategies
  – Metacognitive modeling
  – Visualization
  – Guided reading
  – Mnemonics
  – Vocabulary strategies
  – Context clues
Watch this in action:

http://www.youtube.com/watch?v=WbLAt2Hc7Rw

**Source**: Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop
Reading Instruction

- Direct instruction, drill and practice
- Highlighting text, identifying signal words
- Teacher questioning techniques formulated to activate thinking
- Direct instruction and metacognitive modeling of summarization, retelling, paraphrasing
Written Expression Instruction

- Individual conference with teacher
- Use of checklists and mnemonic devices
- Mini-lessons to address specific issues
- Direct instruction
- Use of rubrics
- Graphic organizers
- Modeling
- Color coding
- Model techniques
- Use mentor text to identify idea development
- Use questioning techniques
- Tactile strategy
  - Note cards, sticky notes, scratch paper that can be manipulated
Vocabulary Instruction

• Direct instruction
• Vocabulary Strategies (LINCs)
• Metacognitive modeling of specific strategies (e.g. context clues)
• Graphic organizers for visualization
  – Semantic maps, word webs, multiple meaning maps, word sorts
• Content vocabulary
• Technology
Math Instruction

- Graphic organizers
  - Checklist, Charts, Venn Diagrams, Mnemonics,
  - Acronyms (ROPES), (PEMDAS)
- Visualization
  - Highlight key terms
  - Bar model drawing
- Metacognitive modeling
  - Checklist, Think alouds
- Preview
  - Re-teach pre-requisite skills, Review problem-solving strategies
- Visualization
  - Color coding
- Preview
  - Re-teach pre-requisite skills, Drill and practice
Keys to Success in Math Program

• Break each topic down into very Basic components to start
• Find Patterns where they exist
• Students must Verbalize the math daily
• Students must Practice the math daily
• Goal is for End product to be the same as for any other Math class
• Students also take Math Support
HSTM – 1st Semester 9th Grade

- Integers
- Exponents
- Factoring
- Order of Operations
- One-step Equations
- Inequalities
• Proportions
• Two-step equations
• Function families
• Graphing lines
• Slope
• Linear equations
Math Collaborative Effort

• Communication and planning between staff:
  – General education math teachers
  – Special education collaborative teachers
  – Special education math support teachers
  – Parents
  – Students
Science Instruction

• Collaborative classes
• Specialized instruction
  – Concept maps
  – Illustrations
  – Content vocabulary strategies
  – Explaining concepts in simpler language
  – Breaking down into chunks
  – Preteach/Reteach
Social Studies Instruction

- Collaborative classes
- Specialized instruction
  - Concept maps
  - Illustrations
  - Content vocabulary strategies
  - Explaining concepts in simpler language
  - Breaking down into chunks
  - Preteach/Reteach
Consumer Math Instruction

• Not a math credit
• Lifeskill math
  – Banking
  – Taxes
  – Budgeting
    • Household living costs
    • Shopping
    • Savings, entertainment, etc.
  – Pay
    • Work hours, gross pay vs. net pay
Careers Instruction

• Interest inventories (for example, GA411)
• Research on careers (strengths from GA411)
• Research on postsecondary options
• College applications
• Job applications
• Draft of resume
Career Tech, Fine Arts Electives

- Healthcare, technology, graphic arts, business
- Art, music, drama
- Parapro support
  - Projects
  - Tests/quizzes
  - Class assignments
Study Skills Instruction

• Focus on reteaching, specialized instruction for academic classes
• GHSGT remediation
• EOCT preparation/remediation
• Work on organizational skills
• NOT just homework
Lessons Learned Along the Way

• Beginning
  – Teachers followed students

• Currently
  – Departmentalized
  – Tap into teachers’ strength

• Scheduling is key

• Importance of relationships

• Changes from plan
Beginning Bridges Class 2009-2010

• 9 Initial students
  – 3 students moved out of county at various times
  – 1 student withdrew
  – 1 student received special education diploma – attending REACH program (for 18-22)
  – 1 student added two years ago
Summary of Student Success

• 5 students completing the program 2013-14
  – 2 students with general High School Diploma
  – 2 students with Certificates of Attendance
  – 1 student transferring to self contained class
Essential Questions

• Do you have high school students struggling with being successful with the current high school requirements?
• How does the Bridges program help these students succeed in the face of the rigor of the new academic requirements?
• What supports and specialized instruction can be implemented to help these students graduate with a general education diploma?
Resources

- Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop
- LD Online  www.ldonline.org
- Language! Teacher Resource Guide, Cambium Learning Group
- Processing Deficits, Specialized Instruction and Accommodations: Presentation by Lilli O’Donnell and Erika Schaeuble
- Bridges program, Fayette County, Exceptional Children’s Services
- A Language for Learning - Thinking Maps; Thinking Maps, Inc. 2007: Cary, NC.
Resources

• Concepts and Challenges in Physical Science, Teacher’s Resources; Pearson Education Inc./Globe Fearon/Person Learning Group.

• Griffin RESA Specialized Instructional Strategies: Griffin RESA; www.glrs.org

• Specialized Instruction in the Standards-Based Classroom: Presentation Fayette County ECS


• http://www.readworks.org/

• http://www.teacherspayteachers.com/

• http://rewordify.com/index.php
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