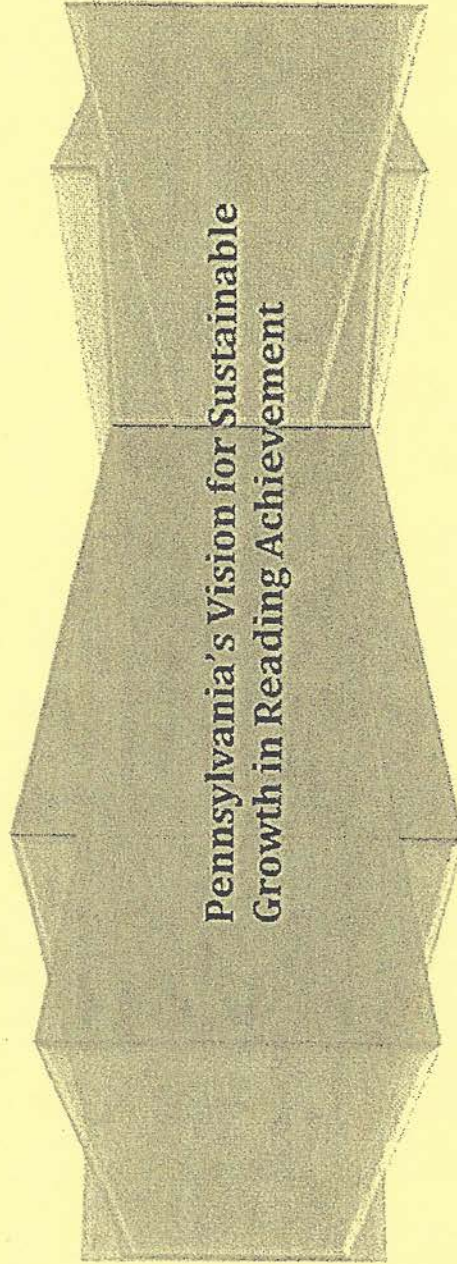


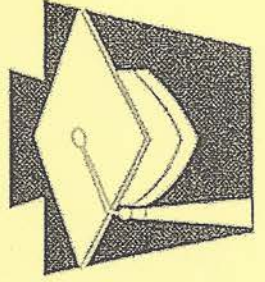


Supporting Learners with Special Needs

Keystones to Opportunity
Participant Guide



Pennsylvania's Vision for Sustainable
Growth in Reading Achievement



What/So What??

What?	So What?	Now What?
<i>Strategies</i>		
Access for all: overcoming barriers <i>assessment, language, environment, engagement</i> Scaffolds and Supports		
Effective Reading Instruction		

*goes w/ 2
pg-12*

Video Viewing Guide

<p>Slide 12 Ducklings http://www.youtube.com/watch?v=9FnrOpOwQUg</p>	<p>Why do you think this video was chosen? What is the main point?</p>
<p>Slide 33 Grade 6 Social studies: Think Pair Share http://streaming.iu17.org/blast/bestpractices/bigvideo.php?cat=229&page=http://streaming.iu17.org/BLAST/bestpractices/archer/sws19.swf</p> <p><i>Anita Archer</i></p>	<p>What scaffolds and supports were used? What other good instructional practices were used? What opportunities were there for student practice and teacher feedback?</p> <p><i>Sentence starter...</i> <i>movement around room</i> <i>listening / gestures</i> <i>sharing with partners</i></p>

Video Viewing Guide

<p>Slide 33: Grade 7 Health: Cloze http://streaming.iu17.org/blast/bestpractices/bigvideo.php?cat=230&page=http://streaming.iu17.org/BLaST/bestpractices/archer/cvhealth20.swf</p>	<p>What scaffolds and supports were used? What other good instructional practices were used? What opportunities were there for student practice and teacher feedback?</p> <p><i>- gestures (hands) - describes location on page - reviews directions - models thinking/summarizing</i></p>
<p>Slide 33: Grade 7 Health: Partner Reading http://streaming.iu17.org/blast/bestpractices/videos.php?page=228</p>	<p>What scaffolds and supports were used? What other good instructional practices were used? What opportunities were there for student practice and teacher feedback?</p> <p><i>praise/positive</i></p>

