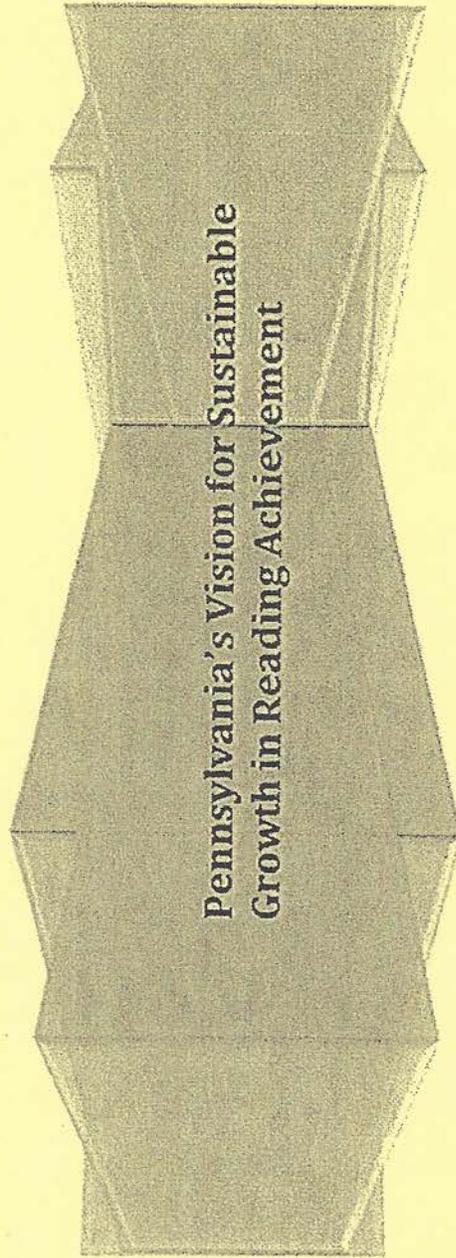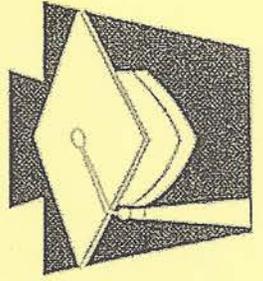# Supporting Learners with Special Needs

Keystones to Opportunity
Participant Guide

Pennsylvania's Vision for Sustainable
Growth in Reading Achievement

What/So What??

What?	So What?	Now What?
Access for all: overcoming barriers *assessment, language/ environment, engagement*		*strategies*
Scaffolds and Supports		
Effective Reading Instruction		

goes w/ pg 12

Video Viewing Guide

Slide 12 Ducklings http://www.youtube.com/watch? v=9FrrOpOwQUg	Why do you think this video was chosen? What is the main point?
Slide 33 Grade 6 Social studies: Think Pair Share http://streaming.iu17.org/blast/b estpractices/bigvideo.php?cat=22 9&page=http://streaming.iu17.or g/BLaST/bestpractices/archer/sws 19.swf *anita archer*	What scaffolds and supports were used ? What other good instructional practices were used? What opportunities were there for student practice and teacher feedback? *Sentence starter...* *movement around room* *listening / gestures* *sharing with partners*

Video Viewing Guide

Slide 33: Grade 7 Health: Cloze http://streaming.iu17.org/blast/b estpractices/bigvideo.php?cat=23 0&page=http://streaming.iu17.or g/BLaST/bestpractices/archer/cvh ealth20.swf	What scaffolds and supports were used ? What other good instructional practices were used? *-gestures (hands)* What opportunities were there for student practice and teacher feedback? *- describes location on page* *-reviews directions* *models thinking/summarizing*
Slide 33: Grade 7 Health: Partner Reading http://streaming.iu17.org/blast/b estpractices/videos.php?page=22 8	What scaffolds and supports were used? What other good instructional practices were used? *praise/positive* What opportunities were there for student practice and teacher feedback?

Video Viewing Guide

Slide 35: The Case Against AT: http://www.donjohnston.com/m edia/flash/case_against_technolo gy/index.html	What phrases are eye openers for you? — jobs didn't exist (2004 vs. 2002) · Thats the way its always been done
Slide 61: Ryann http://dyslexiahelp.umich.edu/lat est/one-students-life-dyslexia	What tools did/does Ryann use to help her learn? color coding extra help motivation

Video Viewing Guide

Slide 78 Baby's first reading skills: Http://bcove.me/nv254q6h And Emma	How does this information change or confirm what you know about learning to read?
Slide 79: Rewiring the Brain: http://bcove.me/7u0smilb	What is the big idea of this clip?

Video Viewing Guide

Slide 83: Explicit Instruction with Dr Archer http://streaming.iu17.org/blast/b estpractices/videos.php?page=23 4	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?
Slide 103: Learning to Read http://www.everyone-can-read.com/dyslexia-category/video-clips-learning-to-read/	Reflect on what challenges a student with reading difficulties faces... and those that have overcome those challenges.

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 :

