Processing Deficits, Specialized Instruction and Accommodations

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IDEAS Conference
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1. What are processing deficits, and how do these deficits impact how a child learns?
2. What does specialized instruction look like in various settings?
3. What is the difference between specialized instruction and accommodations?
Learning Targets

- I can identify characteristics of processing deficits.
- I can identify specialized instruction interventions to help a student compensate for a processing deficit and/or area of academic weakness.
- I can state accommodations teachers can use to "level the playing field" for a student's processing deficit and/or area of academic weakness.
Processing Areas (7 + 1 + 1)

1) Verbal Reasoning
2) Nonverbal/Fluid Reasoning
3) Short-term Memory
4) Long-term Memory
5) Visual Processing
6) Auditory Processing
7) Processing Speed
8) Executive Functioning
9) Visual-motor Integration
Watch this in action:

**Visual Perception Activity - YouTube**

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

- **Specially Designed Instruction** means adapting, as appropriate to the needs of the eligible child..., the
  - **Content**
  - **Methodology or**
  - **Delivery of instruction**
    - To address the unique needs of the child that result from the child’s disability and
    - To ensure access of the child to the general **curriculum**, so that the child can meet the educational standards...that apply to all children
What determines Specialized Instruction?

- Knowledge of students’ processing strengths and weakness
- Appropriate individualized strategies for processing strengths and weaknesses
What does Specialized Instruction look like?

- Specialized instruction is what the teacher does to instruct a child with a disability based upon the child’s unique, individualized needs

- Adapting
  - Content
  - Methodology
  - Delivery of Instruction
How do we “adapt, as appropriate to the needs of the eligible child”?

- We must **know** the unique, individualized needs of each child
  - Processing profile – and how that impacts learning
  - Educational impact of medical conditions or sensory issues
  - Strengths and weaknesses
    - Academic achievement
    - Language development/communication
    - Functional skills
    - Behavioral and social skills
    - Emotional development
    - Motor skills
How do we “adapt, as appropriate to the needs of the eligible child”? 

- We must ask ourselves:
  - What makes this child different from typical learners?
  - How do I teach this child differently in order to meet his/her needs?

- Students receiving special education services need something different from what all students receive in general education
What is an Accommodation?

Accommodations may be **organizational** (e.g., modify instructional day, modify class schedule, more time to pass in hallways, or adjust class environment)…. OR

**Alternative teacher strategies** (e.g., more time on tests, oral testing, individualize homework, utilize technology, or modify materials)…. OR

**Modify building climate for health** (e.g., for wheelchair access, administer medications, or accommodate special diets).
Here we go...

- Processing area – what it is…
- Processing area – what it looks like…
- Processing area – what can you do? (Specialized Instruction and/or Accommodations)
- Processing area – academic impact…
Definition: This area refers to the breadth and depth of a person’s acquired knowledge of a culture and the ability to verbally communicate and reason based on this knowledge.

Basically considered as an individual’s knowledge of vocabulary and language proficiency.

NOTE: Usually speech-language pathologists are helpful in remediating this area.
A weakness in verbal reasoning is likely to interfere in the student’s skills for learning vocabulary, comprehending oral and written language, and applying prior knowledge.

You may notice: 1) gaps in skills, 2) problems finding the main idea, 3) offering ‘off topic’ or seemingly random responses, and/or 4) difficulties learning vocabulary.

Most obvious classroom indication – WEAK ORAL & WRITTEN EXPRESSION
# Verbal Reasoning - What can you do?