Video Viewing Guide

<p>Slide 35: The Case Against AT: http://www.donjohnston.com/media/flash/case_against_technology/index.html</p>	<p>What phrases are eye openers for you?</p> <p>— jobs didn't exist (2004 vs. 2002) That's the way it's always been done</p>
<p>Slide 61: Ryann http://dyslexiahelp.umich.edu/latest/one-students-life-dyslexia</p>	<p>What tools did/does Ryann use to help her learn?</p> <p>color coding extra help motivation</p>

Video Viewing Guide

<p>Slide 78 Baby's first reading skills: Http://bcove.me/nv254q6h</p> <p>And <u>Emma</u></p>	<p>How does this information change or confirm what you know about learning to read?</p>
<p>Slide 79: Rewiring the Brain: http://bcove.me/7u0smllb</p>	<p>What is the big idea of this clip?</p>

Video Viewing Guide

<p>Slide 83: Explicit Instruction with Dr Archer http://streaming.iu17.org/blast/bestpractices/videos.php?page=234</p>	<p>What instructional steps were used ? What other good instructional practices were used? In what ways are Dr. Archer's pedagogical practices systematic and explicit? What opportunities are there for student practice and teacher feedback?</p>
<p>Slide 103: Learning to Read http://www.everyone-can-read.com/dyslexia-category/video-clips-learning-to-read/</p>	<p>Reflect on what challenges a student with reading difficulties faces... and those that have overcome those challenges.</p>

PA Comprehensive Literacy Plan

There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.

Keystones: Grant KTO Grant and PaCLP

- **Keystone 1:** Improve literacy learning outcomes and dramatically increase reading achievement among students in danger of academic failure birth through grade 12 in Pennsylvania.
- **Keystone 2:** Create a culture of data-driven decision making by supporting implementation of Bernhardt's Multiple Measures Data logic model at the state, regional, and local levels.
- **Keystone 3:** Infusion of digital technology and Universal Design for Learning (UDL) providing teachers with examples of how technology tools can provide multiple pathways to express and represent information as well as creative options for developing literacy persistence, stamina, and motivation.”

Slide 10: Excerpt from Executive Summary of the IDA Knowledge and Practice Standards :