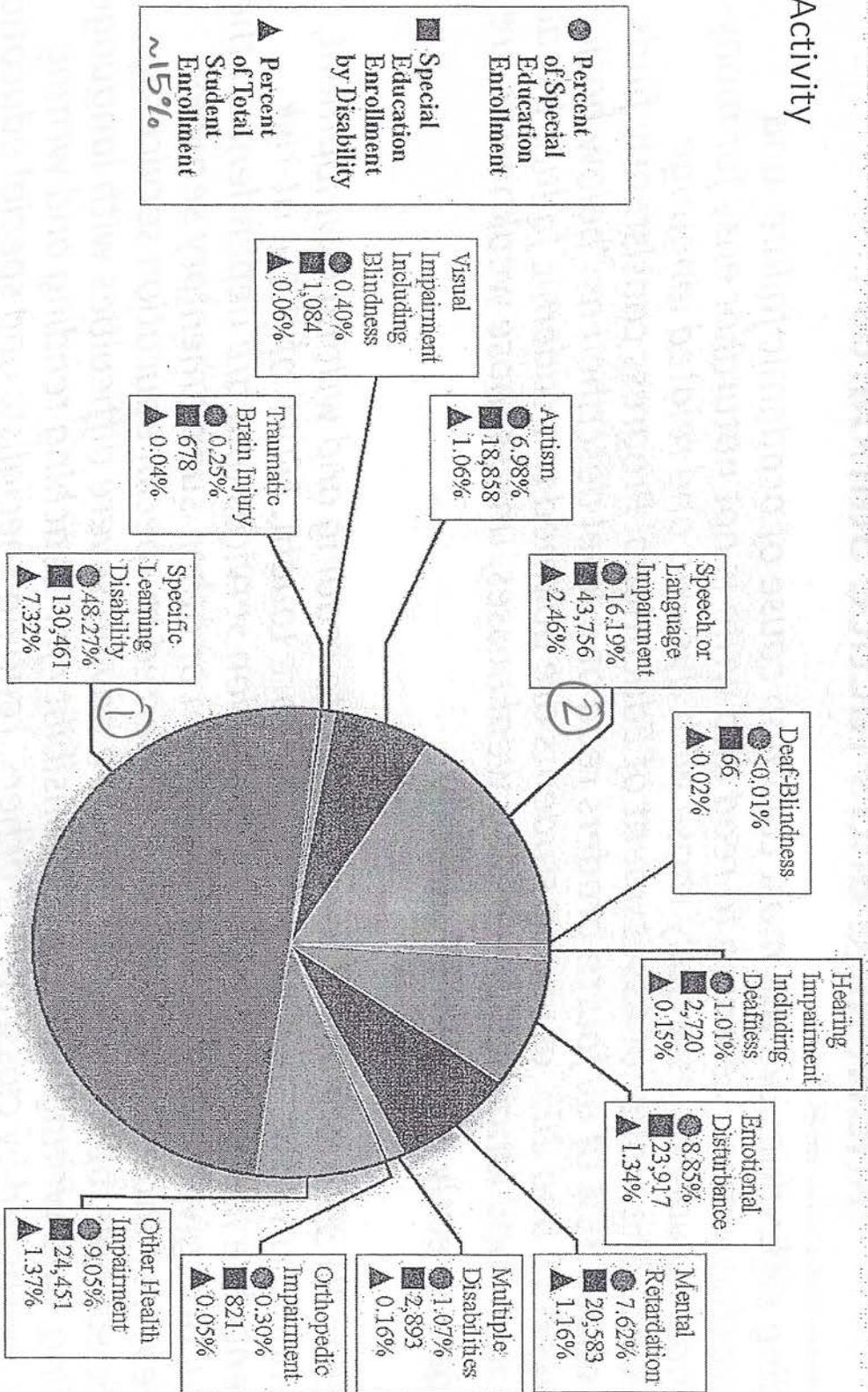Reading Difficulties, Including Dyslexia, Are Very Common

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.

Students with Disabilities

Activity

- ● Percent of Special Education Enrollment
- ■ Special Education Enrollment by Disability
- ▲ Percent of Total Student Enrollment
- ~15%

Visual Impairment Including Blindness
- ● 0.40%
- ■ 1,084
- ▲ 0.06%

Autism
- ● 6.98%
- ■ 18,858
- ▲ 1.06%

Traumatic Brain Injury
- ● 0.25%
- ■ 678
- ▲ 0.04%

Specific Learning Disability
- ● 48.27%
- ■ 130,461
- ▲ 7.32%

Speech or Language Impairment
- ● 16.19%
- ■ 43,756
- ▲ 2.46%

Deaf-Blindness
- ● <0.01%
- ■ 66
- ▲ 0.02%

Hearing Impairment Including Deafness
- ● 1.01%
- ■ 2,720
- ▲ 0.15%

Emotional Disturbance
- ● 8.85%
- ■ 23,917
- ▲ 1.34%

Mental Retardation
- ● 7.62%
- ■ 20,583
- ▲ 1.16%

Multiple Disabilities
- ● 1.07%
- ■ 2,893
- ▲ 0.16%

Orthopedic Impairment
- ● 0.30%
- ■ 821
- ▲ 0.05%

Other Health Impairment
- ● 9.05%
- ■ 24,451
- ▲ 1.37%

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

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."

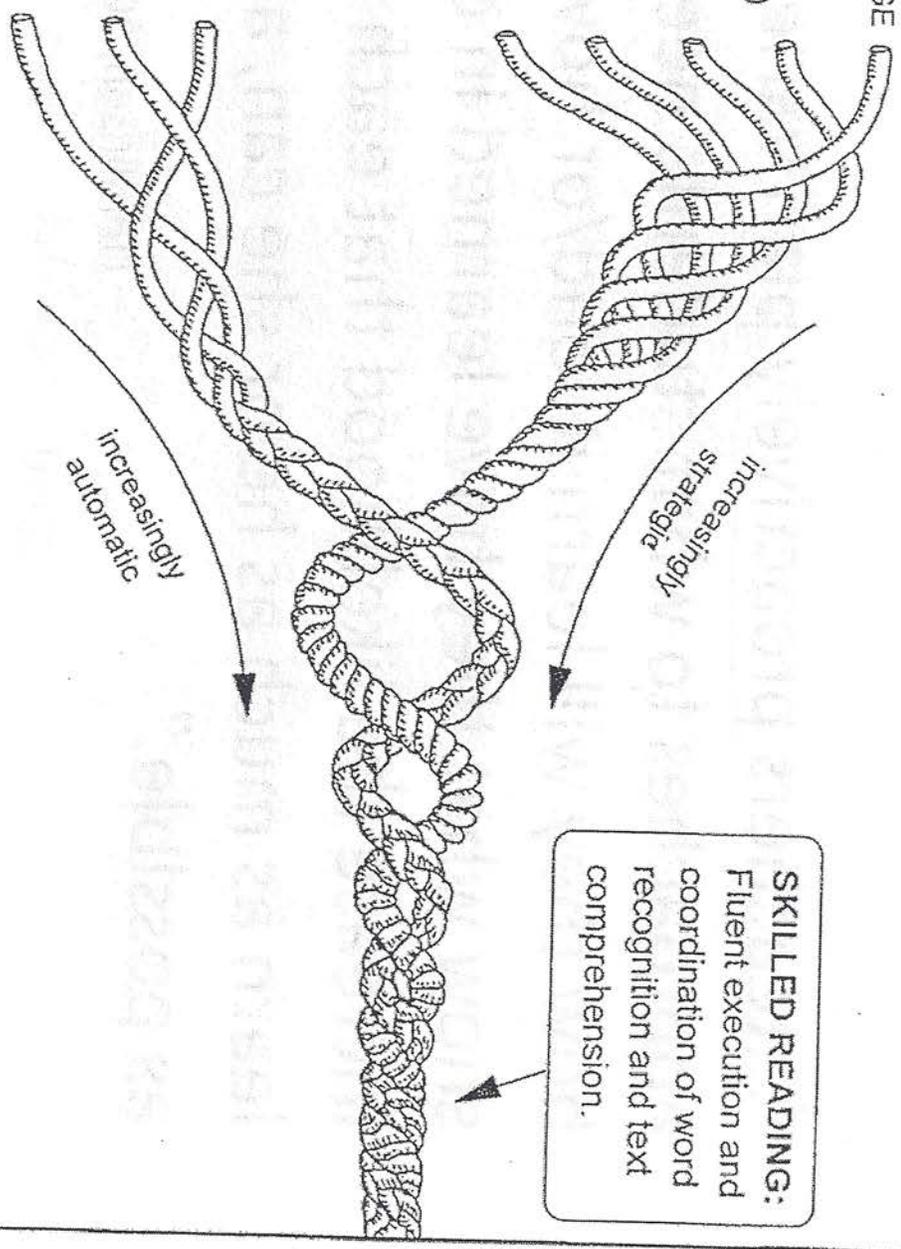(Tomlinson, 2003)

