Book of Ideas

Tips for Student Success

Parents Reaching Out
Your One Stop Resource for a Stronger Family!

Winter 2008

At first people refuse to believe
that a strange new thing
can be done,
then they hope
it can't be done
because it means seeing the garden
in a whole new way.
They then see it can be done.
Then it is done
and all the world wonders why
it was not done centuries before.

Francis Hodgson Burnett
The Secret Garden

Why is it that…

Some children sail along in school with success at every turn.

Others seem to hit every bump in the road?????

Think of a child who is having problems in school.

Picture how SUCCESS will look for this child.

We know that all children can learn. How learning takes place and what supports are needed along the way differs from child to child! Finding out what works is the key to building successful school experiences. When parents and educators work together to share ideas and adapt activities to meet a child's needs, the results can be AWESOME!

The Book of Ideas has been designed to help plan for a child's success in school. It may not offer every solution, but it does provide some tools to get you started. Simple modifications provide opportunities to adapt instruction to address the strengths and weaknesses of all students--including students with disabilities. Creating child-centered learning environments and planning instruction based on scientific research can help break a cycle of learning failures and build confident life-long learners.

Student Assistance Teams (SAT) are encouraged to use the ideas in this book as they consider a variety of pre-referral interventions to build success in the general curriculum. The Book of Ideas is a useful tool for schools and families of children with disabilities as they plan and implement Individual Education Programs (IEPs) designed for student success! Actually, the ideas we have gathered in this book can work for all children. Simple accommodations or modifications can make any child a winner!

Consider the possibilities…dream the dream!

You can make dreams come true!

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Section 1

Look to the Learner

Multiple Intelligences and Student Success

The best way to ensure success for any learning activity is to focus on the learner. Planned instruction that allows learners to use their strengths to acquire new skills or extend learning places them on a path to success. When we focus on how a child learns, we can often avoid some of the failures that keep learners from learning or cause them to drop out of school.

The concept of *multiple intelligences* can help us see the true strengths in each learner to provide opportunities for success in school. Based on the work by Howard Gardner in the 1980's and additional work by Gary Grimes, these concepts have been applied in developing productive learning activities in schools as well as in work groups in the business world. Teachers can use The Multiple Intelligence Inventory to identify what works best for learners of all ages. Dr. Richard Villa and others in the Bayridge Consortium incorporate these concepts in their work on inclusive schools. The following information was gathered from a variety of sources to provide useful ideas for planning classroom instruction, developing cooperative learning groups and adapting instructional materials.

There are eight types of intelligence. One is not better than another. We all learn in different ways. Learners contribute their gifts in the learning process!

- **Picture Smart - Visual/Spatial Intelligence**

- **Word Smart - Verbal/Linguistic Intelligence**

- **Math Smart - Logical/Mathematical Intelligence**

- **Body Smart - Bodily/Kinesthetic Intelligence**

- **Music Smart - Musical/Rhythmic Intelligence**

- **People Smart - Interpersonal Intelligence**

- **Self- Smart - Intrapersonal Intelligence**

- **Nature Smart - Naturalistic Intelligence**

Picture Smart-Visual/Spatial Intelligence

These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Picture Smart Learners:

- Like to draw, build, design and create things, daydream, look at pictures, watch movies and play with machines;
- Are good at imagining things, sensing changes, mazes, puzzles, reading maps and charts;
- Learn best by visualizing, using the mind's eye and working with colors and pictures.

Skills Include:	Productive Activities Include:
Puzzle building Reading, writing Understanding charts and graphs Good sense of direction Sketching or painting Creating visual metaphors Manipulating images Designing practical objects Interpreting visual images	Acting, drama or mime Art projects Coloring or drawing Collections Science experiments Physical education Making movies Building models Field trips Computer activities

Word Smart - Verbal/Linguistic Intelligence

These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Word Smart Learners:

- Like to read, write and tell stories;
- Are good at memorizing names, places, dates and trivia;
- Learn best by saying, hearing and seeing words.

Skills Include:	Productive Activities Include:
Listening and speaking Writing Story telling or using humor Teaching Remembering information Persuasive communication Analyzing language usage	Story contests Poetry contests Dramas, story theatre Story boarding Cartooning Dialogue journals Illustrations or collages Class or school newspapers

Logic Smart - Logical/Mathematical Intelligence

These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Logic Smart Learners:

- Like to do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships;
- Are good at math reasoning and problem solving
- Learn best by categorizing, classifying and working with abstract patterns.

Skills Include:	Productive Activities Include
Problem solving Classifying and categorizing Using abstract concepts Handling long chains of reason to make logical progressions Doing controlled experiments Questioning natural events Performing complex data calculations Working with geometric shapes	Cross-age tutoring Set up compass courses Set up treasure maps Graphing activities Timed relay races Brain teasers Olympics of the Mind Sorting or classifying objects Building models Class or team statistician

Body Smart - Bodily/Kinesthetic Intelligence

These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination (ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Body Smart Learners:

- Like to move around, touch and talk and use body language;
- Are good at physical activities (sports/dance/acting) and crafts;
- Learn best by touching, moving, interacting with space and processing through bodily sensations.

Skills Include:	Productive Activities
Dancing Physical co-ordination Sports Hands-on activities Using body language Acting or miming Creating or building	Movement activities Dramatize stories Interactive spelling Scavenger hunts Marching with instruments Field Days or relay races Treasure hunts Arts and crafts activities

Music Smart - Musical/Rhythmic Intelligence

These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping faucets).

Music Smart Learners:

- Like to sing, hum tunes, listen to music, play instruments and respond to music;
- Are good at picking up sounds, remembering melodies, rhythms and keeping time;
- Learn best by rhythm, melody and music.

Skills Include:	Productive Activities Include
Singing Whistling Playing musical instruments Recognizing tone patterns Composing music Remembering melodies	Exploring sounds Background music for tasks Vocabulary or math raps Dancing and aerobics Writing lyrics Bands or hand bell choirs Trips to the symphony

People Smart - Interpersonal Intelligence

These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation.

People Smart Learners:

- Like to have lots of friends, talk to people and join groups;
- Are good at understanding people, leading others, organizing, communicating, manipulating and mediating conflicts;
- Learn best by sharing, comparing, relating, cooperating and interviewing.

Skills Include:	Productive Activities Include:
Listening Using empathy Understanding others feelings Counseling Co-operating with groups Communicating (verbally /non-verbally) Building trust Peaceful conflict resolution Establishing positive relations with others	Simulations and group projects Scavenger hunt teams Classroom government Peer tutoring Readers theatre Jeopardy Sports Debate teams PowerPoint presentations Puppet shows or dramas

Self Smart - Intrapersonal Intelligence

These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Self Smart Learners

- Like to work alone and pursue their own interests;
- Are good at understanding self, focusing and inner feelings and dreams, following instincts, pursing interests/goals, and being original.
- Learn best when given time to reflect and when subject is of high interest.

Skills Include:	Productive Activities Include:
Recognizing their own strengths Recognizing their weaknesses Reflecting and analyzing self Awareness of their inner feelings Evaluating their thinking patterns Reasoning with themselves Understanding their role in relationship to others	Research projects Dialogue Journals Design models Design cities of the future Make personal books Listening Centers Multi-media projects Educational TV Movies, filmstrips Reading activities

Nature Smart - Naturalistic Intelligence

These learners have an intense interest in the outdoors and nature. They are interested in science and the balance of the environment.