Reading Difficulties, Including Dyslexia, Are Very Common

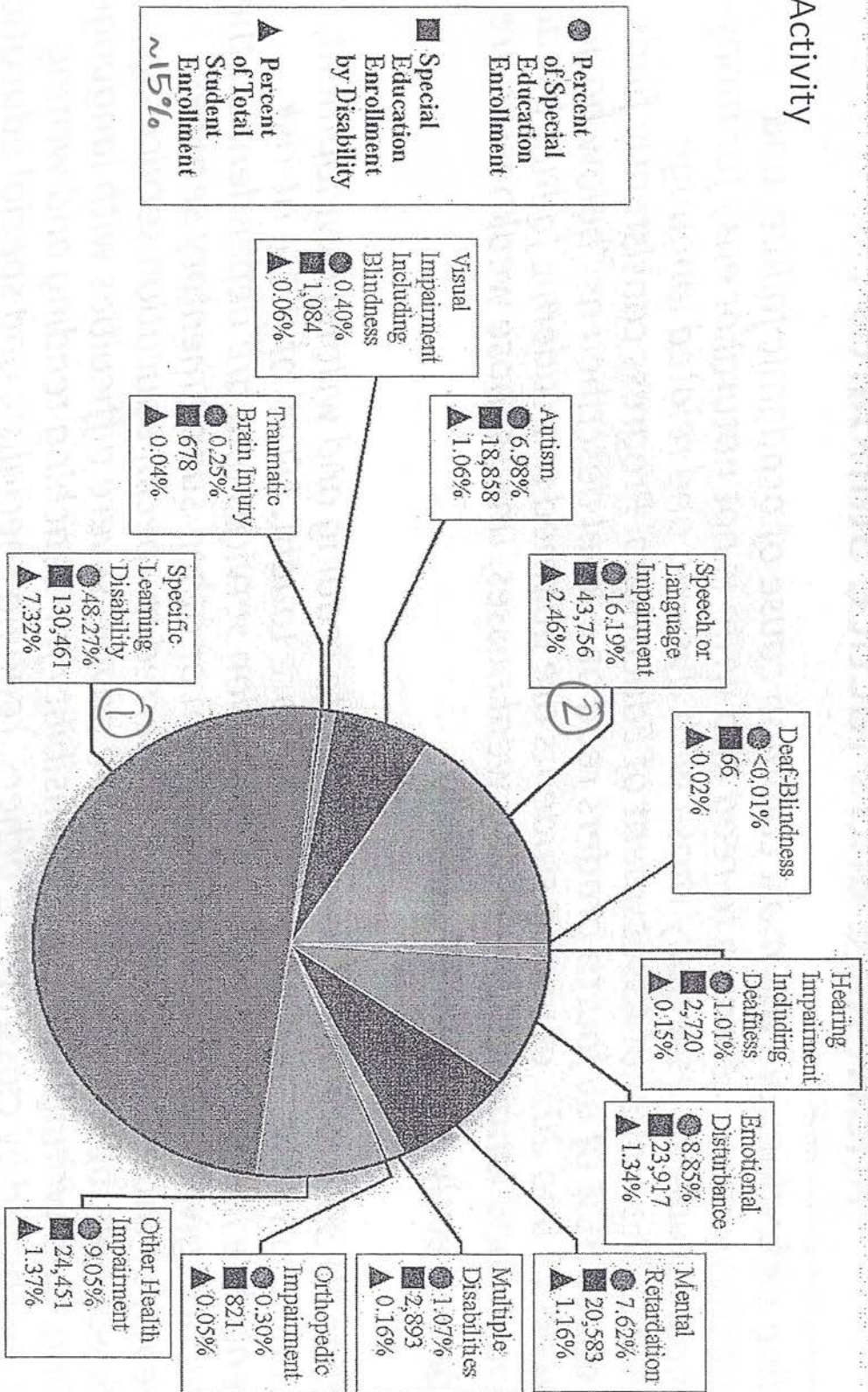
Reading difficulties are the most common cause of academic failure and underachievement. Learning to read and write is not natural or easy for many-if not most- students, especially those with dyslexia and related language problems. The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as "below basic." Between 15 and 20% of young students are doomed to academic failure because of reading and language processing weaknesses, unless those weaknesses are recognized early and treated skillfully.

Another 20-30% are at risk for inadequate reading and writing development, depending on how—and how well—they are taught. Most of these at-risk students are ineligible for special education services and are dependent on the instruction given in the regular classroom or other supplementary services. However, of those students who are referred to special education services in public schools, approximately 85% are having severe difficulties with language, reading, and writing. Clearly, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists and special education personnel.

Enrollment of School-Age Students (Ages 5 to 21) by Disability Category

Students with Disabilities

Activity



Graph from the *Pennsylvania Special Education Data Facts 2010-11* booklet, Winter 2012

Slide 11

Access to the learning environment

Physical/Classroom Environment	Instructional Materials	Presentation Modes	Response Modes
(Barriers to students navigating and gaining information and experience from the physical environment)	(Barriers to gaining information/experience from the instructional materials we use)	(Barriers to the presentation of content including language of instruction)	(Barriers to the requirements for responding)
Desk height	Font size	Lecture	Lack of opportunity to respond

Slide 24

OCR

Office for Civil Rights' Booklet: The Provision of an Equal Education Opportunity to Limited English Proficient Students (1992)--recommends steps for preventing misplacement of LEP students in special education due to limited English skills rather than an exceptionality; these include assessing in student's primary or home language and ensuring that accurate information regarding the student's language skills in English and the student's primary language is taken into account in evaluating assessment results.

Differentiated Instruction means...