Ind. Child Plan

14

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)

increasingly
strategic

increasingly
automatic

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

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 neurobiological 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)
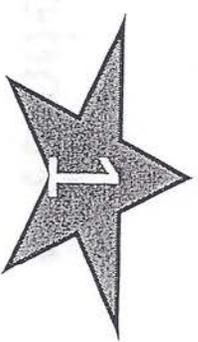
Slides 63-69

Planning for Diversity Activities:

- Windows Accessibility Features
  - Speech to Text:
- Visual Display

- Simulated hearing loss

- Organization

- ipad demo
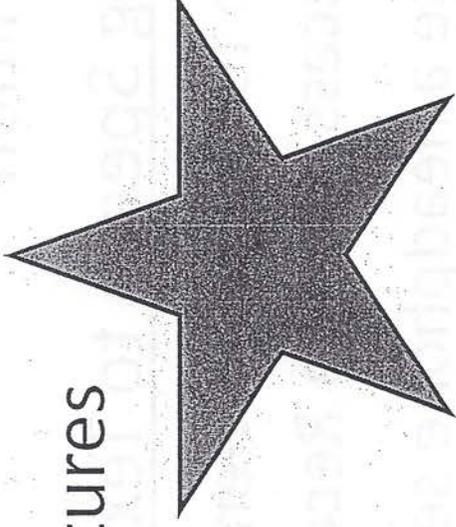
Windows Accessibility Features: Set up Speech Recognition

- 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)
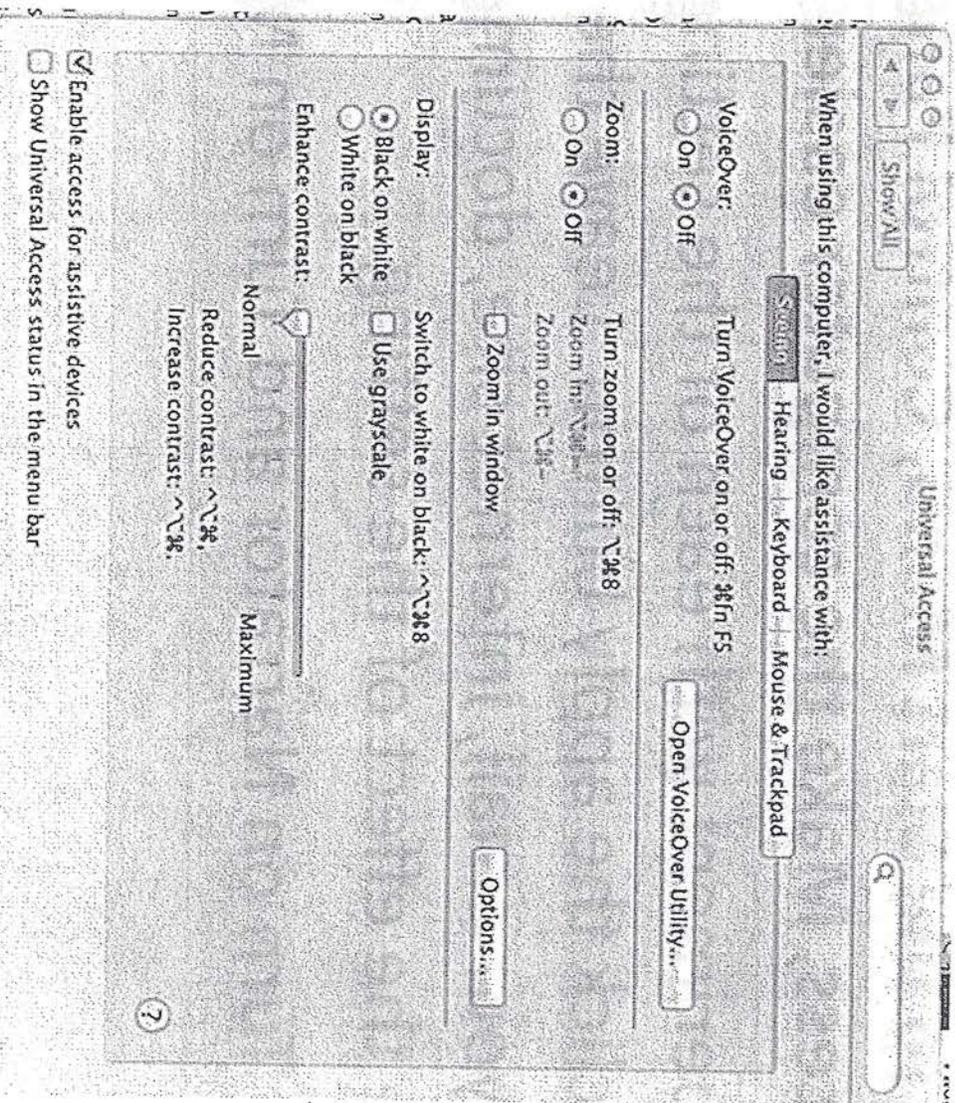
Visual Display for PCs

★ 2

- 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 OSX

Click on APPLE in upper left, then SYSTEM Preferences

Then Universal Access, you will see this:

Click on WHITE ON BLACK, use slider o change contrast

When using this computer, I would like assistance with:

Show All

Universal Access

System | Hearing | Keyboard | Mouse & Trackpad

VoiceOver: Turn VoiceOver on or off: ⌘F5

○ On ● Off

Open VoiceOver Utility...

Zoom: Turn zoom on or off: ⌥⌘8

○ On ● Off   Zoom in: ⌥⌘=
Zoom out: ⌥⌘−

☐ Zoom in window   Options...

Display: Switch to white on black: ⌃⌥⌘8

● Black on white   ☐ Use grayscale
○ White on black

Enhance contrast:

Normal ◇————————— Maximum

Reduce contrast: ⌃⌥⌘,
Increase contrast: ⌃⌥⌘.

