



NOW THAT YOU GOT 'EM, WHAT DO YOU DO WITH 'EM? DUALY SERVED STUDENTS

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TEACH
encourage
instruct
MENTOR
PRAISE
influence
GUIDE
INSPIRE

Crosby, Stills & Nash with James Taylor and Emmylou
Harris -- "Teach Your Children"

Who are we?

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How did this come about?/Why are we so involved in this?

- **Our journey began a number of years ago when we began to see a rise in population.**
- **We wanted to best served the students. We discovered that we needed to do more.**
- **We developed a close synergistic working relationship to best serve our Dually Served Population**

**What is the most important thing
to remember?**



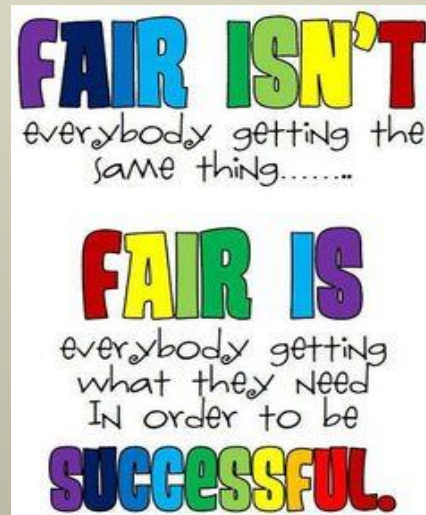
What Do I do First?

- **Form a working relationship with the student's case manager in Special Ed.**
- **Obtain a copy of a student's accommodations**
- **Obtain a copy of a student's Goals and Objectives.**
- **Look up test scores.**
- **Talk to the student. Get to know him/her and form a positive teacher/student relationship early.**

What Is An Accommodation vs. Modification

ACCOMMODATION:

- Levels the playing field.
- We want grade level achievement standards.



Modification:

- Change the field you're playing on.
- We are asking for alternative achievement standards. Due to the student being behind their peers.
- Changes the general education curriculum.

Accommodation vs Strategy

ACCOMMODATION:

An accommodation are changes to the classroom structure, both organizationally and instructionally that allows a student to participate.

**Can you name
an Accommodation?**

STRATEGY:

Teachers use strategies to change a student's learning outcomes.

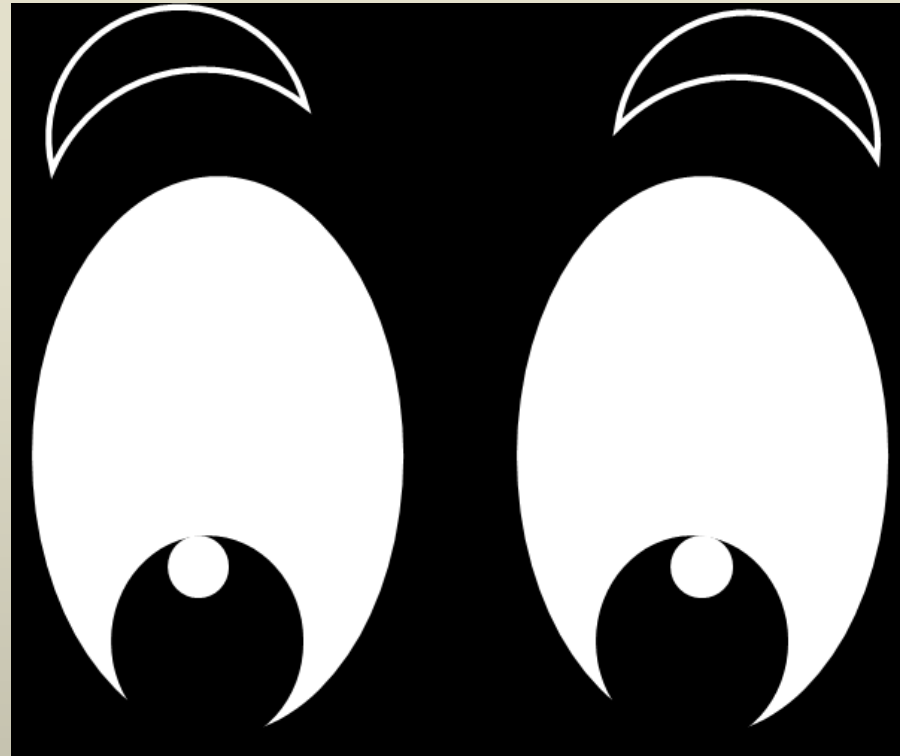
These are the processes or plan of action to achieve a decided outcome.

**Can you name
an Strategy?**

What do the exceptionalities look like and what are some strategies?

ADHD

Autism



MID

EBD

Learning Disabled

Learning Disabilities – how they walk

- Students
- you have to remind constantly to get out materials and begin work.
- Who never have pencil, pen, and paper.
- who will do an assignment and not turn it in.
- who will not retain material just taught or cannot recall prior concepts.
- who will have difficulty transferring skills from course to course.
- who gets stuck on one question and gives up.
- Or the one who will not do tasks that require extended effort.