“...teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”

(Tomlinson, 2003)

Ind. Child Plan

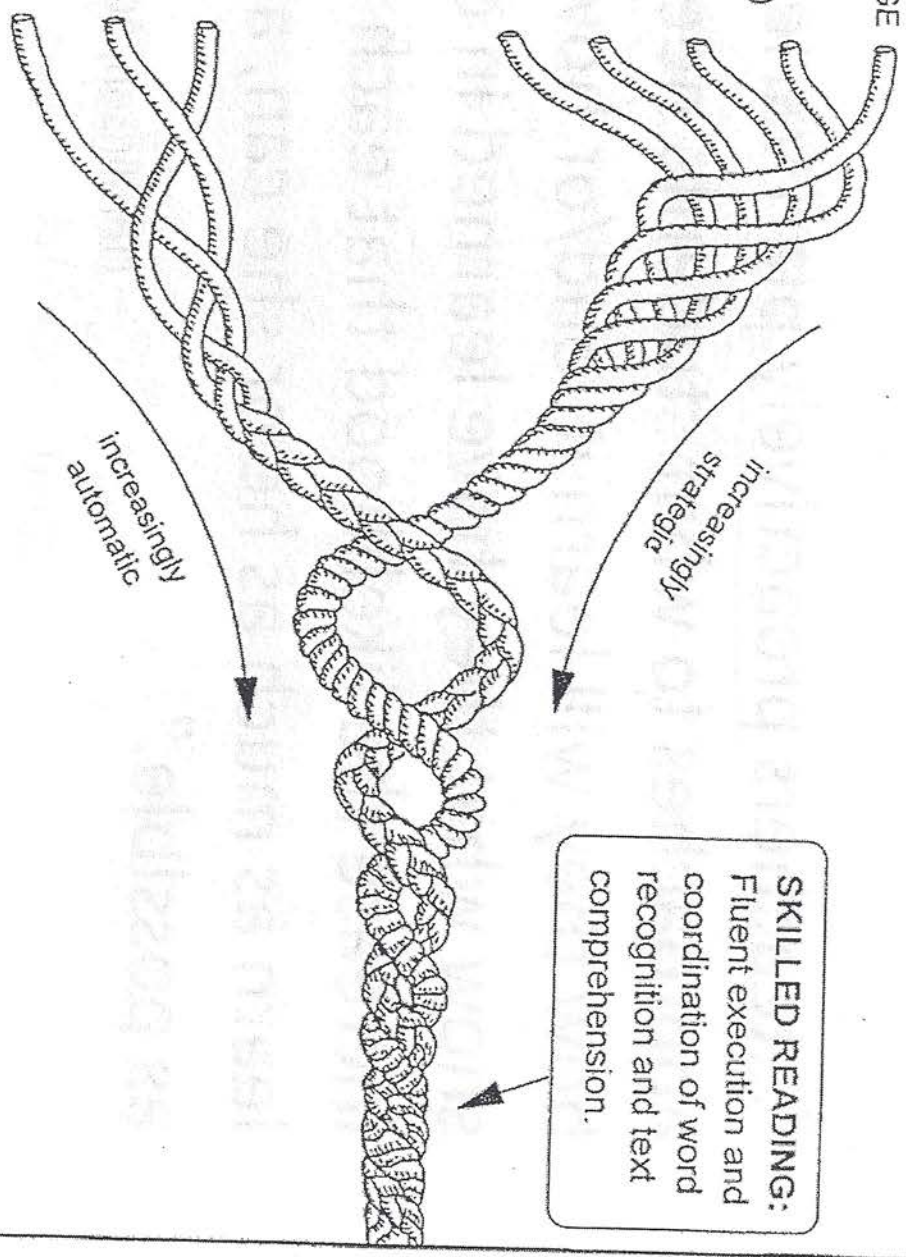
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.* In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

Slide 79

Effective Instruction is Key

Executive Summary from the International Dyslexia Associations' Knowledge and Practice Standards for Teachers of Reading, 2010

Although dyslexia and related reading and language problems may originate with neurological differences, they are mainly treated with skilled teaching. Informed and effective classroom instruction, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Potential reading failure can be recognized as early as preschool and kindergarten, if not sooner. A large body of research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be ameliorated in the early grades and students can get on track toward success. For those students with persistent dyslexia who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome and manage the most debilitating symptoms.