☑ Enable access for assistive devices
☐ Show Universal Access status in the menu bar

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/
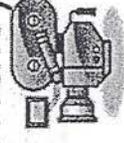
Graphic organizers:
http://www.thinkport.org/technology/template.tp
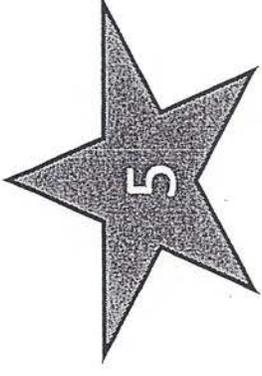
Additional graphic organizers:
http://aim.cast.org/sites/aim.cast.org/files/DI_UDL.1.14.11.pdf

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

Natalie

Keystones to Opportunity

Pennsylvania's Vision for Sustainable
Growth in Reading Achievement

Common Core state Standards and Literacy Design Collaborative

Building Blocks of Literacy

Universal Design for Learning and Digital Technology

English Language Learners

Supporting Learners with Special Needs

Reading Apprenticeship

Data

Parental Engagement

Transitions
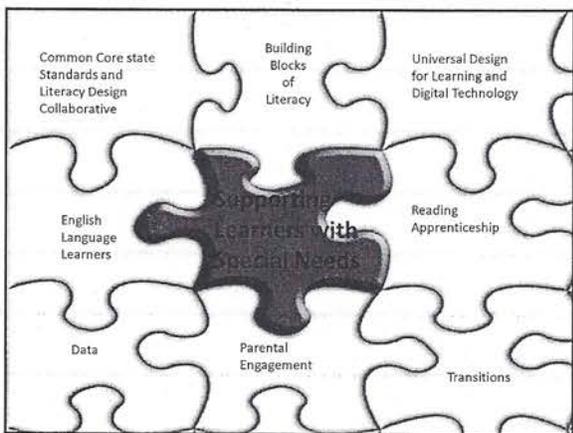
PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

Keystones to Opportunity

Participants will know and be able to:	Evidence
Identify how the structures of Response to Instruction and Intervention (RtII), Universal Design for Learning (UDL), and Least Restrictive Environment (LRE) support all students.	Connect key components of RtII, UDL and LRE and supports for struggling students
Develop an understanding of general assistive technology, supports and accommodations for consideration in reading instruction to support student needs	List general assistive technology, accommodations, scaffolds, and supports for variety of students' needs
Develop an understanding of how children learn to read and areas where some children have difficulty.	Explain key components of learning to read and areas where students may have difficulty.
Determine literacy needs and next steps.	Reflect on new learning and complete next steps in an action plan to increase achievement in literacy for students with special needs.

Keystones to Opportunity

4

Get ready for our day:

- Logistics
- Elbow buddy
- Table number
- Count off!
- Materials and resources
- Laptop/ internet
- Parking Lot
- Agenda: 6 hours = 2 breaks, lunch

Keystones to Opportunity

5

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.
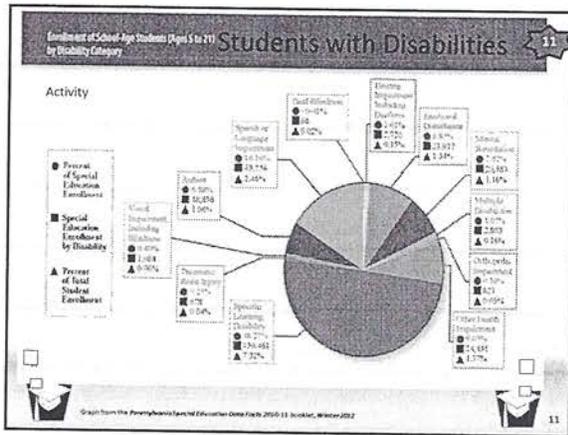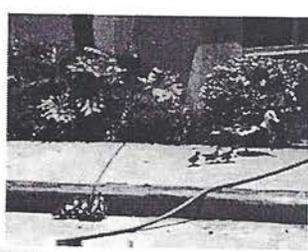
Keystones to Opportunity

6

Keystones: 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."

Keystones to Opportunity

7

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pg. 8-9 of yellow packet

Making Sense?

Keystones to Opportunity

8

We believe that :

Students with reading difficulties **can** increase their ability to read and comprehend text.

The framework of Response to Instruction and Intervention (RtII) and Universal Design for Learning (UDL), coupled with

instruction from educators with high expectations for all students and knowledge of reading instruction and data,

in the least restrictive environment with supplemental aids and services

offer a comprehensive approach to foster students' success.

Keystones to Opportunity

9

Simply

ALL kids → Literate

Literacy provides connections to each other and our world

Keystones to Opportunity 10

Enrollment of School-Age Students (Ages 5 to 21) by Disability Category **Students with Disabilities** 11

Activity

pg. 11 in
yellow packet

Keystones to Opportunity 12

What does this mean?

"Disability is defined in the interaction between the vulnerabilities of an individual and the limitations of their environment"

Jon Murdoff

Keystones to Opportunity

13

The Average Foot analogy
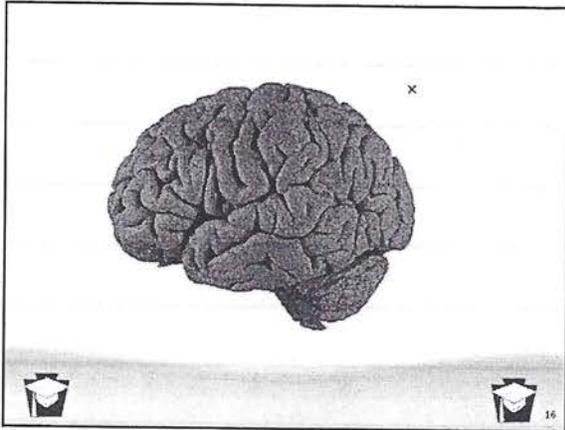
Todd Rose, CAST

14

UDL- curr. should meet/ address all learners' needs

8.5

15

everyone gets 8.5 shoes...

So- What is needed to get here?

ALL kids ➡ Literate

Literacy broadens your choices

Keystones to Opportunity

Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

Keystones to Opportunity
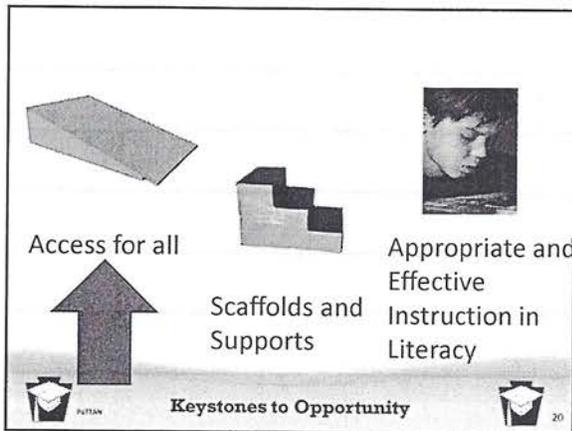
What/So What??