Nature Smart Learners:

- Like to be outside, with animals, geography, weather, interacting with surroundings;
- Are good at categorizing, organizing a living area, planning a trip, and conservation;
- Learn best by studying natural events, in natural settings and learning how things work.

Skills Include:	Productive Activities Include:
Seeing relationships Organizing materials Categorizing Interpreting data Experimenting with variables Appreciates the value of nature	Book reading under a tree Creative cloud watching Leaf collecting Building habitats Identifying insects or plants Dissection Nature walks/bird watching Bird watching

Learning Styles

Did you ever stop to think about how you like to learn? When you are learning a new skill or new facts, what helps you learn? Do you need to see a picture or demonstration? Do you need to hear an explanation? Do you need to do an activity to help you remember the skill or fact? The way we learn best is our *learning style*. It isn't just a grown-up thing. *Learning styles* develop at very young ages and continue throughout our life.

Effective teachers know that learning styles vary among the learners in their classroom and use this information to plan instructional activities. When presenting new information to build new skills or expand existing ones, teachers should vary activities and instructional methods based on the needs of their students. Using a child's strength provides an opportunity to make the learning experience successful. A learning style does not mean that this is the only way a child learns. It represents how a child learns best! There are four major categories of learning styles:

1. **Auditory:** Auditory Learners learn most efficiently by listening. Providing auditory activities will increase learning for this student.
2. **Visual:** A student with visual strengths will learn best by seeing, watching, and demonstration.
3. **Kinesthetic:** Organizing instruction around large muscle movements and small muscle movements will aid the kinesthetic learner to process information most effectively. These students learn best by doing and by being directly involved in the activities.
4. **Tactile:** Learning through the sense of touch and using the sensory system will aid the tactile learner. The student will learn more effectively when models, real objects, three-dimensional objects, and manipulative materials that can be touched and moved are used. 'Hands-on' experience is the rule.

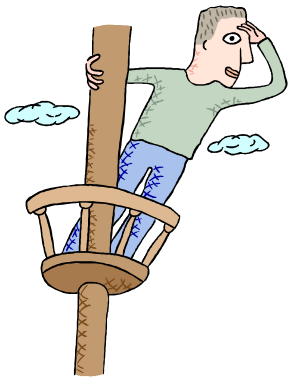
A child may rely on one modality more than another in the learning process or a combination of modalities. Observing students during learning activities and connecting with parents to find out what works best is time well spent. Depending on the individual needs of the learner, the following recommendations may prove useful.

Auditory Learners

- Seat student where he/she can hear the teacher best.
- Give auditory clues along with visual presentations/directions.
- Use markers or liners as guides during oral reading.
- Reinforce visual differences/likenesses with auditory cues.
- Avoid extraneous visual stimuli.
- Administer oral tests; record oral responses.
- Keep directions simple.

- Allow the student to tell a story and have it copied as he/she speaks.
- Don't overcrowd words, pictures on papers or display boards.
- Encourage the use of a phonetic approach to reading.
- Use colored chalk to separate chalkboard assignments.
- Use the tape recorder and a peer buddy to interpret assignments.
- Use tape-recorded textbooks.
- Have the student write or draw pictures from dictation or description.

Visual Learners



- Seat student so he/she can see the teacher and visual aids used during instruction.
- Always demonstrate and give examples.
- Model the skill to be taught.
- Show movies, slides, filmstrips, or use pictures to develop concepts.
- Allow student to use visual approaches to reading.
- Use visual clues for tasks involving auditory memory, such as learning poems.
- Use references for poor spellers, such as a dictionary or vocabulary list.
- Allow the student to read silently to find answers to specific questions.
- Use rebus stories as an instructional aid.
- Use charts, maps, graphs, and tables.
- Give oral directions with a visual stimulus.
- Reinforce time concepts with visual cues.
- Teach association skills by using visual patterns.
- Speak to student from a stationary position.
- Use manipulatives whenever possible.
- Rearrange test format to simplify visual impact. Use double spacing and reduce the number of choices per section
- Allow time at the end of class for students to compare notes with peers. Teach editing and proofreading skills.
- Use a handout or overhead transparency to show students a model set of notes.
- Highlight key words and main ideas. Use overhead projector, chalkboard, and chart paper for visual presentations in combination with the student's desk copy.

Kinesthetic Learner

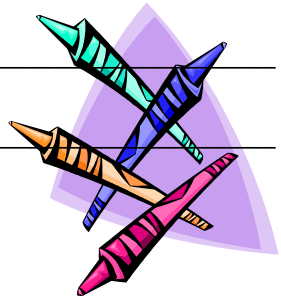
- Make the student an active participant in the learning experience. Students can role-play, type, take notes or construct models.
- Allow the student to make materials, run projectors, construct models for class study, collate materials and distribute supplies.
- Assist the student in making personal organization a goal. Help plan a step-by-step organization that makes sense to the student.
- When possible, allow the student to move around the room as part of the learning activity.
- Encourage cutting and pasting news articles related to classroom topics
- Cut a long worksheet into smaller segments and give the student one segment at a time. When the strip is complete, it is handed in and another strip is given. Continue this procedure until the entire assignment is complete.
- Use simulations and body action games.
- Provide a time during the week for special interest activities. Allow students to participate in their hobbies or prepare file cards with suggested activities. Some topics may include: pictures, book sharing, thinking activities, creative drawing, building collections and newspaper activities.
- Teach children to create daily records.
- Present concrete, real life experiences rather than abstractions when teaching a skill.
- Model expected behaviors and skills.
- A variety of methods for presenting materials should be used. Vary activities daily to offset long periods of sitting. These students learn best when active. For example:
    - 5 minute warm-up activity
    - 5 minute question and answer period
    - 10 minute lecture with note taking
    - 10 minute discussion, filmstrips or slides
    - 20 minute guided practice
- Use preferential or planned seating to provide close proximity to teacher so that opportunities for movement can be facilitated, as needed.
- Avoid passive learning. Combine creative dramatics with reading.

Tactile Learners

- Encourage the student to draw what is being learned.
- Finger paints, felt tip pens and colored markers provide alternatives to written activities with a pen or pencil.
- Record in writing what is being learned.
- Illustrate ideas through the use of concrete objects. Good manipulative materials include: globes and relief maps; models; abacus, counting blocks or objects; or other hands-on objects that interest the student.
- Provide clear and complete instructions before distributing materials. After materials are distributed provide a walk-through example of the task.
- Communicate approval, disapproval and restraint through touching - a hand on the shoulder is sufficient. Touch should be provided when facing the student not from behind or out of the visual range of the student.
- Role-play using props or tools to demonstrate a process or skill.
- Substitute show and tell with *touch and learn* and accept the activity as a healthy pattern.
- Provide opportunities for the student to use a calculator, computer or other device that involves touch to perform tasks.
- Make raised letters by allowing white liquid glue to dry in the shape of letters. Letters cut from sandpaper also assist the student in tracing shapes with his/her fingers.
- Assist the student in organizing his/her desk to keep it free from distracting objects that are not related to the learning task.
- Keep the student's hands occupied with a purposeful activity related to the learning task.
- Allow students to write notes, cards and letters to family, friends, and classmates about what they are learning.
- Seat the student near the teacher so gentle touch cues can be used to help the student focus on the task.
- Pay careful attention to classroom temperature and environmental comfort in the room.

