

Instructional Accommodations to Support Accessing the GSE: Understanding and Addressing Processing Deficits of SWDs

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Instructional Accommodations to Support Accessing the GSE: Understanding and Addressing Processing Deficits of SWDs



Metropolitan Regional Educational Service Agency

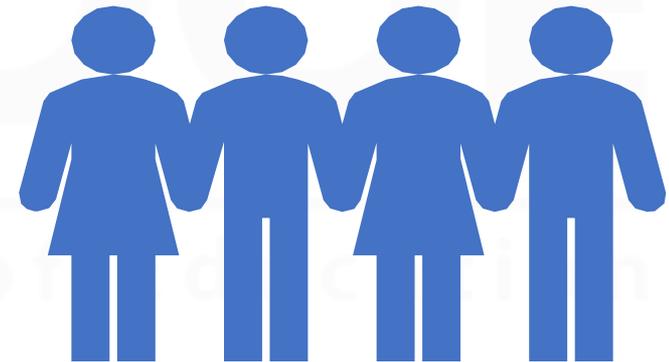
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PURPOSE



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Today, we will focus on awareness, urgency of need, and strategies that will assist all students in the general education classroom. Thereby, reducing the need for more intense individual support.

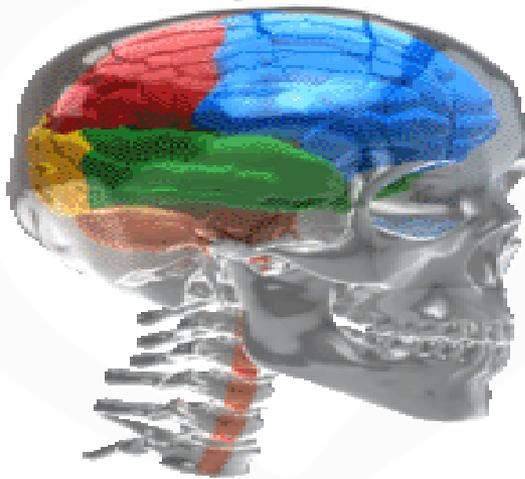


Today, we will discuss how the function of processing systems affect learning.



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PROCESSING SYSTEMS



- **Attention**
- **Memory**
- **Visual-Spatial**
- **Sequential**
- **Language**
- **Motor Function**
- **Higher-Order Thinking**

Targets:



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- **Understand the characteristics of the specific disability**
- **Be able to recognize whether all students have access to the curriculum**



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First Steps

- **Define the terms associated with Students With Disabilities (SWD)**
- **Understand the need for organization and teaching strategies that help students compensate for their learning differences**
- **Internalize the concept that students with disabilities can perform on/above grade and can reach their highest potential IF *effective* accommodations are used.**



Definitions

- **Learning Disability is an “umbrella term” which includes many disabilities: reading, spelling, oral language, math, etc.**
- **Specific Learning Disability designates a particular processing problem or problems that interfere with learning.**
- **Reading Disability or Reading Disorder refers to not being able to read despite normal potential.**
- **Dyslexia simply means “a reading and spelling disability.” It is a medical term and means “difficulty coping with words.”**
- **Reception refers to problems receiving information through the visual or auditory channels**
- **Perception refers to problems in the processing of information correctly received through the visual or auditory channels**
- **Bihemispheric Input refers to sending stimuli to both hemispheres of the brain simultaneously**



Walk a Mile in Their Shoes

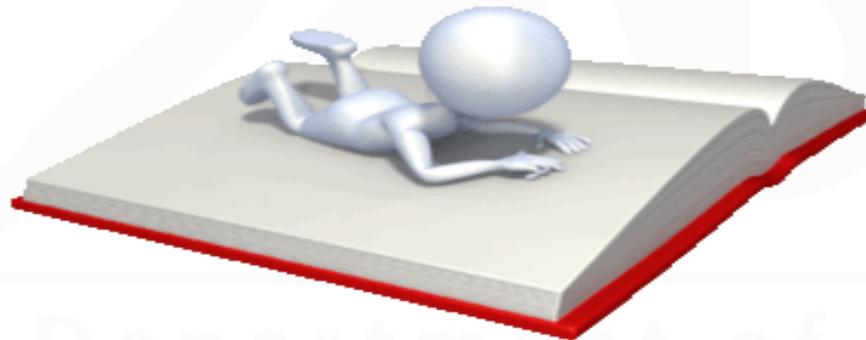


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Think – Pair – Share:

Jot down any comments that resonate with you as you listen to the video by Dr. Lavoie.