What?	So What?	Now What?
Access for All: Overcoming Barriers		
Scaffolds and Supports		
Effective Reading Instruction		

Keystones to Opportunity 19

Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

Keystones to Opportunity

- What does it mean to have "access?"
- Access to what?
- How might access look different?
- **What about access to core curriculum?**

Keystones to Opportunity

---

pg. 2

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

Keystones to Opportunity

Barriers in Communication?
ELLs in Special Education

- There are 6,270 ELLs in Special Education (2009)

- 1 of 8 ELLs has an IEP and receives Special Education services

Keystones to Opportunity

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.
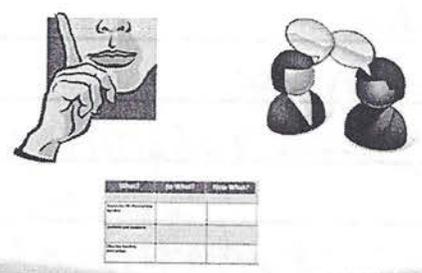
Keystones to Opportunity

High Expectations for Achievement For *ALL* Students

Our task:

Removing barriers to achievement for our students.

25

Take 5: Review and Reflect,

Keystones to Opportunity

26

Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

Keystones to Opportunity

27

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)

Keystones to Opportunity

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pg. 14

Where does Differentiated Instruction occur?

- In a differentiated classroom, teachers begin where their students are, not where he/she feels they should be or as the curriculum dictates.
- Instruction methodologies vary and are adapted to meet the needs of individual and diverse learners.
- Teachers can differentiate through: Content, process, Product, Affect, Learning Environment

Keystones to Opportunity

What
how
response/
creation
emotional...
phys. classroom

Key Principles for ALL

Differentiated Instruction	Accommodations	Modifications
➢ Respectful and meaningful task	➢ Changes the "how"	➢ Changes the "what"
➢ Flexible grouping	➢ Does not change what a student is expected to learn. Curriculum remains the same	➢ Changes what a student is expected to learn
➢ Teacher/students collaborate	➢ Students are taught to the grade level academic standards	➢ Students may be taught grade level academic standards or the alternate standards
➢ Teachers value student difference	➢ Students are assessed by the PSSA with accommodations	➢ Students may be assessed by PASA
➢ Content critical		

Keystones to Opportunity

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① ☆ Accommodation
Add something/
Changes "how"

② ☆ Modifications
Changes "what"

Excessive help debilitates

learned helplessness

Keystones to Opportunity
31

Practice

- The instruction is targeting long and short vowel identification. Claude will be participating with the class but his target is mastery of consonant sounds.

- The class will demonstrate their learning of speech organization by presenting a short narrative about themselves. Jenny, who has anxiety of standing in front of the class to present, will video her presentation following the established criteria for organization, to show to the class.

- The fifth grade class is completing a set of multiplication problems. Sam is using manipulatives to complete the same problems.

- In the same class, Hannah is completing a set of addition problems.

Keystones to Opportunity
32

What is scaffolding?
3-4

Dr. Anita Archer

Grade 6 Social studies: Think Pair Share

http://streaming.iu17.org/blast/bestpractices/bigvideo.php?cat=229&page=http://strea ming.iu17.org/BLaST/bestpractices/archer/swss19.swf

- Grade 7 Health: Cloze (Chartiers Valley MS)

http://streaming.iu17.org/blast/bestpractices/bigvideo.php?cat=230&page=http://strea ming.iu17.org/BLaST/bestpractices/archer/cvhealth20.swf

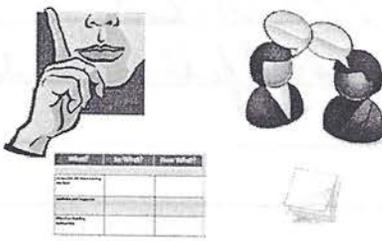- Grade 7 Health: Partner Reading

(Swatara MS)

http://streaming.iu17.org/blast/bestpractices/videos.php?page=228

Keystones to Opportunity
33

Take 5: Review and Reflect

Keystones to Opportunity

34

The most damaging
phrase in the
language is, "It's
always been done
that
way."

http://www.donjohnston.com/media/flash/case_against_technology/index.html

Keystones to Opportunity

35

Technology, UDL, and AT

- Technology is NOT required

- Digital is *flexible* and offers possibilities that provide access and recruit interest.

- UDL will not eliminate the need for AT.

Keystones to Opportunity

36

Assistive Technology

AT should be considered for every student with an IEP
DEFINED:

- **AT Device:** any item, piece of equipment or product system that is used *to increase, maintain, or improve the __functio__nal capabilities* of children with disabilities

- **AT Service:** any service that directly assists a child with a disability in the selection, acquisition, or use of an AT device

Keystones to Opportunity

37

Tools for **Reading**

- Do you have/know students who are reading well below grade level?
- How do they handle textbooks?
- What about trade books or worksheets?
- The internet?

Keystones to Opportunity

38

AT Tools Provide Access to Standards Aligned Instruction

- Access to Print
- Writing Tools
- Tools for Memory and Organization
- Tools for Communicating

Keystones to Opportunity

39

BIG IDEAS: AT for Access to Print: What we know

- It is impossible to learn information that is imperceptible to the learner, and difficult when it is presented in formats that require extraordinary effort or assistance.
- Students vary in their facility with different forms of representation - both linguistic and nonlinguistic.
- Proper design and presentation of information can provide "cognitive ramps" to construction of usable knowledge.

Ask: What is the critical task?

Keystones to Opportunity

Access to Print :
Text to Speech as a Reading Tool:

- Text-to-Speech is not voice recognition (talking to your computer.) It's hearing text while reading.

- Text-to-Speech does not replace reading instruction.

It is a way to get students into text that may be too hard for them to read. Because they need access to the information.

Keystones to Opportunity

Research for Text to Speech

- Improved phonological awareness and decoding skills
- Improved word identification
- Increased comprehension (MS)
- Increased speed and comprehension (HS)
- Students report ease and preference for tools that increase independence

Protocol for Accommodations in Reading
http://www.donjohnston.com/products/par/index.html

Keystones to Opportunity

Text to Speech with excerpt from Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching

- "... The NRC noted that for students to learn to read well they must a) understand how sounds are represented by print and be able to apply this understanding to read and spell words, b) practice reading enough to become fluent readers, c) learn new vocabulary words, and d) learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors."

Keystones to Opportunity

PaTTAN 43

- Text to Speech Video
  - Mac
  - PC

Keystones to Opportunity

PaTTAN 44

Digital Text

- Natural Reader
  - Mac

  - PC

Keystones to Opportunity

PaTTAN 45

Accessible Instructional Materials (AIM)

- Provisions within IDEA 2004 (300.172) require that textbooks and related core instructional materials be provided to students with print disabilities in specialized formats in a timely manner.

- National Center on Accessible Instructional Materials: http://aim.cast.org/

Keystones to Opportunity

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What about this student?