## Specialized Instruction
- Link to prior knowledge
- Teach summarizing strategies
- Pre-teach or preview vocabulary
- Teach vocabulary strategies
- Activate prior knowledge
- Teach use of graphic organizers
- Use semantic mapping

## Accommodations
- Allow use of graphic organizers
- Provide cues for summarization
- Provide word banks
- Provide a glossary of important terms
• Academic Impact

**Reading Instruction**
- Vocabulary
- Comprehension

**Written expression**
- Idea Development
- Organization
- Conventions
• Reading – Vocabulary

Skill Set
- Receptive vocabulary
- Expressive vocabulary

Specialized instruction
- Direct instruction
- Vocabulary Strategies (LINC s)
- Metacognitive modeling of specific strategies (e.g. context clues)
- Graphic organizers for visualization
  - Semantic maps, word webs, multiple meaning maps, word sorts)
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 – Comprehension

Skill Set
- Literal comprehension
  - Stated meaning explicitly
  - Find the main idea, details
- Inferential comprehension
  - Inferring facts
  - Drawing conclusions
  - Compare/contrast

Specialized 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
• Writing – Idea Development

**Skill Set**
- Clear topic sentence or these statement
- Manageable topic
- Subtopics in body paragraphs
- Ideas
- Support evidence
- Inclusion of quotes, facts, examples

**Specialized instruction**
- Direct instruction
  - Use graphic organizers
  - Use of visualization strategies
- Model techniques
- Use mentor text to identify idea development
- Use questioning techniques
Writing – Organization

Skill Set

- Introduction
- Logical sequencing
- Variety of Transitions
- Strong conclusion
- Overall smooth flow of the paper

Specialized instruction

- Direct instruction
- Use of rubrics
- Graphic organizers
- Modeling
- Color coding
- Tactile strategy
  - Note cards, sticky notes, scratch paper that can be manipulated
• Writing – Conventions

Skill Set

- Grammar and usage
- Capitalization
- Punctuation
- Sentence structure

Specialized instruction

- Direct instruction
- Practice
- Individual conference with teacher
- Use of checklists and mnemonic devices
- Mini-lessons to address specific issues
This area refers to the mental operations that an individual uses when faced with a relatively novel task that cannot be performed automatically.

These mental operations may include such tasks as forming and recognizing concepts, perceiving relationships among patterns, drawing inferences, comprehending implications, and/or problem solving.
A deficit in nonverbal reasoning is likely to result in difficulties with creating solutions, solving unique problems, thinking conceptually, drawing inferences, problem-solving through rule application, and generalizing information.

Important skill in developing proficiency in math and social development.

You may notice: 1) difficulties generalizing/making connections, 2) limited problem-solving skills, 3) difficulty seeing the big picture, 4) problems with perspective-taking

Most obvious classroom implications – MISREADS NONVERBAL CUES AND DOESN’T DISPLAY GOOD NUMBER SENSE
**Specialized Instruction**

- Teach student to use procedural checklists for math solution processes
- Teach students to break large tasks into steps — backward plan
- Use metacognitive modeling

**Accommodations**

- Provide note taking assistance
- Allow/suggest use of word processor
- Give step-by-step directions presented visually and/or auditorily
- Allow extended time for writing assignments and tests
• Academic Impact

Math
- Numbers and operations
- Algebra
- Problem solving
- Geometry
Skill Set
- Place value
- Basic facts
- Estimation
- Understanding properties
- Fractions, percentages, decimals
- Factors/Multiples
- Absolute Value
- Integers
- Square Root

Specialized instruction
- Graphic organizers
  - Checklist, Charts, Venn Diagrams, Mnemonics, Acronym
- Visualization
  - Color coding
- Metacognitive Modeling
  - Procedural checklist, Thinking steps aloud
- Preview
  - Re-teach pre-requisite skills, Drill and practice
• Math – Algebra

Skill Set
- Variables
- Patterns and rules
- Substitute numbers in simple expressions
- Ratios and proportions
- One-step equations
- Algebraic expressions
- Linear equations
- Inequalities
- Systems of equations

Specialized instruction
- Graphic organizers
  - Checklists, example/non-example
- Visualization
  - Concrete manipulatives
  - Algebra tiles
  - Color coding
- Metacognitive modeling
  - Checklist, think alouds
- Preview
  - Re-teach pre-requisite skills
**Math – Problem solving**

**Skill Set**
- Application of solving problems

**Specialized instruction**
- Graphic organizers
  - Acronyms (ROPES), checklist
- Visualization
  - Highlight key terms
  - Bar model drawing
- Metacognitive modeling
  - Checklist, Think alouds
- Preview
  - Re-teach pre-requisite skills, Review problem-solving strategies

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**Problem:** A school has 4,235 students. If 2,421 of them went off on a field trip, how many students remained at the school?