- Encourage the student to wear comfortable clothes and well fitting shoes.
- Some students should be encouraged to guide their reading with their fingers or point to words as they are read.
- Use *air writing* or pressing in the palm of the hand or toe writing to practice spelling difficult words.

Notes



Section 2

The Key is Literacy

Making a Difference
Means Making It Different

Honoring Children's Rights to Excellent Reading Instruction

Most children can, and do, learn to read and write. But too many children read and write poorly. When schools fail to teach any child to read and write, they fail all of us. We must ensure that all children receive the excellent instruction and support they need to learn to read and write.

1. Children have a right to appropriate early reading instruction based on their individual needs.
2. Children have a right to reading instruction that builds both the skill and the desire to read increasingly complex materials.
3. Children have a right to well-prepared teachers who keep their skills up to date through effective professional development.
4. Children have a right to access a wide variety of books and other reading material in classroom, school, and community libraries.
5. Children have a right to reading assessment that identifies their strengths as well as their needs and involves them in making decisions about their own learning.
6. Children who are struggling with reading have a right to receive intensive instruction from professionals specifically prepared to teach reading.
7. Children have a right to reading instruction that involves parents and communities in their academic lives.

8. Children have a right to reading instruction that makes meaningful use of their first language skills.
9. Children have the right to equal access to the technology used for the improvement of reading instruction.
10. Children have a right to classrooms that optimize learning opportunities.

Excerpts from a Position Statement of the International Reading Association

The Cold Hard Facts . . .

Most children will learn to read, no matter what method is used to teach them. But unless they receive special help, at least 20 percent of them cannot master this simple task that the rest of us take for granted. Their difficulty is painfully obvious when they try to read out loud. Children with reading difficulties stop and start frequently, mispronouncing some words and skipping others entirely.

The first casualty is self esteem: they soon grow ashamed as they struggle with a skill their classmates master easily. In the later grades, when children switch from learning to read to reading to learn, reading-impaired children are kept from exploring science, history, literature, mathematics and the wealth of information that is presented in print.

Even what, to the rest of us, are everyday conveniences-- a road map, the instructions for a microwave pizza--become daunting tasks for those with reading difficulties. And as more information becomes available on the Internet, those who can't read will be left behind by an information revolution that is largely text based.

About 10 million children have difficulties learning to read. From 10 to 15 percent eventually drop out of high school; only 2 percent complete a four-year college program. Surveys of adolescents and young adults with criminal records show that about half have reading difficulties. Similarly, about half of youths with a history of substance abuse have reading problems.

Why Children Succeed or Fail at Reading

Research from National Institute of Child Health and Human Development (NICHD)

According to the 2002 national report card on reading by the National Assessment of Educational Progress (NAEP), most of our children (64%) are less than proficient in reading even after 12 years of our attempts to teach them. Literacy experts believe that over ninety (90) million adults lack a sufficient foundation of basic literacy skills to function successfully in our society and, as a consequence, lose over 200 billion dollars a year in income.

D Bolton, Implicity, Children of the Code and Learning 1st Productions ©2003-2004

The assumption is sometimes made that children will grow out of their reading problem with the passage of time. However, research shows that 74% of children who are poor readers in the third grade remain poor readers in the ninth grade. Center for Academic Reading Skills

The reading/instructional casualties in today's elementary schools will become tomorrow's behavior problems.

Readers are Leaders

As we begin to look at meeting the needs of students with disabilities or other students who struggle in school we can not ignore the importance of reading and the progression of skills that lead to literacy. We have found over the years that reading has become a major stumbling block to transition into adult life. Students who have reading difficulties are often passed along from grade to grade with the notion that they "will grow out of it". Research tells us that the students that have reading problems today in elementary school are often identified as tomorrow's behavior problems when they reach middle or high school. Poor or inadequate reading skills are barriers to transition into life as a successful adult in the community.

The New Mexico Public Education Department has developed a detailed list of the benchmarks and standards required for students in each grade level. This information is available on their website http://www.sde.state.nm.us/ We have highlighted some of the basic skills that children need to learn as a part of the foundation for reading. *(Our thanks to Diana Boyd, Reading Specialist, LED and Roene Fuller, OTR, for sharing this information.)*

Proficient readers have acquired skills that give them the ability to:

- Identify and manipulate the speech sounds in words at the phoneme level.
- Recognize a new printed word with very few exposures (1-4).
- Link sound with symbol accurately.
- Process larger "chunks" of print.
- Recognize words of fluency.
- Focus on meaning because they are no longer "glued to print".
- Comprehend words, sentences, and text.

Kindergarten

Visual perception skills and visual motor skills

Perform 12-20 piece non-inset puzzle (non motor)
Perform block patterns 75% correctly (non motor)
Copy letters correctly 75% correctly (Motor)
Perform figure ground (Hidden Picture) activities (non motor)

Auditory

By the end of Kindergarten, a child should be able to identify the letters of the alphabet by name and sound. Most beginning words are consonant–vowel- consonant (CVC). Some children will begin identifying some sight words (words that may or may not be phonetic, but seen repetitiously enough in stories that the child will recognize them by sight).

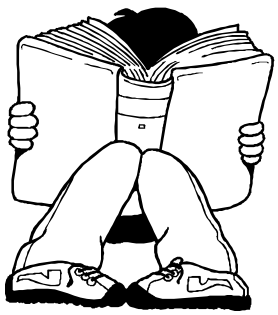
Listed below are the skills necessary for laying the foundation of reading that are easily produced by good readers. (Note: A letter written between 2 slashes represents the SOUND the letter makes NOT the letter name.)

- **Rhyming**: Say 3 words. Can your child identify the 2 that rhyme? Can your child produce 2-3 rhyming words?
- **Onset and Rime**: Say the first sound of a word, pause then produce the rest of the word. Example: /c/ /at/ /d/ /og/ Can your child guess your word?
- **Isolation**: If you say a word, can your child tell you the first sound of the word? (last sound, middle sound?
- **Blending:** If you say a word one sound at a time, can your child guess your word? Example: /s/ /ee/ equals see, /c/ /a/ /t/ equals cat.
- **Segmenting:** If you say a word, can your child say it one sound at a time? Example: CAT has 3 sounds. SEE has 2 sounds.
- **Deletion:** If you say a word, can your child say the word without the first sound? (last sound?) Example: Say CAT, now say cat without the /c/. Say BAD, now say bad without the /d/
- **Substitution:** If you say a word, can your child say the word while substituting the first sound with another sound of your choice? Example: Say CAT, now change the first sound to /b/. Say BAT, now change the first sound to /h/. Say HAT, now change the last sound to /d/
- **Manipulation:** If you say a word can your child say the word by switching the first and last sound? Example: Say CAT, switch the first and last sound = TACK

First Grade: Children will continue all of the above skills, but with more advanced words. As they will be introduced to consonant digraphs, blends and clusters (th, sh, wh, bl, cr, b, sl, thr, shr). They will also be introduced to vowel teams (oy, ee, ay, etc).

Third Grade: A child should have the following characteristics of a GOOD READER.