PaTTAN
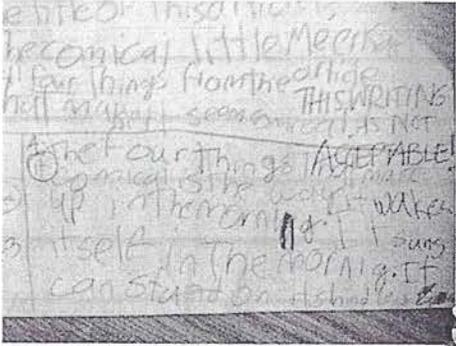
Tools for Writing

- Do you have students who have illegible or very slow writing?
- Do you have students whose writing is illegible due to poor spelling?
- Do your students need alternatives to pen/paper writing?

Ask: What is the critical task?

Keystones to Opportunity

45

Why you need to know about Pen-Pencil Alternatives

- If you can't read you probably can't spell. This makes for poor written work.
- If you can't read you probably have trouble constructing sentences, because you haven't been exposed to print sentence structure.
- Spoken language is generally sentence fragments; these don't translate well to the page- so speech-to-text is usually not the solution we think it could be.
- Written language needs to sound good and look good. This could be impossible if you are disorganized or have motor issues at any level.

PaTTAN **Keystones to Opportunity** 49

Examples of AT Tools for Writing

- Word processing (with spell check)
- Word processing (with text-to-speech)
- Word processing with word prediction
- Graphic organizers
- Graphic symbol writing programs.
- Motivational tools

Resource: Writing Tools

PaTTAN **Keystones to Opportunity** 50

Tools for Remembering, **Organizing**

- Do you have students for whom organizing ideas is a barrier?
- Do you have students who need supports to scaffold the steps of doing a task?
- What about remembering to complete or turn in assignments?

PaTTAN **Keystones to Opportunity** 51

Examples of AT for Organization

- Graphic organizers (like Inspiration, Draft:Builder, Mindmeister)

Mobile devices with calendars, to- do lists, and shared documents .

Keystones to Opportunity

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AT **for Communication**

AAC: Augmentative/ Alternative Communication

PaTTAN

Literacy and AAC

- Literacy skills are *critical* for individuals who require AAC.
- Unfortunately, many individuals who require AAC experience significant difficulties in acquiring literacy skills.

Keystones to Opportunity

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Instructional vs. Assistive Technology

- All technology utilized in special education is not AT

- All AT is not specialized technology

- Everyday technology is AT **when it is required for access to a free appropriate public education (FAPE)**

- AT decisions are made by the student's IEP team

PaTTAN **Keystones to Opportunity** 55

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http://udltechtoolkit.wikispaces.com/
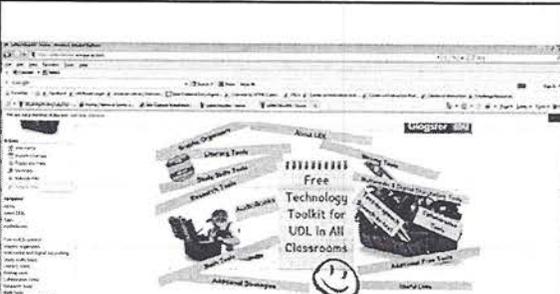
PaTTAN

PaTTAN

Take 5: Review and Reflect
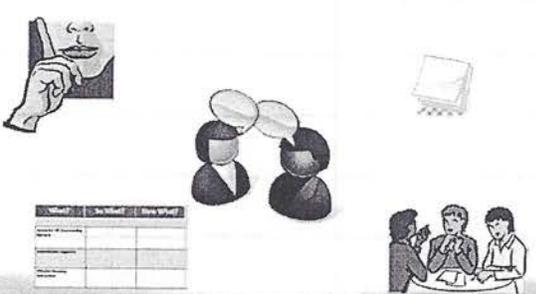
PaTTAN **Keystones to Opportunity** 57

Low tech

Keystones to Opportunity

58
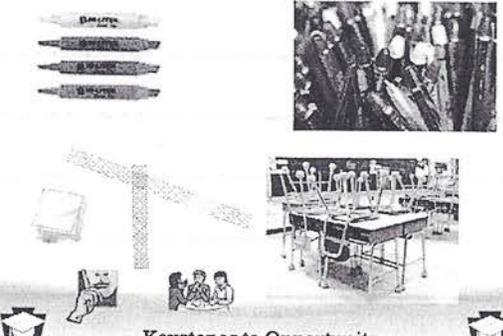
Reading tools

- Erasable highlighters (crayola)
- Spell check
- Page up
- Porta-book stand
- Magnifiers
- Tabs, post-its

Keystones to Opportunity

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Watch/listen for: what tools did Ryann use to help her learn?

- http://dyslexiahelp.umich.edu/latest/one-students-life-dyslexia
- http://www.youtube.com/watch?v=zWRQCewUMLw

Add ways to overcome barriers on sticky notes and place on chart

Keystones to Opportunity

60

Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate ...

Video overview
http://www.pattan.net/Videos/Browse/Single/?code_name=sasc_toolkit

Keystones to Opportunity

PaTTAN   61

Supplementary Aids and Services (SaS) Consideration Tool

Student:	Date:
Identify classroom(s) used as a reference point for Step 1:	Completed By:

Step 1: Develop Profile of General Education Classroom(s)	Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Create a profile of the classroom environment(s) by circling the number that best describes the frequency of use of identified materials and instructional practices.	Identify difficulties you can anticipate for this student if nothing is changed, based on his/her current skills, needs, and learning style.	Identify Supplementary Aids and Services to address potential barriers. Consider all possibilities, consulting available resources and support personnel.

Printed Materials	Frequency of Use[1]	3.1 Instructional Method/Materials
• Textbook	1 2 3	
• Workbook	1 2 3	
• Trade book	1 2 3	
• Worksheets	1 2 3	
• Newspapers/magazines	1 2 3	
• Other _____	1 2 3	
• Other _____	1 2 3	
• Other _____	1 2 3	

C-3

www.pattan.net   select "inclusive practices" and "publications

PaTTAN   'Coding Key:

Slides 64-69

Planning for Diversity Activities:

- Windows Accessibility Features
  - Speech to Text:
- Visual Display

- Simulated hearing loss

- Organization

- ipad demo

Keystones to Opportunity 63

PaTTAN   63

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)

Keystones to Opportunity 64

- Visual Display
- 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

Keystones to Opportunity 65

Visual Display options for MAC OSX

Click on APPLE in upper left, then SYSTEM Preferences
Then Universal Access, you will see this.