**Solution:**
- Students at the school = 4,235
- Students at the field trip = 2,421
- Number of students remaining = 4,235 – 2,421
- Answer = 1,814 students

**Working:**

<table>
<thead>
<tr>
<th>4,235</th>
</tr>
</thead>
<tbody>
<tr>
<td>– 2,421</td>
</tr>
<tr>
<td>= 1,814</td>
</tr>
</tbody>
</table>

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www.flip.com/teachemyle
### Skill Set
- 2 and 3 dimensional figures
- Locate and name points in a quadrant
- Graph ordered pairs
- Congruence of geometric figures
- Area and volume of 3 D figures
- Transformations, translations and rotations
- Parallel and perpendicular lines
- Pythagorean Theorem

### Specialized instruction
- Graphic organizers
  - Checklist, Example/Non-example, Charts, Diagrams, T-charts
- Visualization
  - Color coding, Vocabulary strategies
- Metacognitive modeling
  - Checklist, Think-alouds
- Preview
  - Re-teach pre-requisite skills
This area is referring to the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. Short-term memory is a limited-capacity system.

All learning is considered dependent upon short-term memory.

Includes the narrow areas of memory span and working memory.
Memory span is important in spelling.

Working memory is important in development of written expression, reading comprehension, and math problem solving.

You may notice: 1) difficulty with multi-step directions/problems, 2) problems copying, 3) difficulty sequencing ideas, 4) trouble with initial mastery of material

Most obvious classroom implication – CAN’T FOLLOW DIRECTIONS
Short-term Memory – You try it
Follow all four instructions below to solve each of the three problems.

• Multiply the third number in the first row by the seventh number in the third row.

• Add this result to the fifth number in the second row.

• Add to this total ten times the fourth number in the third row.

• Subtract the eighth number in the first row from the result.

Source:
http://www.pbs.org/wgbh/misunderstoodminds/math.html
Short-term Memory - What can you do?

Specialized Instruction
- Summarize information in multiple modalities (Think-Pair-Share)
- Teach mnemonic aids
- Teach the use of drawings to aid memory
- Model/think-aloud procedural steps
- Teach note taking strategies

Accommodations
- Provide note taking assistance
- Reduce spelling penalty on in-class assignments
- Break down tasks into manageable parts
- Allow color coding
- Allow use of checklist for step processes
• Academic Impact

- Written expression
- Reading comprehension
- Math problem solving
This area refers to the ability to store information in – and fluently retrieve new or previously acquired information (e.g., concepts, ideas, items, names) from – long term memory.

It is not considered an individual’s store of acquired knowledge, but rather the efficiency with which this information is initially stored in and later retrieved from long-term memory.
• Effective or ineffective system for storing information for rapid retrieval later

• Possible problems with input (associating new information with prior learning) and with output (retrieving the information when needed)

• **Most obvious classroom indication: POOR TEST PERFORMANCE**

• Negatively impacts all subjects; is particularly important in developing reading fluency and knowledge of math facts.
<table>
<thead>
<tr>
<th>Specialized Instruction</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach summarization strategies</td>
<td>Provide formula cards, checklists, lists of steps</td>
</tr>
<tr>
<td>Teach linking strategies</td>
<td>Create word banks on appropriate areas of tests</td>
</tr>
<tr>
<td>Teach color coding techniques</td>
<td>Use repetition</td>
</tr>
<tr>
<td>Model/think aloud procedural steps</td>
<td>Break tasks into manageable parts</td>
</tr>
<tr>
<td></td>
<td>Use graphic organizers</td>
</tr>
</tbody>
</table>
• **Academic Impact**

- Basic reading
- Math calculation

- $2+3=5$
- $6-3=3$
- $4\times2=8$
- $4\div2=2$
Visual Processing – What is it?