Easy to Implement Strategies

- Provide a model for the student to follow when doing projects or presentations.
- Use diagrams, pictures, or graphics to help explain meanings.
- Find a buddy they work well with.
- Frequent praise for effort.
- Chunk tasks and material. Chunk large tasks into smaller ones. You can still keep the original due date, but set up benchmarks.
- Use sticky notes to help organize, give specific directions, or allows student to “rehearse answers”.

Easy to Implement Strategies Cont'

- Give extra wait time. Some students process slower than others.
- Try using highlighters to color code or show strategic words.
- Encourage independence without “Pulling the rug out from under them”
- Teach process of elimination skills. (Allow student to write on test)
- Make flashcards. Encourage the student to cut them up.
- Put page numbers for vocab lists.

How does the EBD student walk?

- The one to get agitated with changes in routine.
- The one who will “Stir the Pot.”
- Likes to go out of the room to avoid the classroom. (Elopement)
- Easily upset by external and internal issues from the classroom.
- Gets angry when called out in the classroom. (Easily Defensive)
- Picks at every detail.

How does the EBD student walk? Cont'

- Passive aggressive. (sabotage activity that was praised)
- Cannot leave unsupervised for even a moment.
- Makes self deprecating remarks.
- Complains of aches and pains. (Stomach hurts)
- Frequent Absences.
- Picks arguments with others including the teacher.
- Difficulty finishing work due to perfectionism.
- Withdrawn from interactions with peers and adults

Easy to Implement Strategies

- Keep a consistent routine. Outline simple, broad rules and stick to it. Post them in the classroom.
- If you need to address a problem, do it without calling out the student. (Personal Conference)
- Sit away from distractions.
- Chunk large assignments.
- Some of the students' lack "replacement skills" for behaviors. Role playing and rehearsing helps.
- Ignore some behaviors, but have consequences for them. (loss of privilege)
- Apologies in writing or in person.

EBD Strategies Cont'

- Catch them “being good”. A word of praise goes a long way.
- Model correct behavior.
- Provide a “Cool Down Space” or Time Out.
- Keep directions simple. Too many steps can agitate a student.
- Clearly define activities and transitions.
- A behavior contract will go a long way.
- Pick your battles.


Autism

- Speech difficulties or No Speech
- Difficulty of interpersonal skills.
- Preoccupation with objects
- Need to arrange items in a specific order
- Extreme aversion to touch
- Extreme aversion to sounds
- Becomes upset if routine is changed
- Either extremely passive behavior or extremely nervous, active behavior

Autism Strategies

- A set of headphones/noise buffers go a long way
- Social stories
- Model appropriate behaviors using peers and other teachers
- Incorporate social skills lessons into language lessons
- Prepare for changes and drills when possible
- Allow time to voice concerns
- Teach self correcting strategies via social stories, role play and simple explanations
- Remember that when the autistic student makes a mistake be gentle with correction and do not correct publically
- Prepare Class as needed about issues
- Take one issue at a time

Mistakes

When I am trying something new or when I am doing my work, it's ok to make mistakes. 

When I make a mistake, I will stay calm and try again.

I do not need to get upset.
It is ok!

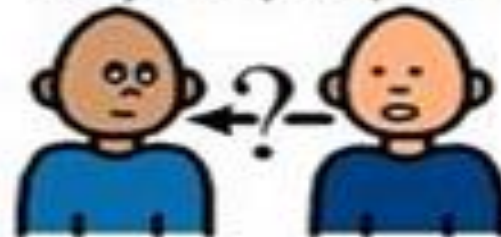


OK



If I need help with something, I will ask a friend or my teacher.

Can you help me please?



Everyone makes mistakes.

When something isn't right I can always try again.
That is how I learn.



Try it again



AD/HD

- Loses materials easily
- Difficulty in sustaining attention
- Executive Functioning issues
- Seems “driven by motor”
- Blurts out
- Avoidance behaviors