Simulated Hearing Loss ⭐3

- Fred Flintstone cartoon with varying degrees of hearing loss
- 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

Keystones to Opportunity 67

Organization ⭐4

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://udltechtoolkit.wikispaces.com/

Keystones to Opportunity 68

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ipad video demo ⭐5

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,, paperport notes
- Create a chart listing pros/cons to share back with your team
- OR- listen to this video demo   Mac   PC

Keystones to Opportunity 69

Review and reflect

It is not necessarily about using technology in the classroom- it is about transforming learning with the assistance of technology.
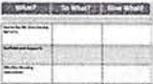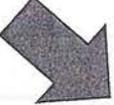
Keystones to Opportunity
70

Take 5: Review and Reflect

Keystones to Opportunity
71

Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy
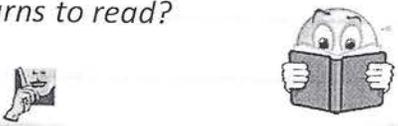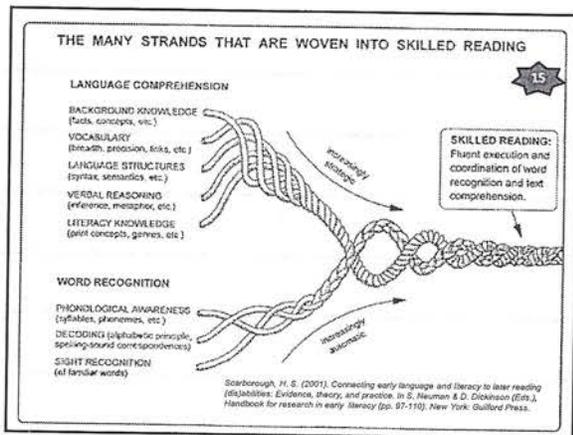
Keystones to Opportunity
72

How do we learn to:

• read, write, speak, listen

What impacts how easily a child learns to read?

Keystones to Opportunity

73

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

15

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)

increasingly strategic

increasingly automatic

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

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.
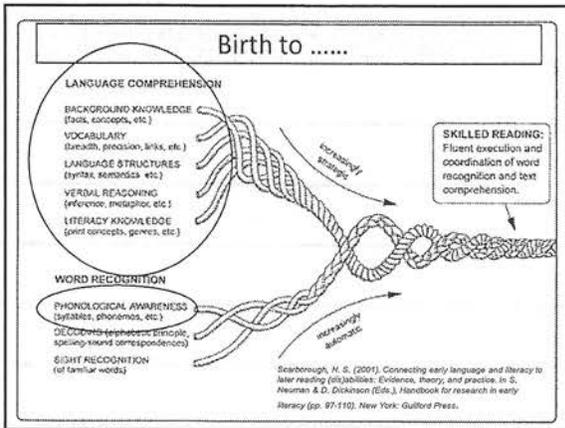

Educationally Disadvantaged

(vii) *Services for the improvement of the educationally disadvantaged*— Those services necessary to assist a student to perform at the grade level appropriate for his age and potential.

22 PA Code 112.1 Definitions

Educationally Disadvantaged

Individuals or groups whose schooling is judged to be qualitatively or quantitatively inferior as compared with what is considered necessary for achievement in a particular society.

Keystones to Opportunity

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Birth to ......

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.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic

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.

Baby's first reading skills

- Http://bcove.me/nv254q6h

  Reading Rockets

- EMMA, 2 months

  PC

  Mac

Keystones to Opportunity

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*** Reading and the Brain ***

- Rewiring the Brain with Dr. Papanicolau
  http://bcove.me/7u0smllb

GOOD Teaching can rewire a child's brain!

Reading rockets

Keystones to Opportunity

78

What do you think?

TAKE SIDES:

Is a diagnosis (i.e. dyslexia) important?

Yes or No? Why?

Activity: *Read the "Effective Instruction is Key" of the Executive Summary from the International Dyslexia Associations' Knowledge and Practice Standards for Teachers of Reading, 2010*

Keystones to Opportunity

Effective Instruction is Key!

- Explicit
- Systematic
- Cumulative
- Multisensory
- Integrates listening, speaking and writing
- Emphasizes the phonology, orthography, syntax, morphology, semantics and organization of spoken and written discourse

IDA Knowledge and Practice standards for Teachers of Reading, 2010
Keystones to Opportunity

Key Components

- Provide instruction with modeling
- Check that students are doing the activity correctly
- Have students demonstrate what they are doing
- Have students repeat instructions
- Provide corrective feedback to individual students
- Provide multiple examples

IRIS tier 2 intervention

Keystones to Opportunity

What does explicit instruction look like?

Social Studies, Grade 8
Drexel Hill Middle School, Upper Darby
School District, 2010

After reading, students have the opportunity to discuss, either orally or in writing, their responses to the text with the teacher and/or their peers - Organizing critical information

http://streaming.iu17.org/blast/bestpractices/videos.php?page=234

Dr. Anita Archer

Keystones to Opportunity

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JUST THE FACTS... Information provided by The International DYSLEX IA Association®
INFORMATION AND RESOURCES FOR ADOLESCENTS AND ADULTS WITH *DYSLEXIA*

—*IT'S NEVER TOO LATE*

IDA Feb 2012 fact sheet

Keystones to Opportunity

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Reading Intervention may be needed:

Comprehension Skills
Background and Information/ knowledge
Comprehension of sentences and connected text
Morphology
Oral Language and vocabulary
Automaticity with a component skill of reading: letter names, sounds, words, phrases, sentences, and connected text at the appropriate speed and accuracy
Decoding (and encoding)
Phonological deficits
Working Memory

Keystones to Opportunity

84

Take 5: Review and Reflect

Keystones to Opportunity

85

What/So What??

What?	So What?	Now What?
Access for all: overcoming barriers		
Scaffolds and Supports		
Effective Reading Instruction		

Keystones to Opportunity 86

How do we figure out where instruction needs to occur?

Keystones to Opportunity

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Bernhardt's **Multiple** Measures

A picture may be worth a thousand words, but in education, information speaks volumes. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.

Lewis 2010

Keystones to Opportunity

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For students who are struggling, consider:

- Where is the student having difficulty?
- Often what is on the surface will not guide instruction.
- How do I dig deeper?
- What data resources do I have?
- Where do I go for help?
- What are next steps?

Keystones to Opportunity

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Preschool

ITERS-R

I – Infant
- T – Toddler
- E – Environment
- R – Rating
- S – Scale

- Grantees who target birth to age 3 must administer the ITERS-R
- ITERS-R must be administered a *minimum* of 2 times a year

ECERS-R

- E – Early
- C – Childhood
- E – Environment
- R – Rating
- S – Scale

- Grantees who target preschool students must administer the ECERS-R
- ECERS-R must be administered a *minimum* of 2 times a year

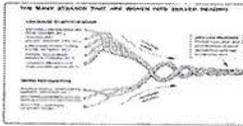**Keystones to Opportunity**

90

Kindergarten to grade 3

HEAT:
Higher order thinking,
Engaged learning,
Authentic connections,
Technology use

Note: Adapted from *I've DIBEL'd, Now What? Next Edition* (pp. 104-112), by S.L. Hall, 2012, Longmont, Colorado: Cambium Learning Group. Adapted with permission.

Keystones to Opportunity
91

Pre-K to Secondary

GRADE

HEAT:
Higher order thinking,
Engaged learning,
Authentic connections,
Technology use

Keystones to Opportunity
92

What frameworks and structures are in place or available in Pennsylvania?