- Ability to recognize a new printed word with very few exposures (1-4)
- Ability to link sound to symbol accurately
- Ability to process larger chunks of words (syllables, root words, prefixes, suffixes)
- Ability to recognize words with fluency (read a new passage at the rate of 95 words per minute by the 3rd grade)
- Ability to focus on meaning because they are no longer "glued to print" making an effort to sound out words.
- Ability to comprehend words, sentences and text.



Research has established that good readers do NOT skip over a significant number of words. Studies of eye movements document that skilled readers fixate on most of the words of text. The occasional skipped words tend to be very short and predictable (the, and, to, of, etc). Further, good readers can identify words (even new ones) as well when they are presented in isolation as when in connected text which shows that their fluency does not depend on better guessing or prediction skills. When considering a reading program, families and schools must take steps to insure that it is researched based. Be sure that the research matches replicated scientifically based studies, which CONVERGE in findings.

Kindergarten through third grade you learn to read.
From fourth grade on you *read to learn*.

Beyond decoding the reader must…

- Activate relevant background knowledge,
- Employ comprehension strategies, (summarizing, predicting, clarifying and questions)
- Know what words mean,
- Employ syntactic knowledge,
- Apply critical thinking.

Reading in fourth, fifth and sixth grade focuses on building vocabulary and fluency while practicing the skills described above.

Important Considerations for Students with Learning Disabilities

Once appropriate goals and objectives have been developed, an appropriate research based reading program should be implemented. Through the IEP process, the team should identify how progress towards reading goals is going to be measured and at what intervals progress will be reported to the parents.

Remember: The role of special education is to close the gap between the student's Present Level of Educational Performance (PLEP) and Expected Level of Educational Performance As we begin to look for progress towards goals and objectives don't just look for catching up. Look for mastery of the identified goal area. The IEP should describe what mastery looks like so that you will know when it is achieved. We all must begin to look at a minimum of one year of gain for one year of program. If we don't, how will we close the gap?

Research has shown that kids with Learning Disabilities, who have not learned to read, plateau at 6th grade. If we have not taught them learning strategies, they will give up and become tomorrow's behavior problems.

Stepping Stones to Improve Literacy

Excerpts from **How to Help Your Child Become a Better Reader** in EducationNews.org

Parents are a child's first teachers. Just as they introduce their children to spoken language, parents can help lay a solid foundation for children learning how to read written language. There are many ways for parents to understand the basics of learning to read and to use natural opportunities as lessons in reading. Parents can have a strong, positive influence on their child's reading. Research has shown that enjoying books with a child for even a few minutes a day can make a measurable difference in the acquisition of basic reading skills. Everyday activities can be turned into an enjoyable learning experience.

- **Create appreciation of the written word:** Find time to *read aloud* with your child every day. Lap time reading with picture books and stories can strongly motivate a young child to enjoy reading. Show how important reading is to daily life.

- **Learn the alphabet:** Play alphabet games. Sing the alphabet song to help your child learn letters as you play with alphabet books, blocks, and magnetic letters. Games, puzzles, books on tape, A-B-C, letter-play books and computer games are available at most toy stores.

- **Develop awareness of printed language:** Teach about books. When reading aloud, let your child open the book and turn the pages. Point to the words as you read. Draw attention to repeated phrases, inviting your child to join in each time they occur. Point out letters and words that you see in daily life. Read aloud traffic signs, billboards, notices and package labels to show your child how printed words relate to daily living

- **Understand that words are made up of letters:** Teach your child to spell a few special words, such as his/her name, "stop", or "exit." Challenge a child to read these words every place they are seen.

- **Understand that language is made of words, phonemes (sounds in spoken language), and syllables:** Sing songs and read rhyming books. Sing the alphabet with your child, and teach your child songs that emphasize rhyme and alliteration, such as "Willaby Wallaby Woo" and "Down by the Sea." Emphasize the sounds as you sing.

- **Play word games, challenge your child to play with words:** For example, ask your child to think of words that rhyme with "bat" or begin /m/. What would be left if you took the /k/ sound out of "cat"? Which of these words starts with a different sound- "bag," "candy," "bike"? Do "boat" and "baby" start with the same sound?

- **Learn letter sounds:** Sound out letters. Point out other words that begin with the same letter as your child's name, drawing attention to similarities of the beginning sound. Use alphabet books or guessing games like "I'm thinking of something that starts with /b/" to engage the child in alliterative and letter-sound play.

- **Sound out new words**: Point out new words. As you encounter them, say the sound while touching each letter in a new word. In practicing new words, use predictable words with common sounds and spellings, like "fun" or "sat" instead of "night" or "saw."

  As you encounter words with unknown meanings or with complex spellings, encourage your child to try to sound out the words. *Caution: If a book contains too many new words, find an easier book*. Play spelling games with your child. Encourage spelling by saying each sound in the words and then writing the letter that goes with the sound.

- **Independent Writing:** Encourage your child to use inventive or independent spelling. At early stages, the child will tend to omit letters and confuse letter names and letter sounds, producing such spellings as "lent" for elephant, "say" for bean, and "fare" for fairy. Encourage your child to look at how words are spelled and assist him/her in learning word patterns and families in later spelling development stages.

- **Identify words in print accurately and easily:** Help your children to *read easy, enjoyable stories* as often as possible. It is likely that your child will enjoy reading more and learn more from reading of you sit together and take turns reading and encouraging discussion.

- **Learn to read reflectively:** Pause for discussions as you read. As you read stories to and with your child, stop frequently to discuss their language, content, and relevance to real life and other knowledge. Pause to explore the meaning of new words, using them in other sentences and contrasting what they mean with words that have similar meanings. Make an effort to revisit new words and concepts later, when the book has been put aside.

Above all: Read, Read, and Re-Read!

Reading Tips for Families

How can I help my child improve his reading and writing skills?
The best place to start is with your child's school. Make time to meet with your child's teacher, and the two of you can share concerns and ideas.

You might want to try some of the following:

- Take your child to the library to choose something to read, and make this a regular trip (for example, every two weeks on Saturday morning). The librarian will be able to suggest short, interesting books for him. Sweeten the experience by combining it with a treat of some sort (for example, stopping for a hamburger on the way home, or an especially welcome meal that day).

- If there is a bookstore nearby, where you can buy paperback books, take your child and let him choose something to read. This gives your child ownership and may encourage him to read.

- If you do not already have a newspaper in the house, make sure that a daily newspaper is available. Parents can guide their child to sections in the newspaper that will appeal to him. It may be the sports page, the advice column, or even the comics.

- Let your child see you and other family members reading.

- Provide a quiet place and time for regular reading (for example, every night after the dishes and before homework or television). If you can allow a treat such as cookies or soda and snacks, at that time, then reading is associated with pleasure not punishment.

- Make sure that these times set aside for reading are not too long. Short sessions on a regular basis are best.

- Use your computer. Web searching is great for reading. If your child is looking for information about something, they will not even realize that this is reading.

- A word about television and video games: These are popular pastimes for youngsters, and of course most of them spend too much time at these activities. This is a tricky area. If you say "No TV; you must read," your child will develop a greater distaste for reading than he has now. Tread carefully here. Go slowly. Your aim is to build life-long habits, and that takes great patience and perseverance.

Adapted from information prepared by AACEngBry, AOL's Academic Assistance Center

What About A Reading Tutor?