<https://www.youtube.com/watch?v=Q3UNdbxk3xs>



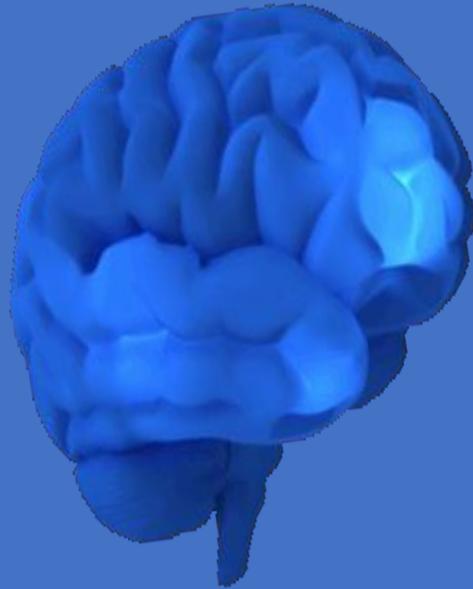
FAT CITY Workshop: Processing Deficits

PROCESSING REQUISITES FOR LEARNING



- **Be able to attend / focus**
- **Have short-term memory**
- **Have working memory to “make sense” of new material**
- **Have long-term memory**
- **Be able to retrieve info**

PROCESSING INFORMATION



The human brain is a complicated, creative information-processing system.

- **Information processing starts with input from the sensory organs**
- **In order for the brain to process information, it must first be stored and organized.**
- **Once *information* is processed to a degree, an attention filter decides how important the signal is and which cognitive processes it should be made available to.**
- **Once stored, memories eventually must be retrieved from storage.**

MEMORY & LEARNING

- **Short-term memory**
 - Provides brief retention of information (20 seconds)
- **Active working memory**
 - Allows you to hold several facts or ideas in mind long enough to complete a task
- **Long-term memory**
 - Acts as a warehouse for permanent knowledge





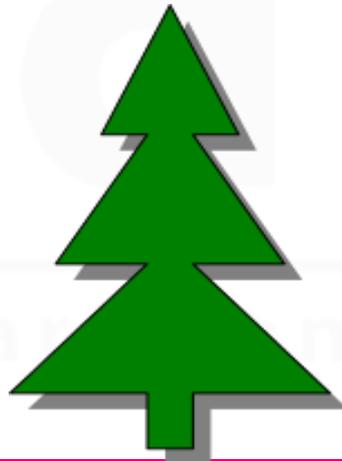
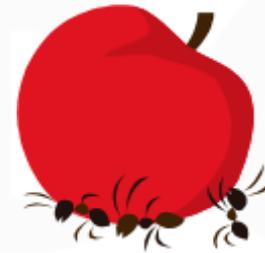
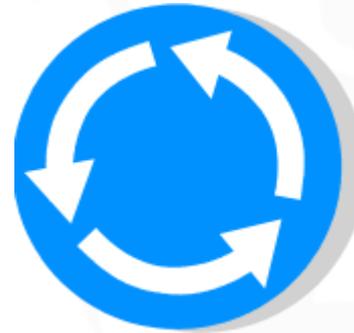
Visual Memory

Students are unable to store and recall information which was given visually.

TEST YOUR WORKING VISUAL MEMORY



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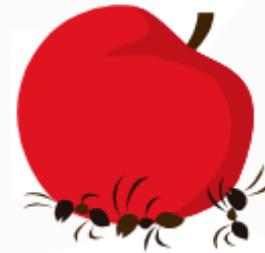
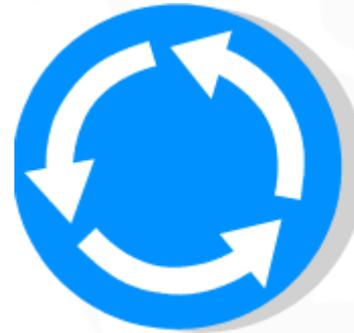
**Draw or write the name
of as many of the
pictures as you
remember from the
previous slide.**