Keystones to Opportunity
93

UDL: Universal Design for Learning

- Building in flexibility, rather than retrofitting to adapt
- Removing barriers by anticipating the needs of all students
- Not "one size fits all"

Keystones to Opportunity

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UDL

- Presenting information and content in different ways (the '*what*' of learning)
- Differentiating the ways that students can express what they know (the '*how*' of learning)
- Stimulating interest and motivation for learning (the '*why*' of learning)

Keystones to Opportunity

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What does UDL look like?

Teachers provide:
- Flexible ways of presenting lesson content
- Flexible methods of expression, and assessment
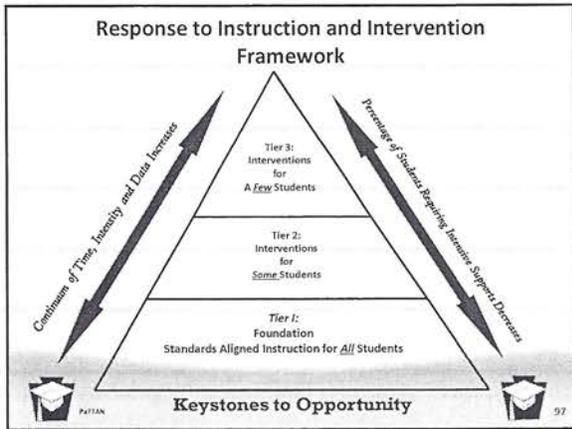- Flexible options for student engagement

Students have:
- Options for how they receive content
- Options for how they demonstrate their learning
- Choices which will engage interest and sustain effort

Keystones to Opportunity

96

Response to Instruction and Intervention Framework

Continuum of Time, Intensity and Data Increases

Percentage of Students Requiring Intensive Support Decreases

Tier 3:
Interventions
for
A *Few* Students

Tier 2:
Interventions
for
Some Students

Tier I:
Foundation
Standards Aligned Instruction for *All* Students

Keystones to Opportunity

PaTTAN
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PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Keystones to Opportunity

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

17

"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)

Keystones to Opportunity

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99

RtII and UDL Share the objective of improving educational outcomes

Both RTII and UDL:

- recognize that poor achievement does not necessarily reflect disability, but rather **may also reflect poor instruction.**
- Incorporate research-based practices
- reflect the understanding that a curriculum that is effective for one student may not be effective for another student.
- RTII and UDL treat assessment as something that should inform instruction and intervention and consider once-a-year test scores insufficient to determine student ability.
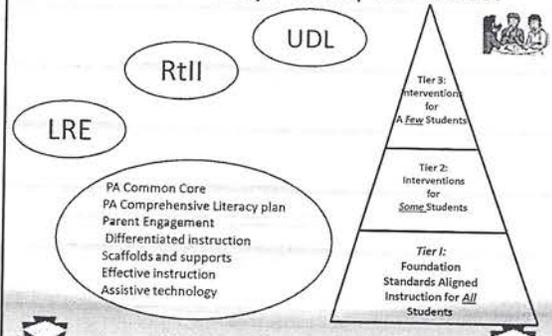
Keystones to Opportunity

100

How do they relate/ connect?

UDL

RtII

LRE

PA Common Core
PA Comprehensive Literacy plan
Parent Engagement
Differentiated instruction
Scaffolds and supports
Effective instruction
Assistive technology

Tier 3:
Intervention
for
A *Few* Students

Tier 2:
Interventions
for
Some Students

Tier I:
Foundation
Standards Aligned
Instruction for *All*
Students

Keystones to Opportunity

101

Learning to Read

- http://www.everyone-can-read.com/dyslexia-category/video-clips-learning-to-read/

- Mac   PC

Keystones to Opportunity

102

Where are we now?
What are next steps?

Access for all

Scaffolds and Supports

Appropriate and Effective Instruction in Literacy

Keystones to Opportunity

103

What/So What??

What?	So What?	Now What?
Access for all: overcoming barriers		
Scaffolds and Supports		
Effective Reading Instruction		

Reflect upon each area... Now what? What do I need to do to advance literacy efforts in my area of influence?

Keystones to Opportunity 104

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Thank you!

Keystones to Opportunity

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Converting Text to Speech

If you don't use a screen reader, but can benefit from hearing text on your computer screen spoken to you, you can use Text to Speech. To enable Text to Speech, open the Speech pane in System Preferences. By default, pressing Option-Escape will start and stop speaking selected text, but you can also choose a different key combination.
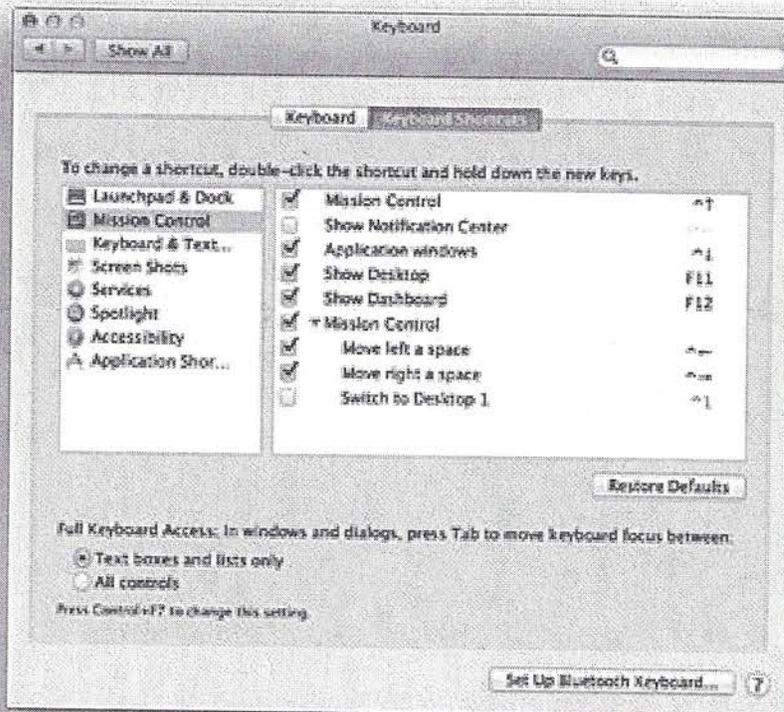
Using the Services menu, you can save speech output as a spoken track in iTunes. Then you can play the spoken text again later, add it to a playlist, and even sync it to an iPod so you can listen to it on the go. Just select the text and choose "Add to iTunes as a Spoken Track" from the application's Services menu. To add this command to the Services menu, choose Services Preferences in an application's Services menu, click the Keyboard Shortcuts tab, then select Services. There you'll find many commands you can add to the Services menu, including "Add to iTunes as a Spoken Track."