Under the guidance of No Child Left Behind families and schools will be working together to improve literacy skills for children. In addition, IEP teams for students with disabilities that have identified needs in the area of reading will continue to develop strategies to improve reading skills. Schools must now focus on establishing reading programs for students that are based on scientifically based reading research. For children who are already falling short of the basic competencies in reading, strategies to improve skills may involve reading tutors or other supplemental services.

The information below is adapted from a presentation by Soleil Gregg during the America Reads Conference (1998). These timeless tips should be remembered as families, schools and communities consider tutoring to improve reading abilities and increase literacy skills.

General advice for reading tutors:

- When it comes to reading, [directed] practice makes perfect.
- Never force a child to read orally in front of peers.
- Choose reading material on subjects of interest to the child.
- Speak distinctly and expressively when reading, clearly enunciating words and sounds. Inflect your voice in accordance with punctuation.
- Help make reading enjoyable. Children with reading difficulties usually do not like to read and do not get sufficient practice to become fluent.

Tutoring emergent and beginning readers with disabilities:

1. Most young children experiencing reading difficulty need to be directly taught letter-sound relationships (i.e., how the 26 letters of the alphabet represent the 44 sounds or phonemes that make up English words). When introducing new words or sounding out words in text, highlight each letter of the word as it is sounded or cover surrounding letters to focus on the one being sounded.
2. Choose books with rhyme, repetition, and a controlled vocabulary (a limited but expanding repertoire of phonetically based words (e.g., cat, sit, hot) and critical sight words (e.g., here, there, of, to).
3. *For emergent readers*, read and teach rhyming songs and poems (e.g., Mother Goose nursery rhymes such as "Mary Had a Little Lamb"). Teach the child to clap while singing or saying the syllables of the rhyme. If he or she does not already know the alphabet song, teach the child to sing it while pointing to the letters.
4. Reinforce knowledge of letter shapes by having the child write them, trace them, or place magnetic letters in order while saying the alphabet. Help the child to see the difference between similar letters such as "b" and "d" or "p" and "g."

5. Write each letter of a word on a separate card. Have the child place the cards in order as the word is sounded out. Show how to make new words (e.g., the letters p - a - t can be rearranged to make the word "tap" remove the letter "p" to make the word "at").

6. Think multisensorily. Children with some disabilities may need to experience letters with the senses: auditory, kinesthetic/tactile, and visual. For example, in addition to looking at and saying the letter "A," the child can draw the letter in a pie pan full of sand, flour, or salt. The child can then "erase" the letter by gently shaking the pan or wiping with a hand, so it's ready for more writing.
7. As you read to a child, track syllables and words with a pointer finger. Teach the child to track words while reading alone.
8. Listening to books on tape while following along in text helps promote reading enjoyment and skill. Students of all ability levels can benefit from following along in their books (while using a pointer finger to track words) while the tutor reads aloud.

Conducting a lesson with a child experiencing reading difficulties:

1. Before reading, connect the subject of the story to a child's prior knowledge or experience (e.g., before reading The Little Engine That Could, ask if the child has ever seen or ridden a train). Let the child talk about the experience, then state that the story you're going to read is about a train that delivers toys to children. Building new information onto previously learned concepts increases interest, comprehension, and retention.
2. Stop at key points in the story to ask what the student thinks will happen next. Stop later to confirm predictions. Discuss why events did or did not turn out as predicted.
3. When a student stumbles on a word, help him sound it out by breaking it into individual letter sounds (e.g., kuh -ah - tuh for cat). Highlight the letters as they are sounded to help build letter-sound awareness. Have the child reread the sentence to focus on its meaning rather than on individual words.
4. Provide immediate corrective feedback if a child mispronounces or misstates a word.
5. After reading a story, have the child explain it in his own words.
6. Prepare packets containing a copy of the book, an audiotape of a word-for-word reading of the book, and a tape player for the child to use at home to practice reading skills. Parents or grandparents can be instructed in how to use the book and tape.

Opportunities for Supplemental Educational Services under No Child Left Behind

Source: Wrightslaw, (2004) SchwabLearning.org Interview with Candace Cortella of The Advocacy Institute

The No Child Left Behind Act of 2001 (NCLB), the latest version of the largest federal law governing public education in the U.S., contains several key provisions important to students with learning disabilities (LD) and their parents. Understanding these opportunities is critical to maximizing the potential they hold for students with LD. NCLB is intended to improve the academic achievement of all students attending the nation's public schools, with a particular focus on children of low-income families. As such, the Act's requirements regarding parental options apply to schools that accept federal grants under Title I of NCLB.

Q: How can parents determine if their child's school is a "Title I school"?

A: Any school that is eligible for and accepts funds under any programs authorized by Title I of NCLB is a "Title I school" for purposes of the parental choice provisions of the law. Schools may receive grants to support targeted services for specific children or school-wide programs that include all children in the school. Parents can determine if their child's school is a "Title I school" by searching the Public Schools database supplied by the National Center for Education Statistics. http://nces.ed.gov/ To find out about the Title I status of your child's school:

1. Visit the National Center for Education Statistics search page.
2. Enter the school name in the "name" field.
3. Click "Public Schools" under "Institutions." Click "Search"
4. Click on the School name in the search results.
5. Click on "More information" at the top of the school data page. The school's "Title I" status is listed in the "School Characteristics" section of the page.

Q: Under what conditions are supplementary education services available to students under the provisions of NCLB?

A: NCLB requires that schools make steady progress toward the ultimate goal of all students performing at a "proficient" level in reading, math, and science by the year 2014. This progress is defined as "*Adequate Yearly Progress*," or AYP. Title I schools that do not achieve AYP for three or more consecutive years must notify parents and make available "supplemental educational services" to students from low-income families, including those with disabilities.

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. Services may include tutoring, remediation, and other educational interventions. Services must be provided outside of the regular school day and must be aligned with the State's academic content standards. Eligibility for supplemental services is not dependent on whether the student is a member of a subgroup whose performance resulted in the school not making Adequate Yearly Progress (AYP).

States must provide a list of providers who are "approved" to provide such services and the parents select a provider from the list. States must insure that approved providers have a "demonstrated record of effectiveness in increasing the academic proficiency of students."

Q: Must approved providers also provide the necessary accommodations for students with disabilities?

A: States must insure that eligible students with disabilities have access to supplemental educational services. Accommodations must be available, but not necessarily from each provider. If no provider is able to offer the supplemental services with the necessary accommodations, the school district must provide such services, with necessary accommodations, either directly or through a contract.

Q: Do supplemental educational services for eligible students with disabilities become part of a student's IEP?

A: No. Supplemental services must be provided in addition to any specialized instruction the student is receiving as part of the IEP. As such, these services should not be included on the student's IEP. Supplemental services should not be considered a substitute for special education services. However, any supplemental services delivered to eligible students with disabilities must be consistent with the students' IEPs. Parents should have the opportunity to select a provider that best meets the needs of their student with a disability.

For example, if a student with a reading disability is receiving special education services that involve instruction using a specific reading program, such as the Wilson Reading System®, and is eligible for supplemental educational services, parents may want to look for an approved provider who is trained in that methodology.

Q: Are supplemental services providers given access to the educational records of students they serve, including IEPs?