- This area is considered the ability to generate, perceive, remember, and think with visual patterns and stimuli.

- These abilities are typically measured by tasks that require the perception and manipulation of visual shapes and form(s) (e.g., seeing letters and numbers correctly is one type of visual-spatial skill that is essential for reading).
Discrimination
- Ability to perceive visual patterns.
- Most obvious classroom indication – DIFFICULTIES WITH COLOR, SHAPE, SIZE, AND DIRECTION
- Can negatively impact letter recognition in reading and letter formation and word spacing in writing.

Sequencing
- Putting visual information in order.
- Most obvious classroom indication – SKIPPING LINES IN READING; NOT STAYING IN CORRECT COLUMN IN MATH
Visual Processing – You try it

- Auditory and Visual.docx

Source: How Difficult Can This Be?, A Learning Disabilities Workshop; Richard D. Lavoie, © 1989.
Specialized Instruction

- Use active verbalization for best memorization
- Teach strategies for self-questioning and self-monitoring, verbalizing each step
- Teach use of checklists for math processes
- Implement parts-to-whole verbal teaching approach

Accommodations

- Provide note taking assistance
- Reduce penalty for spelling on in-class assignments
- Color code information presented visually
- Provide reading guide
- Increase white space
• Academic Impact

- Basic reading
- Decoding
- Reading comprehension
- Written expression
- Math calculation
Watch this in action:

http://www.youtube.com/watch?v=Xx5kr2T7rK8

Source: Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop
Reading decoding – You try it

- reading decoding.pdf

Source: How Difficult Can This Be?, A Learning Disabilities Workshop; Richard D. Lavoie, © 1989.
• **Reading – Decoding**

**Skill Set**
- Understand relationships between letters and sounds

**Specialized instruction**
- Direct instruction in letter/sound
- Use graphic organizers to organize sounds, spelling rules, etc.
- Metacognitive modeling of correct reading, decoding, blending, etc.
- Blending board activities
- Letter tiles, cards
- Overlays
This area is referring to the ability to hear and work with different sounds that combine to form words, and to discriminate small differences in patterns of sound and speech.

Although auditory processing does not require the comprehension of language per se, it is important in the development of language skills.
Auditory Processing – Looks like...

• **Discrimination**
  - Ability to identify differences in sounds
  - Implication in the classroom: POOR SPELLING & DIFFICULTY WITH WORDS THAT SOUND SIMILAR

• **Sequencing**
  - Involves analysis & synthesis of sound(s); breaking words into separate phonemes & blending them together
  - Implication in the classroom – WEAK PHONOLOGICAL AWARENESS.

• Auditory processing is most important in reading and writing up to grade 3.
Auditory Processing – You try it

F:\Presentations\Decoding Activity.docx

Source: www.pbs.org/wgbh/misunderstoodminds

Misunderstood Minds .Auditory Activity Page 2 | PBS
## Sound It Out! (an activity from *Language! Trainer Training*)