What is the nature of effective instruction for students at risk? The methods supported by research are those that are explicit, systematic, cumulative, and multisensory, in that they integrate listening, speaking, reading, and writing. The content of effective instruction emphasizes the structure of language, including the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), meaning relationships among words and their referents (semantics), and the organization of spoken and written discourse. The strategies emphasize planning, organization, attention to task, critical thinking, and self-management. While all such aspects of teaching are essential for students with dyslexia, these strategies also enhance the potential of all students.

It is not just a good idea... it is the law

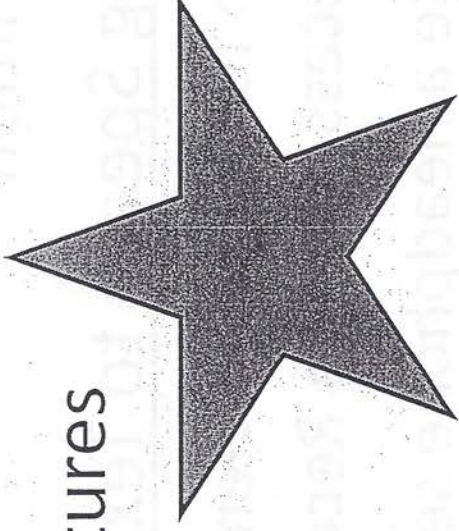
“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are **educated with children who are not disabled** and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of **supplementary aids and services** cannot be achieved satisfactorily.”

IDEA sec. 612 (5)(A)

Slides 63-69

Planning for Diversity Activities:

- Windows Accessibility Features
 - Speech to Text:
- Visual Display
- Simulated hearing loss
- Organization
- ipad demo



Windows Accessibility Features: Set up Speech Recognition

- Using Speech to Text



- Go to the **Start Menu, Control Panel, Ease of Access, Speech Recognition**
- Use a headphone set with microphone.
- Start Speech Recognition
- Complete the **Take Speech Tutorial**
- Use speech to text to dictate an email to yourself. (Go to Outlook, new email)