A: Once a provider has been chosen by the parents, a student's educational records may be disclosed to supplemental service providers by the school district. However, such disclosure requires the written consent of the parents. The consent must specify the records that may be disclosed, such as an IEP or other IDEA-related records, the purpose of the disclosure, and the identity of the party to whom the disclosure may be made. Parents of students with disabilities should make sure that the records being disclosed are relevant and necessary for the provision of supplemental services. Providers are prohibited from disclosing the identity of any students receiving supplemental services, including students with disabilities, without the written permission of the parents.

Q: How are supplemental educational services monitored for results?

A: Once parents select a provider, the school district must develop an agreement with the provider that includes:

- The development of specific achievement goals for the student
- How the student's progress will be measured
- A timetable for improving achievement that is consistent with the student's IEP
- How the student's parents and teacher will be regularly informed of the student's progress

It is important for parents to remember that the NCLB-mandated supplemental educational services their child receives result from a contract between the school district and the approved provider — **not between the parent and the provider**. As such, the district may terminate the supplemental services a provider is providing to a student if the provider is unable to meet the student's specific achievement goals and the timetable set out in the agreement. School districts may also allow parents who are unsatisfied with the academic progress their student is making with a provider to change to a new provider. However, this option is not required by NCLB.

Q: May eligible students with disabilities receive supplemental educational services during the summer?

A: Generally, supplemental services should be provided during the school year as a way to increase the student's academic achievement and enhance the benefit of the instruction being received in both general and special education. However, states may include providers who deliver summer services among their "approved" list.

Such additional instruction, provided during the summer, may be of great benefit to students with disabilities, particularly learning disabilities. However, access to such programs should not be provided in lieu of the extended school year services required for eligible students under the IDEA.

Q: How long must schools provide supplemental educational services?

A: The opportunity for supplemental services for eligible students continues until the school has met AYP goals for two consecutive years. As stated earlier, Title I schools that have been designated as "in need of improvement" for two consecutive years must provide supplemental services to eligible students, including students with disabilities. While not required by NCLB, schools in their first year of "in need of improvement" are encouraged to offer supplemental services, particularly if school choice is not possible.

Websites
U.S. Department of Education
Choice and Supplemental Educational Services
http://www.ed.gov/parents/schools/choice/choice.html

Wrightslaw
Doing Your Homework: NCLB, Choice and Tutoring
http://www.wrightslaw.com/heath/nclb.prepare.choice.ses.htm

Section 3

Building Success In the Classroom

Building Success in the Classroom

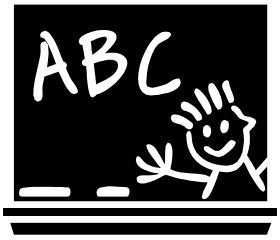
When a child struggles with new learning assignments, successful teachers tap every resource to help the child and identify possible learning problems. Informal strategy sessions with other teachers, parent conferences and workshops may provide ideas for the classroom. The teacher may also refer the student to a school level team of professionals (including the parents) to discuss strategies and interventions to assist the student. This is generally called a Student Assistance Team (SAT). Members of the student assistance team can play a key role in providing ideas to the classroom teacher to help a student who is having difficulty with learning tasks. Very often, a relatively simple modification can make a big difference for the student. Here are a few ideas that classroom teachers or student assistance teams may want to consider as ways to build student success.

Adapting Assignments

It often takes students who have learning difficulties more time to complete assignments. Shortened assignments that still provide necessary practice allow opportunities for students to complete their work in a reasonable time period with less pressure and frustration. Students with orthopedic impairments and those who use assistive technology usually require more time to complete assignments or shortened assignments.

- Identify the most important terminology, concepts, and skills. Require that these items be completed first.
- Star the essential items. Give bonus points for additional items completed.
- Reduce the number of questions to be completed for drill or practice tasks. Smaller assignments made more frequently provide the same amount of practice.
- Shorten the assignment for students who have difficulty with written language. Provide access to appropriate technology (computers, laptops, tape recorders). Strive for functional independence.
- When assignments appear long or complex, many students have difficulty completing them. Cut a long worksheet into smaller sections and give the student one section at a time until all sections are complete.
- Give slower readers modified or condensed material that covers the same concepts.
- Provide additional time to complete assignments
- Use bold print, italics, color highlights and underlining to call attention to keywords on handouts or assignments.

Spelling Aids



Many times students that have difficulty learning are very poor spellers. Teachers may allow students to compensate for poor spelling in a variety of ways. Use of a word bank, as a reference is a very practical idea. Students using color-coded textbooks can quickly locate those words they are expected to spell in content areas.

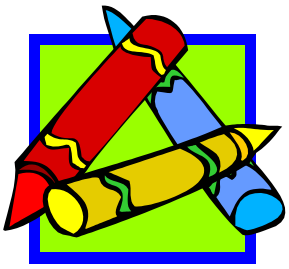
How to Spell It can be a valuable addition to your classroom. Words are listed in black ink as common misspellings and the correct spelling is given in red ink. For example, there are eleven different misspellings for *broccoli*. If a student can even get close, the correct spelling can be found. By using *How to Spell It*, the student really can look up the word. The *Instant Spelling Dictionary* or other quick reference guides used by most secretaries can also be a tremendous aid to the poor spellers. These pocket-sized resources are easy to use.

Poor spellers often dread turning in their assignments or looking at them when they are returned by the teacher. When student assignments are returned with a sea of red ink showing every error, struggling learners feel more discouraged and frustrated. By changing the marking system used to show errors, a teacher can diffuse much of the hostility that is often generated when papers are returned with a lot of red ink.

One teacher simply allowed the student to write "sp" above any word she/he knew was misspelled. If the student wasn't sure, she/he could write "?' above the word. A "?" means "I think it could be right but I'm not sure". An "!" above the word means, "I tried to find this word and it wasn't there. By using this marking system, the teacher was able to quickly determine which words the student needed to work on and students began to learn how to monitor their own writing. This approach reduced the stress felt by some students when they were given a writing assignment.

Adapting Textbooks

Color-coding



Students with disabilities may not be able to read quickly enough to keep up with the rest of the class. Others may have poor reading comprehension, and must work extremely hard to remember the most basic facts from the textbook. There are students who can learn the material in a regular secondary school course, but are frustrated in their attempts to read and study the text. They may not study at all because they have found that "it doesn't do any good anyway". Some students have difficulty picking out the main ideas of chapters and other important information that is likely to appear on tests. They have not learned to anticipate the types of questions that a teacher may ask. One technique that can be very valuable to these students is the use of color-coded textbooks.

Color-coding allows the poor reader to find the essential information while she/he is reading the text. The student does not have to "outguess" the teacher, since all the important information is highlighted. The volume of material to be studied is reduced, which reduces the frustration of the poor reader. Studying becomes a worthwhile task once the student knows what to study. Students using color-coded texts have found that studying does pay, and their study habits and attitudes improve.

This color-coding technique is a bit more structured than just "highlighting" text and involves teacher time in the beginning. However, the coding scheme can be shown to volunteers or assistants who could use this process to code other texts. Once a text is color coded, it is a very useful tool for several years, until new texts are adopted. The return on the initial investment time is high. Ideally, the content area teacher will color code his/her own textbook. This can be done when the teacher is reading the chapter prior to teaching. If another person, such as the resource room teacher, prescriptive teacher, or aide is doing the color-coding, the material to be highlighted may come from the questions at the end of the chapter or a study guide provided by the content area teacher.

