Instructional Strategies for Meeting the Needs of SWD and their Deficits

February 25-27, 2019

Dr. Deshonda Stringer
School Improvement Specialist
Deshonda.Stringer@mresa.org

Mary McArthur
School Improvement Specialist
Mary.McArthur@mresa.org
Learning Targets

• I can discuss strategies to promote active engagement for all students in standards-based classrooms.

• I can discuss how to make appropriate accommodations to support students with processing deficits in accessing the general curriculum.
Essential Questions

1. What additional information do I need to know about students with disabilities to better support them with accessing the GSE?

2. What are some instructional strategies that will engage students in active learning and address their processing deficits?
Table Talk

What do you typically observe in a co-taught classroom where students with disabilities are being served?

• What are the co-teachers doing?
• What resources are being used to help students access the standards?
• What accommodations do you typically observe being implemented?
Georgia’s Systems of Continuous Improvement
Free and Appropriate Public Education (FAPE)

- The **Individuals with Disabilities Education Act** (IDEA) says that each child who has a disability and needs **special education** and **related services** will receive a free and appropriate public education (FAPE).

<table>
<thead>
<tr>
<th>F</th>
<th>Free means that all eligible students with disabilities will be educated at public expense.</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Appropriate means that your child with a disability is entitled to an education that is appropriate for him/her.</td>
</tr>
<tr>
<td>P</td>
<td>Public refers to the public school system.</td>
</tr>
<tr>
<td>E</td>
<td>Education must be provided to every eligible school age child with a disability.</td>
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State Systemic Improvement Plan (SSIP) Identified Barriers

Access to the General Curriculum for ALL Students

Access to Positive School Climates for ALL Students

Provision of Specially-Designed Instruction in the Least Restrictive Environment
Differentiated or Specially-Designed Instruction

**Differentiated Instruction**

- Strategy used by teachers to help students focus, perform, and clue in better on the important parts of a lesson.

**Specially-designed Instruction**

- Adapting as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction;
- The unique needs of the student that result from the student’s disability;
- Ensure access by the student to the general curriculum.

*LRP Publications*

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*Fattig and Taylor Co-Teaching in the Differentiated Classroom*
Specially- Designed Instruction (SDI)

- Provides to the greatest extent possible to meet the student's individualized education program (IEP) in the general education classrooms where students with disabilities have the greatest likelihood of receiving curriculum content delivered by highly qualified teachers.

- Utilizes a variety of special education supports and services to serve students with disabilities in general education settings and promote meaningful access, participation and progress in the general curriculum including:
  - consultative teacher services
  - paraprofessional support
  - resource room services
  - co-teaching

- Adapts as appropriate, the content, methodology, or delivery of instruction to the needs of an eligible child.

- Ensures access by the student to the general curriculum.
Think-Pair-Share: Accommodations

- Individually take 3 post-its.
- List 3 of the most commonly listed accommodations on IEPs, one per post-it.
- Match your post-its with the others in your group.
- Were there similarities in your responses?
- Put the post-its in the middle of the table.
- We will revisit these later in the session.
Accessibility Strategies Sort Activity

- Sort the strategies under the correct headings of some of the deficits of students with disabilities.

- If there is an accommodation that could address several deficits, note the first letter of the deficit(s) on the label.

- Let’s debrief this activity.
Accessibility Strategies

- Review the 3rd column on the handout that has been provided (on the “Memory” and “Attention” pages).

- Check any strategy that is listed in the 3rd column that would only apply to math.

- How do these accommodations differ from the ones that were listed on your post-its?
Accessibility Strategies for Math
(that can be applied to all other subjects)

- Conceptual Processing (pages 2-3)
- Language (pages 3-4)
- Visual-Spatial Processing (pages 4-5)
- Organization (pages 5-6)
- Memory (pages 7-8)
- Attention (page 8)
Think – Pair – Share
FAT CITY Workshop: Processing Deficits

• [https://www.youtube.com/watch?v=Q3UNdbxk3xs](https://www.youtube.com/watch?v=Q3UNdbxk3xs) (8:34)

• On your PPT, **jot down any comments** that resonate with you as you listen to the video by Dr. Lavoie.

• Are there any comments made by Dr. Lavoie that concern you?
PROCESSING SYSTEMS

• Attention
• Memory
• Visual-Spatial
• Sequential
• Language
• Motor Function
• Higher-Order Thinking
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
MEMORY & LEARNING

• **Short-term memory**
  o Provides brief retention of information (20 seconds)

• **Active working memory**
  o Allows you to hold several facts or ideas in mind long enough to complete a task

• **Long-term memory**
  o Acts as a warehouse for permanent knowledge
The Island Hop Scavenger Hunt

Let’s review a sample task and discuss possible ways to accommodate for students the following:

• conceptual processing,
• language
• visual spatial deficits.
Equality vs. Equity
In small groups, discuss how this picture relates to our discussion regarding instruction for SWDs?
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Resources

F.A.T City
- https://www.youtube.com/watch?v=Q3UNdbxk3xs

Misunderstood Minds
- http://www.pbs.org/wgbh/misunderstoodminds/

Accessibility Strategies in Mathematics
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