ADHD Strategies

- PATIENCE
- See Previous Strategies

Writing Goals & Objectives in an IEP

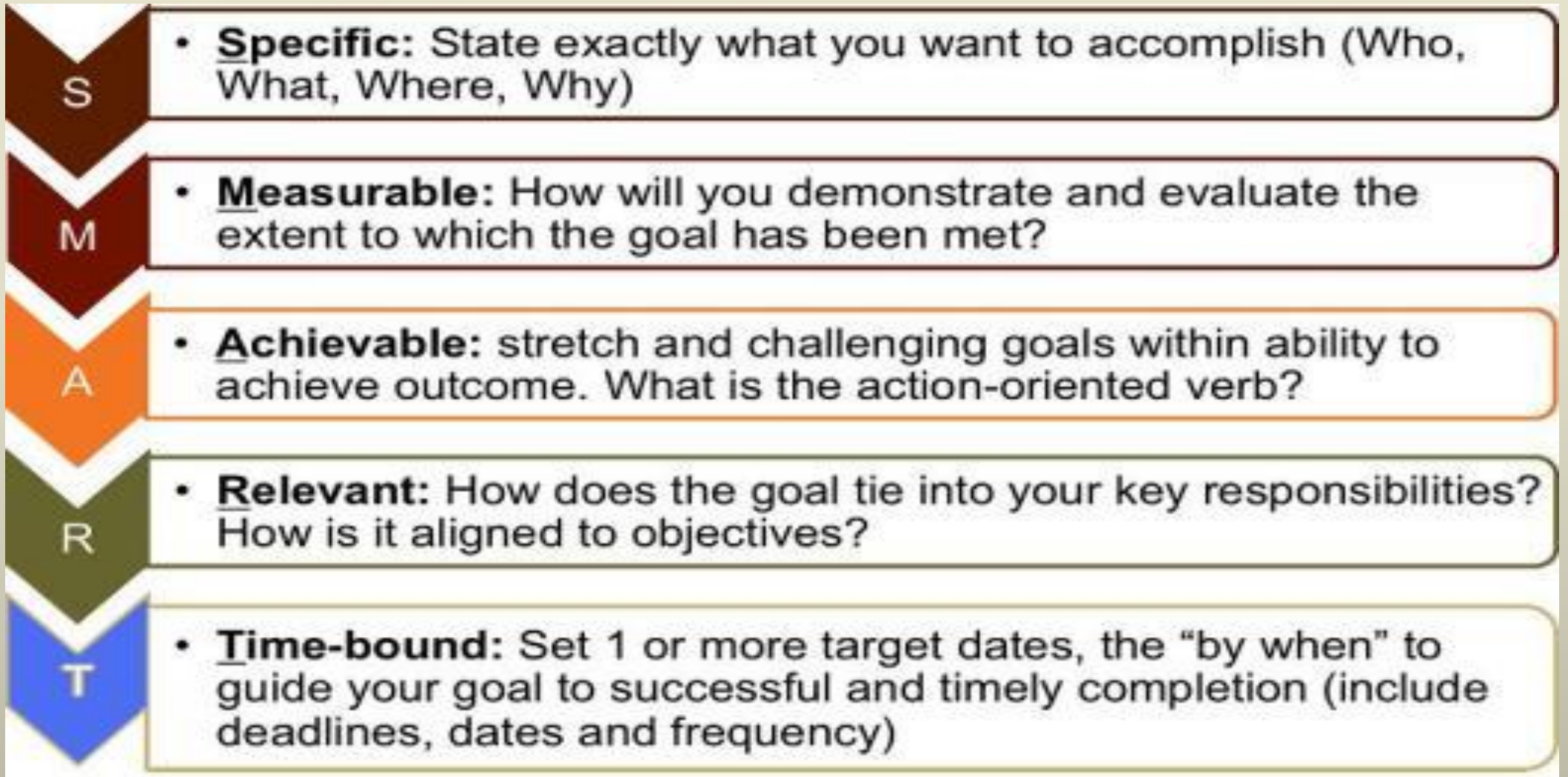


Can it be measured? – *SMART Goals*

- The following SMART Goal Slides are courtesy Erika Beck, SPED Admin @ Simpson Middle School, CCSD

Melody Gardot – Over the rainbow

SMART Goals are...



Specific

- Specific goals answer the following questions:
 - Who: Who is involved?
 - What: What do I want to accomplish?
 - Where: Identify a starting point
 - When: Establish a time frame.
 - Which: Identify requirements/constraints.
 - Why: Goals and objectives should be written for significant deficit areas that require specialized instruction.

Measurable

- To determine if your goal is measurable, ask questions such as
 - *How much?*
 - *How many?*
 - *How will I know when it is accomplished?*
 - *Can you count it or observe it?*
- Analyzing data supports specific targets

Attainable

- The goal is “do-able”/within reach
- It is action-oriented—What can I observe?

Relevant

- Results based/not strategy driven
- Again, it must be “do-able”/realistic
- Related to the unique needs and disability of the student
- What is the purpose?
- Why is it needed?
- What are the expected results?

Time bound

- Clearly defined time frame
- The timeframe *must* be realistic
- Clearly defined with a target or end date
- Frequency/level of performance clearly defined
- Answers When?

- <http://www.jcboe.org/boe2015/images/pdf/depts/speced/13-14/links13-14/accommodationsmodificationsinterventions.pdf>
- Middle Grades GRLS *Tips for Teachers: Characteristics, Classroom Modifications, Classroom Adaptation for Exceptional Children.*
- <http://www.autism-resources.com/autismfaq-char.html>
- <https://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/>