Three different colors of highlighting pens are required. For example:

- Use a green highlighter for the vocabulary words and terms.
- Use a pink highlighter to show in-text definitions of these vocabulary terms.
- Use a yellow highlighter for facts, names, dates, and other important information.
- A code sheet placed in the front of the textbook could provide a sample to be used as a key for the student reference. An index card containing the key could also be prepared for the student to use as a bookmark or reading guide.

Highlighting

Highlighting is a skill and classroom modification that can be used in any subject area where reading assignments are a major component in the teaching style. It is appropriate to use when a student:

- Lacks appropriate reading level for required test
- Lacks sufficient reading rate for time allowed on an assignment
- Needs skills in selecting pertinent information or taking notes from written materials.
- Is confused when working with a lot of material at one time
- Lacks vocabulary appropriate to the written materials

Here are a few tips to consider when highlighting materials:

1. Don't highlight too much material. The student will be confused by too many facts.
2. Highlight material directly related to the MAIN idea. The student should be able to read just the highlights and have enough information to pass a test with a satisfactory grade.
3. Do not highlight an entire sentence when only a portion of it is clear and to the point.
4. Teach the student how to use highlighted materials. Encourage the student to highlight material as a study skill.

Checking Readability Levels

Most textbooks are written at a reading level that is higher than the grade level indicated on the text. For example, many ninth-grade science texts are written at a college reading level. Teachers do not have to rely on the publisher's estimate of the reading level. Anyone can find the reading level of a class text in less than ten minutes by using the following seven steps:

1. Randomly select three passages from the text and count out 100 words in each, beginning at the start of a paragraph. One passage should come from the first part of the book, one from the middle, and one from the end.
2. COUNT proper nouns, initials, acronyms, and numerals. A word is defined as a group of symbols with a space on either side. (Example: Joe, IRA, 1945, and 7,000 are each counted as one word.)
3. For each passage, count the total number sentences. Estimate the length of the fraction of the last sentence to the nearest tenth.
4. Count the total number of syllables in each 100-word passage. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. When counting syllables in text that includes numerals and initials, count one syllable for each symbol. (1945 is four syllables, IRA is three syllables and $ is one syllable.)
5. Find the average number of sentences for the three passages.
6. Find the average number of syllables for the three passages.

Plot the average number of sentences and the average number of syllables on a graph. The area where the dot is plotted gives the approximate grade level. If a great deal of variability is found in the syllable count or sentence count, use more passages to find the averages.

Lectures and Note Taking--Tips from Successful Teachers and Students

- Consider the learning styles of the students and adjust the lecture to meet needs.
- Teachers not only should speak slowly enough to allow students to note important ideas, but also should consider "segmenting" their lectures. Segmenting involves allowing pauses of three to four minutes for every six or seven minutes of lecture. This enables students to devote their attention to listening during the lecture and then to consolidate the important ideas and paraphrase them during the note-taking.
- During the lecture, students need to be given cues not only to the importance of certain ideas, but also to the kinds of elaboration that they are expected to do on these ideas
- Teachers should limit the presentation of new ideas to 50% of the lecture time.
- Provide skeletal notes in increasing quantity as a function of the lecture's increasing information density.
- Encourage students to review not only their own notes, but other sources, such as other students' notes and outside texts. Exposure to a variety of renditions of the same material helps to ensure that the material will be preserved in at least one of the presented forms. It also increases the opportunities for more processing.
- Provide opportunities for study groups to prepare for a classroom test or quiz.

Assignment Tools

Finding the right tool to assist students in completing assignments can be quite rewarding for the student and the classroom teacher. What works well for one student may not work well for another so it is important to be flexible and be creative.

Daily Planner

The use of a daily planner has proven effective for both elementary and secondary students. A homework assignment sheet is maintained in each folder for each class. This tool can also be used for effective home-school communication. Parents and teacher(s) develop a plan for making comments in the student's planner on a daily or weekly basis. To encourage students to use the planner on a consistent basis, a reinforcement system might be needed to help the student develop the habit of bringing the planner to class. Points or high interest activities may be awarded at first to reinforce the use of a planner. (Example: Bringing planner every day is worth six points on six weeks exam.)

Organizational Notebook

Many students frequently have difficulty with tasks involving organization of time and materials. Teaching such skills as notebook organization may facilitate success for these students. The teacher and student develop a system to insure that homework assignments have been copied accurately and returned at the proper time. The notebook minimizes the problem of students who are afflicted with a bad case of "Disorganization Syndrome."

Create a Notebook Organizer

One 3-ring binder to hold all other materials
One spiral notebook (or loose-leaf paper) per class
One calendar on the inside cover of the notebook for "assignment due" dates
One plastic pouch for pencils, erasers, pens, word banks cards, etc.
Two pencils or pens, one (1) pocket folder per class for assignments, study guides, etc.
One copy of study techniques taped to inside back cover

Written Assignments

Students who have difficulty with fine motor tasks face even greater challenges when every measure of learning is based on a written assignment. Learning can be measured in many ways. Some modifications to meet a learners needs might include:

- Accept alternate forms of reports to demonstrate knowledge of concepts.
- Have student dictate work to an aide and then copy it him/herself.
- Allow more time to complete written work or shorten the length of assignments.
- Consider the use of a typewriter or computer for written assignments. Keyboarding skills or other instruction may be needed to use these tools successfully. They also offer motivation for skills practice and other learning activities.
- Provide a sample of what the finished paper should look like to help him/her organize the parts of the assignment

Report Options: Think Outside the Box!

Students are often assigned the task of writing reports. Students with difficulties in reading or written expression may turn in partial or incomplete reports, or may not even make an attempt to do an assignment. Report writing is not an easy task for these students, even when they know the material. Other students may experience anxiety when assigned an oral report. Giving student's optional formats for reports may actually improve the quality of reports and increase understanding. Consider the student's strengths. There are many ways to measure what a student has learned. Here are a few ideas:

1. *Select a panel* of students to convince classmates that their idea is the best of its kind.
2. *Illustrate* a sequence of events or experiments.
3. *Letter exchange*s among students who portray different characters from a book or story.
4. *Code* writing can be an interesting way to write a report. Students or teacher can develop the code key to write these reports.
5. *Different Endings* can be written for a story to provide an opportunity for extended thinking.
6. *New Stories* written newspaper format with headlines and by lines are useful activities.
7. *Critiques* of events or books or a series of experiments are ways to demonstrate learning.
8. *Make models to show what has been learned about a topic.* Hands on activities are great ways for tactile learners to demonstrate knowledge.
9. *Paint a mural* to depict sequences of events.
10. *Make a display or mobile* that correlates with an era, culture, event or experiment
11. *Make a crossword puzzle about the study*. (Give a short oral report and let the class solve your puzzle.) Make a panel cartoon illustrating some humorous part of the story or event.
12. *Make a collage* to report on a topic. Create a 3D picture using seeds, beans, macaroni, shells, grass branches, twigs, fabric, paper, beads, etc.
13. *Make your own reading log* by preparing a three-ring notebook or spiral journal to add brief summaries of each new book read. Illustrations that show a scene from the story could also be added. Your reading log can be shared with others.
14. *Diaries* written by students as if they were characters in a text can be an effective way to report on a topic. Students can pretend to visit a famous person and keep a log.
15. *Dramatize* an interesting or exciting incident from the test for the class.
16. *Make a bulletin board display* for the classroom or perhaps in the hallway.
17. *Read* two or more accounts of the same event, story, etc., and compare the two versions.
18. *Write* a short play or scenario. Create a puppet about an event or to explain a concept.
19. *Travel talk* about a state or county trip using words, pictures, and maps.
20. *Demonstrate* knowledge by performing experiments or a step-by-step activity.