Visual Display for PCs



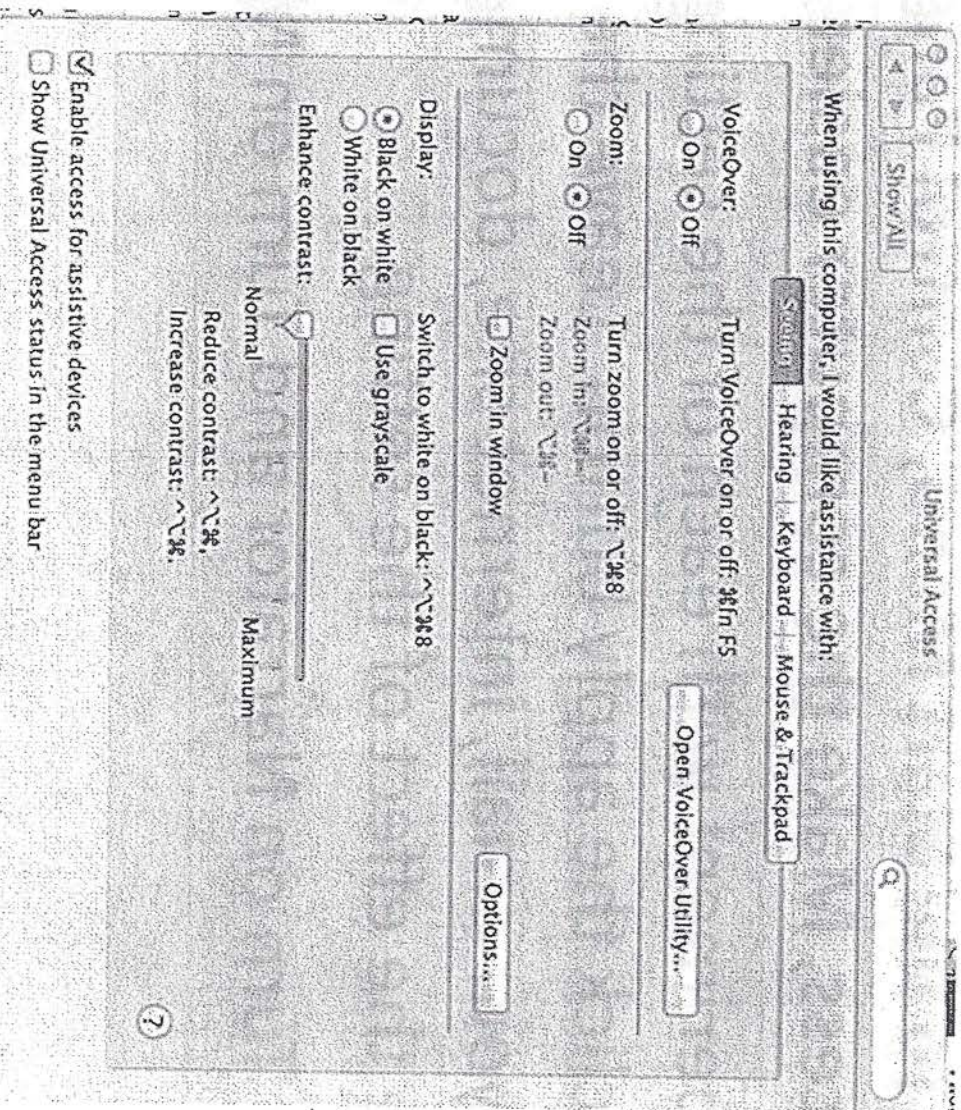
- Go to the **Start Menu, Control Panel, Ease of Access, Make the computer easier to see**
- Experiment with each of the settings. Be sure to click the apply button. Leave the site and go to your email, internet site, documents, etc. to see the effect of the setting.
- Try Turn on Narrator and Turn on Magnifier



Visual Display options for MAC OS X

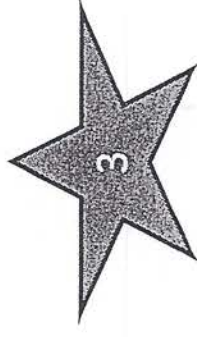
Click on APPLE in upper left, then SYSTEM Preferences

Then Universal Access, you will see this:

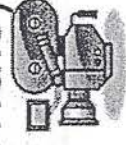


Click on WHITE ON BLACK, use slider to change contrast

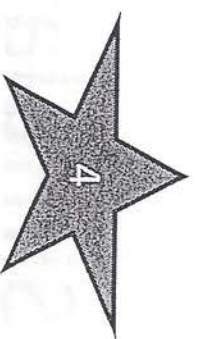
Simulated Hearing Loss



- Fred Flintstone cartoon with varying degrees of hearing loss
- <http://www.youtube.com/watch?feature=endscreen&v=TD5E88fFnxE&NR=1>
- Unfair hearing test: dictated spelling list with varying degrees of hearing loss. TAKE SPELLING TEST
<http://successforkidswithhearingloss.com/wp-content/uploads/2012/01/4-An-Unfair-Hearing-Test.wav>
- Classroom acoustics (resources for professionals)
<http://successforkidswithhearingloss.com>



Organization



Graphic organizers: Use this site and the article, *Differentiated Instruction and Implications for UDL Implementation: Effective Classroom Practice Report* (Pages 7-29 in Participant Resources) to select a graphic organizer and use it with the content of the article. (Tables 1-3)

<http://www.eduplace.com/graphicorganizer/>

Graphic organizers:

<http://www.thinkport.org/technology/template.tp>

Additional graphic organizers:

http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf

ipad video demo



IF you have an ipad:

- Using the iPad, go to the app store and read the descriptions about the following apps: Clarospeak, v-Bookz, and iBooks, dragon dictation, paperport notes
- Create a chart listing pros/cons to share back with your team
- OR- listen to this video demo