<table>
<thead>
<tr>
<th>Read It!</th>
<th>Hint</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SHOCKED CUSSED TOE</td>
<td>person</td>
<td>Jacques Cousteau</td>
</tr>
<tr>
<td>2. SAND TACKLE LAWS</td>
<td>fictional character</td>
<td>Santa Claus</td>
</tr>
<tr>
<td>3. MY GULCH HOARD UN</td>
<td>person</td>
<td>Michael Jordan</td>
</tr>
<tr>
<td>4. MOW BEAD HICK</td>
<td>book</td>
<td>Moby Dick</td>
</tr>
<tr>
<td>5. TALL MISCHIEF HER SUN</td>
<td>person</td>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>6. CHICK HE TUB AN AN US</td>
<td>product</td>
<td>Chiquita Bananas</td>
</tr>
<tr>
<td>7. THOUGH TIGHT AND HICK</td>
<td>thing</td>
<td>The Titanic</td>
</tr>
<tr>
<td>8. AISLE OH VIEW</td>
<td>phrase</td>
<td>I love you</td>
</tr>
<tr>
<td>9. TUB RAID HEAP HUNCH</td>
<td>TV show</td>
<td>The Brady Bunch</td>
</tr>
<tr>
<td>10. CARESS TOUGHER CLUMP US</td>
<td>person</td>
<td>Christopher Columbus</td>
</tr>
<tr>
<td>11. DOCKED HEARSE WHOSE</td>
<td>person</td>
<td>Dr. Seuss</td>
</tr>
<tr>
<td>12. THUMB ILL KEY WAKE OWL LICKS HE</td>
<td>place</td>
<td>The Milky Way Galaxy</td>
</tr>
<tr>
<td>13. AGE ANT HUB BLOWS HEAVEN</td>
<td>fictional character</td>
<td>Agent 007</td>
</tr>
<tr>
<td>14. THESE HOUND DOVE MOO SICK</td>
<td>movie</td>
<td>The Sound of Music</td>
</tr>
<tr>
<td>15. BUCKS SPUN HE</td>
<td>fictional character</td>
<td>Bugs Bunny</td>
</tr>
</tbody>
</table>
Specialized Instruction
- Use multisensory approaches to teach decoding, spelling
- Preview new vocabulary
- Teach students to use strategies and A.T. devices
- Use manipulatives
- Model use of graphic organizers
- Teach memory strategies

Accommodations
- Note taking assistance
- Simplify oral directions
- Gain student’s attention prior to delivery of information
- Pair visual and auditory cues
- Minimize distractions
- Break tasks into sequential steps
• **Academic Impact**

- Phonemic awareness
- Spelling
- Basic reading
- Decoding
- Written expression
<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Specialized instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize/manipulate sounds</td>
<td>Model production and manipulation</td>
</tr>
<tr>
<td>Sound isolation</td>
<td>Drill and practice</td>
</tr>
<tr>
<td>Blending</td>
<td>Use manipulatives</td>
</tr>
<tr>
<td>Segmenting</td>
<td></td>
</tr>
<tr>
<td>Rhyming</td>
<td></td>
</tr>
<tr>
<td>Sound addition, deletion, substitution</td>
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</tbody>
</table>
This area is considered the ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration.

This is sometimes referred to as “mental quickness.”

Impairment in this ability reduces the efficiency in performing both automatic operations and more complex operations.
Fluency in performance of cognitive tasks

Most obvious classroom implication—RESPONSE IS SLOWER THAN AVERAGE ON ALL TYPES OF TASKS, REGARDLESS OF ASSIGNMENT OR SUBJECT. Likely to result in fatigue and difficulty completing tasks.

Fluency in reading, writing, and math fluency are connected to processing speed.
Specialized Instruction
 Teach time management strategies

Accommodations
 Allow additional time to complete in-class assignments, tests, writing tasks
 Allow additional time for verbal response
 Provide a cue before the student is called upon to answer
 Eliminate repetitious practice when mastery demonstrated
• Academic Impact

- Reading fluency
- Writing fluency
- Math fluency

$22 - 11 = ?$
The Executive Functions act as the brain’s ‘manager;’ helping us organize sensory information and plan appropriate actions.