TEST YOUR WORKING VISUAL MEMORY

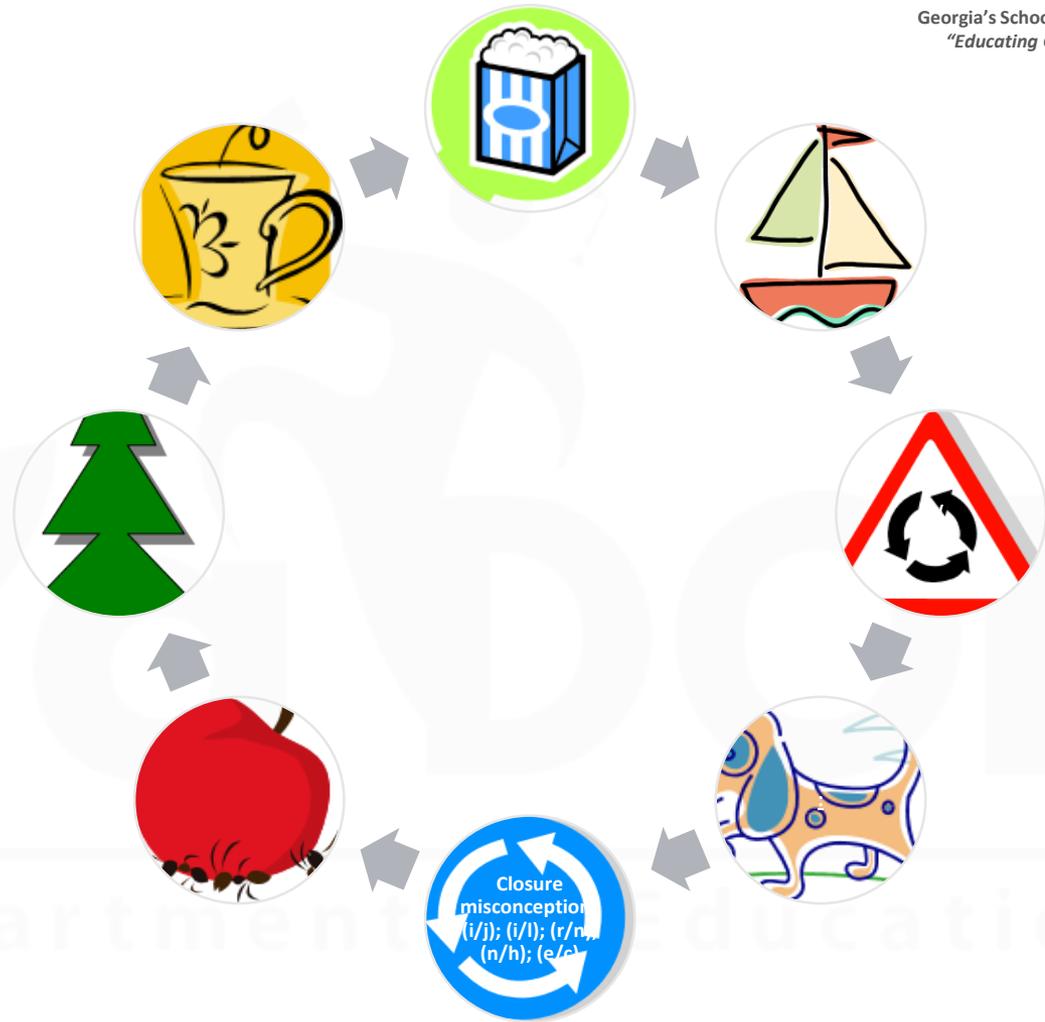


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TEST YOUR WORKING VISUAL MEMORY

Would a different
organization of
the visual aid
your memory?

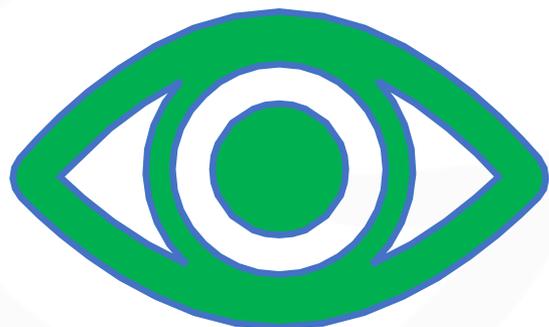


Visual Discrimination

(A Foundation Skill for Reading)



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VISUAL DISCRIMINATION:

- Students have problems recognizing objects as distinct from its surrounding environment.
(saw/was); (6/9)
- Closure misconceptions
(i/j); (i/l); (r/n); (n/h);
(e/c); (8/5)

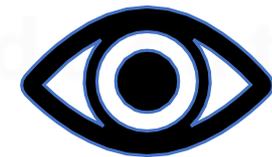
<http://eyecanlearn.com/perception/discrimination/>



VISUAL FIGURE- GROUND PROBLEMS

VISUAL FIGURE-GROUND PROBLEMS:

- Unable to focus and follow one object among backgrounds
- Skips words, miss letters in words, reads two words as one, reads same line twice, unable to track from left to right, and skips lines



Auditory Memory



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**Students are
unable to store
and recall
information given
verbally.**



In one ear-out the other

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Auditory Memory

- **Students are unable to store and recall information given verbally.**



In one ear-out the other



Voiced	Unvoiced
b	d
d	t
g	j
v	f
z	s
th	th

AUDITORY DISCRIMINATION

Students are unable
to recognize
differences in
sounds(similar or
different).



AUDITORY FIGURE-GROUND

Students are unable to distinguish a particular sound from the others in the background

AUDITORY SEQUENCING

Student are unable to remember and recognize the sequence of sounds

density/destiny

animal/aminal

75/57



Significant Reading Deficits

When you see pronounce

as:

- **q d or t**
- **z m**
- **p b**
- **b p**
- **ys er**
- **a, as in bat e, as in pet**
- **e, as in pet a, as in bat**

TRY READING **THIS PASSAGE**

We pegin our qrib eq a faziliar blace, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broquceq rasuze.

A yellow silhouette of a person's head in profile, facing right, with long, wavy hair. The text is written inside the silhouette in white.

May I go
to the
nurse's
office? I
feel sick.

Please Read the Passage Below:

We pegin our qrib eq a faziliar
blace, a poqy like yours enq
zine. Iq conqains a hunqraq
qrillion calls qheq work
qogaqhys py qasign. Enq
wiqhin each one of qhese zany
calls, each one qheq hes
QNA, Qhe QNA coqe is axecqly
qhe saze, a zess-broquceq
rasuze.

A yellow speech bubble with a black outline, containing the text 'May I go to the nurse's office? I feel sick.'

May I go
to the
nurse's
office? I
feel sick.

Please Read the Passage Below:

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA. The DNA code is exactly the same, a mass-produced resume.

LESSON PLANNING



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Provide varied instructional strategies in the lessons plans to meet the needs of all students:

Visual

Vocal

Auditory

Tactile

Kinesthetic

Bihemispheric

Balanced Assessments

Frequency

Consistency

ALWAYS provide feedback

School and Class Climate



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- **Routines/procedures should be established early, practiced for retention, and followed consistently.**
- **Set performance targets for classroom assignments and assessments.**
- **Re-teaching is part of daily routine**
- **Provide choice of assignments, tasks and activities.**
- **Prepare three versions of an assessment or evaluation**
- **Risk free environment.**
- **Success is a powerful motivator.**

High School Activity

Integrating Strategies to Address Processing Deficits

Given the video, with your group discuss the following:

Using the ***Accessibility Strategies for Math*** document, which processing deficits were addressed in this lesson?

- Group 1: Conceptual and Language
- Group 2: Visual -Spatial and Organization
- Group 3: Memory and Attention

If a processing deficit was not addressed, what suggestions would you make for the teachers?

Watch the video below

<http://www.youtube.com/watch?v=GZKy7uWqrKk>

Elementary School Activity

Integrating Strategies to Address the Processing Deficits

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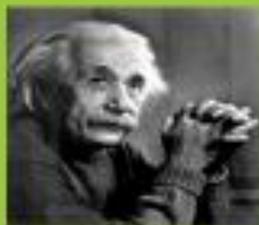
<https://www.youtube.com/watch?v=3ugwoLLfVuA>

Walt Disney



Considered Slow

Albert Einstein



Considered mentally slow, unsociable

Hans Christian Anderson



Reading and Writing Disabilities

Agatha Christie



Writing Disability

Abraham Lincoln



Mood Disorder

Nelson Rockefeller



Learning Disability

Will Smith



Learning Disorder (Dyslexia)

Learning Disability

Tiger Woods



Speech Disorder

Speech Disorder

Michael Jordan



Attention Deficit Disorder

Attention Deficit Disorder

Processing

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