- Working Memory
- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Planning/Prioritization
- Organization
- Time Management
- Goal-directed Persistence
- Flexibility
- Metacognition
Executive Functioning

- Working Memory (aka: Forgetful)
- Response Inhibition (aka: Impulsive)
- Emotional Control (aka: Moody)
- Sustained Attention (aka: Distractible)
- Task Initiation (aka: Passive)
- Planning/Prioritization (aka: Can’t separate extraneous from important)
- Organization (aka: Messy)
- Time Management (aka: Late or does not finish)
- Goal-Directed Persistence (aka: Quits)
- Flexibility (aka: Can’t handle change in routine)
- Metacognition (aka: Is not reflective)
• Educational Impact

- Learning skills
- Behavior/Self management
Skill Set
- Organization
- Self-Advocacy
  - Accept/seek help
  - Ask questions to clarify
  - Ask for accommodations
  - Complete makeup work
- Time Management/Task Completion
  - Homework/classwork
  - Time on task
  - Meet deadlines

Specialized instruction
- Graphic organizers
  - Checklists, schedules
- Visualization
  - Color coding, highlighting
  - Visual cues
- Formative assessment
  - Self-monitoring charts, rubrics, conferences
- Metacognitive modeling
  - Modeling, role play self-talk strategies
- Previewing
  - Activate prior knowledge
**Skill Set**

- Respond appropriately
- Respond with self control
- Personally Manage Stress/Anxiety
- Interact Appropriately with others
- Engage in Learning Tasks and Activities
- Engage in Dialog to Resolve Issues, Develop Skill and Build Self-Worth

**Specialized instruction**

- Graphic Organizers
  - Behavior and visual charts
- Visual Schedule
  - Checklists, Self-recording chart,
- Visualization
  - Model, role play, Visual schedules, color coding
- Metacognitive modeling
  - Model behavior, role play, think-alouds
- Previewing
  - Visual schedule, remind re-teach replacement behavior
See for yourself:

http://www.pbs.org/wgbh/misunderstoodminds/experiences/readexp2b.html
**Specialized Instruction**
- Direct Instruction
- Teach social skills
- Teach self monitoring strategies
- Teach organizational strategies
- Teach time management strategies
- Use metacognitive modeling

**Accommodations**
- Use of A.T. – calendars, electronic organizers
- Visual cues
- Visual schedule
- Prepare for transitions
- Break tasks into subtasks with clear deadlines
- Use of timer
- Use color coding
- Educational Impact

- Learning skills
- Behavior/Self management
Concentration/Attention

- Difficulty remaining on task
- Difficulty focusing attention in distracting situations
- Disruptive behaviors
- Difficulty organizing materials
Attention/Concentration

http://www.pbs.org/wgbh/misunderstoodminds/experiences/attexp1b.html
## Specialized Instruction

- Maintain a structured classroom with defined procedures
- Teach
  - Procedural checklists
  - Visual study guides – color coded
  - Self monitoring charts
  - To do lists

## Accommodations

- Allow preferential seating/defined work space
- Use repetition and check for understanding
- Provide study guides
- Use visual timer
- Allow use of formula cards, checklists, graphic organizers, visual study aides, etc.
• Educational Impact

- Learning skills
- Behavior/Self management
Difficulties with fine and gross motor tasks and with tracking in reading and math.

Most obvious classroom implication – ILLEGIBLE HANDWRITING AND CLUMSINESS.

Occupational therapists may assist with these problems.
Visual Motor Integration – You try it

- Star Activity
  - Try tracing the star while looking in the mirror.
What can you do?

**Specialized Instruction**
- Use highlighters, bumped lines to create stronger visual of line location
- Model use of graphic organizers
- Teach, model and practice color coding text for organization

**Accommodations**
- Provide organizational assistance
- Assistive technology
- Provide note taking assistance
- Provide extended time for writing
- Suggest use of graph paper or paper with vertical lines for alignment of problems
- Educational Impact
  - Written expression
  - Reading comprehension
  - Math
SPECIALIZED INSTRUCTION IN THE CLASSROOM
Consultative Model

- General curriculum
- Teach strategies
- Foster independence
Collaborative Model

- Co-teach with regular education teacher
- Teach strategies to be successful
- Individual learning plans
  - Lesson plans
  - Differentiated instruction
  - Ties to TKES evaluation
Individual Learning Plan

- Develop annually based on strengths and weaknesses
- Communicate student’s needs to teachers
- Collaborate with teachers to address student’s needs
- Identify appropriate strategies to address student’s current needs
- Develop Processing strengths and weaknesses chart based on needs of all students in class
Processing Strengths and Weaknesses chart

- Group student strengths and weaknesses to identify recommended strategies/ instructional techniques
- Lesson plans
- Differentiated instruction,
- Ties to TKES evaluation
Direct instruction focusing on both processing and academic deficits

Reteaching/preteaching

Teach strategies

Individual learning plans
  - Lesson plans
  - Differentiated instruction
  - Ties to TKES evaluation
BRIDGES Program

- General curriculum
- 5 to 6 year program (Provide more time)
- Less academic classes each year
- Direct instruction focusing on both processing and academic deficits
- Teach strategies
- Provide additional support
- Re-teaching/remediation
Self-contained Setting

- Direct instruction based on academic skill deficits
- Direct instruction on functional skills needed for independence
- Access to general curriculum
- Scaffolding
- Drill and practice
SPECIALIZED INSTRUCTION IN THE STANDARDS BASED CLASSROOM
What is Standards-Based Classroom?

- Clear understanding of expectations (standards) for both teachers and students
  - Daily expectations
  - Understand how important skills
  - Relevance to present and future

- Standards based learning is a process
Standards-Based Classroom

- Focus on student learning
- Expectations the same for all
- Essential question
- Build enduring understanding
- Skills and knowledge both important
Standards-Based Classroom

This

Not this
Standards-Based Classroom

- Instructional strategies
- Assessment
- Effectiveness of instruction
Specialized Instruction in the Standards-Based Classroom

- Adapt to the needs of students with disabilities

- Underlying components
  - Differentiated Instruction
  - Scaffolding
  - Universal Design for Learning
Differentiated Instruction

- Tailoring instruction to meet the needs of the students
  - Assessment
  - Planning
  - Learning Environment
  - Learner Characteristics
  - Content
  - Process
  - Product
Putting a support structure into place when needed

Systematically removed when no longer needed

- Visual checklist
- Multiplication chart
Universal Design for Learning

- Designed to meet the diverse needs of all learners
- Instruction which is customized and adjusted to meet individual student needs
- Creating goals, methods, materials, and assessments that work for everyone
Adaptations for Learning

- Content
- Methodology
- Delivery of Instructions
  - Supplemental academic classes
  - Academic support classes
Adaptations for Content

Content
- Supplemental academic classes
- Academic support classes
- Specialized content not taught in general education
Adaptations for Methodology

- Specialized programs
- Use Specialized instructional Strategies
  - Vocabulary strategies
    - LINCs
  - Reading strategies
    - Context clues
    - RAP
  - Math problem solving strategies
    - ROPES
    - RUMOR
Adaptations for Delivery of Instruction

- Change the instructional setting
  - Coteaching/collaborative teaching
  - Small group
  - Individualized
  - Flexible groups
Specialized Instruction in a Standards-Based Classroom

- Students still must meet the same standards just with the instruction based on the individual needs.
- Students receiving special education need something “different” from what all students receive.
- Use of technology to provide access to the curriculum.
1. What are processing deficits and how do these deficits impact how a child learns?
2. What does specialized instruction look like in various settings?
3. What is the difference between specialized instruction and accommodations?
Resources

- Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop
- LD Online  www.ldonline.org
- Misunderstood Minds Online  http://www.pbs.org/wgbh/misunderstoodminds
- Language! Teacher Resource Guide, Cambium Learning Group
- Processing Deficits, Specialized Instruction and Accommodations: Presentation by Sandy DeMuth and Shelia Autrey
Resources

- Griffin RESA Specialized Instructional Strategies
- Specialized Instruction in the Standards-Based Classroom: Presentation Fayette County ECS
- Specialized Instruction: Making Connections, Cobb County Special Education Department (Spring Leadership GADOE, March 19, 2014)
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