Try Out the Tape Recorder

Tape recording lessons or materials may provide key information to students who may need to hear information without distraction. Listening to taped materials also provides the student with an opportunity to learn information at their own pace as they replay a segment or pause the tape to take notes or complete questions from the assignment. *It is important to remember that appropriate use of the tape recorder is a skill that must be taught in order for this tool to be an effective support.*

Tape Recording Lectures

The auditory learner may find tape recording lectures particularly helpful. This technique helps the student compensate for inadequate note taking skills. Using this method, a student can replay sections to gain better understanding. Taped lectures can be broken into smaller segments and make information more meaningful for students who are easily distracted during a long lecture session.

Tape Recording Materials

Tape recording content area materials used at the secondary level is helpful to students who are auditory learners. Tapes can make the material presented appropriate for the cognitive and physical characteristics of the learner. For example, an inefficient reader may benefit from an oral presentation of textbook material. Tape recording does not need to be done by the content area teacher. Many civic groups and Senior Citizens are willing to record textbooks. They simply need to be asked. High school speech classes and college groups may be resources. With the use of headphones, students can use taped materials in the regular classroom or during study periods. The library may also include a variety of books on tape.

Editing

Identify instructional objectives and record verbatim only those passages relevant to the objectives. Summarize or omit other material.

Teaching

The teacher may insert statements in order to demonstrate the use of skimming, illustrations, graphs, comprehension questions or summaries. Use the tapes to teach or reinforce good study habits.

Motivation

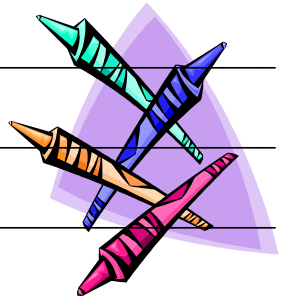
Students learn best when motivation is high. Selecting material of interest to the student can enhance motivation. Motivation and interest can be created by an effective introduction or by involving the student in activities or questioning.

Marking

Students may wish to follow along in their texts while listening to the tapes. A cueing system may help the student. Suggested markings for the margins include symbols for:

-Summarized Material -Stop the tape activities or to respond to questions
-Omitted Material -Material recorded verbatim

Notes



Section 4

Adapting Instruction In Content Areas

Increasing Success in General Education Curriculum

Students can and do have success in regular education classrooms when modifications are made based on the student's strengths and individual needs. The techniques described in this section are good strategies for any classroom. Quality instruction takes place when a teacher considers the needs of students and the strengths they bring to the classroom. Some students may require assistance in reading a textbook or organizing the content, while others may need test adaptations in order to demonstrate mastery of the material.

There are four basic areas in which adaptive modifications can be made in regular classrooms. These are time, learning style, learning environment, and content. The area of learning styles is discussed on pages 4-7 of this book. Here are some ideas that work well for a wide range of learners who may be having difficulty learning a skill, understanding the content of the lesson or keeping up with assignments.

Sometimes it is felt that if an exception is made it is not fair to the other students. Keep in mind we are all different and need different things at different times and that is OK. **Keep your eye on the prize a quality education for all!**

Time

Some students have not learned to work at the pace set in most regular classrooms. They may need some initial adjustments while they are learning to adapt. Others cannot work at this pace due to their disabilities. The teacher can adjust work time for students by following a few simple guidelines.

- Allowing the student to work at a reading or writing assignment for short periods of time, followed by another type of activity. Many students cannot give full concentration to a task for more than 10-15 minutes and need a change of pace. Work periods can be increased as the student demonstrates progress.
- Setting up a specific schedule for students so that they know what to expect. Provide advance notice to students when routines are changed or varied. Some students require this type of structure, while others do not. Teacher observations of behavior can help identify those who need more structure.
- Posting schedules that include color-coded activities may provide visual cues to help students pace their work. Some students may require verbal reviews of the schedule until they have adjusted to the routine.
- Alternating quiet and active time. Provide short periods of each type of activity. Plan for purposeful movements as a part of the classroom routine.
- Giving the student more time to complete assignments. Time permitted to complete assignments can be adjusted as the student demonstrates improved performance on a given task.

Learning Environment

The learning environment plays a key role in determining the outcomes of instruction. While some students can learn in almost any setting, others who are easily distracted or require opportunities to move about may demonstrate poor performance when the environment does not meet their needs. Teacher observation can assist in designing appropriate environments.

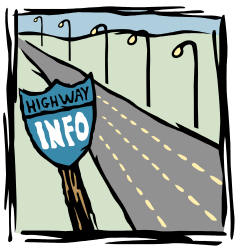
- Permitting the student to choose to do work in a quiet, uncluttered corner of the room. However, do not isolate the child against his will.
- Placing the student in close proximity to the teacher provides opportunities for a student to receive immediate help when needed.
- Making certain the student's desk is free from all material except those needed for the activity helps reduce distractions and build organization skills.
- Collecting assignments as soon they are completed and providing immediate feedback helps keep learners on track. Some students require frequent, one-to-one conferences to review or assess progress.

Content

The sheer volume of material to be learned often overwhelms some students. This may be due to a slow reading rate or low reading comprehension. Adjust type, difficulty, amount or sequence of material required for students by:

- Reducing the amount of work required to demonstrate mastery. Breaking assignments down into short tasks.
- Reducing the number of math problems or study questions on a page.
- Giving students a limited number questions at a time during a test.
- Designing assignments that include only material which is absolutely necessary for the student to learn.
- Checking or underlining the textbook passages containing the important facts.
- Using markers to show where to start or stop an assignment.
- Giving specific questions to guide reading assignments.
- Establishing basic goals and working with the student on ways to reach them.
- Changing activities before the student's attention is lost.
- Providing alternate and supplementary materials for optional projects.
- Offering alternative ways for students to obtain or report information (tapes, interviews, reading experiences, projects, etc.).

Compensatory Techniques



Think back to when you were in school. Did a teacher ever show you a trick to help you remember a grammar rule or spell a difficult word? Did someone ever share a good way to remember the multiplication tables? If so, they gave you a compensatory tool and you probably still remember it today! Compensatory instruction is a change made by a teacher to assist a student in getting around or compensating for a particular learning problem. It can have a positive lifelong effect on a learner!

Some students may be able to comprehend the subject matter, but may lack certain basic skills to demonstrate what they know. A technique must be found to help the student bypass the roadblock that stands in the way of learning the material. A person with a broken leg can walk with the aid of crutches; a student who cannot remember the multiplication facts can perform arithmetic operations by using a technique called finger multiplication, or by using a calculator. Using these tools, students can function independently in the regular classroom.

Language Arts

The first thing a regular classroom teacher may notice about a student with learning problems is significant difficulties in reading and written expression. In elementary school, the emphasis is on teaching the student *how* to read, write and spell correctly. In secondary school, teachers assume that a student has mastery of these skills. Compensatory techniques are needed for a student that has not learned *how* to adequately read, write or spell. These tools will help the student assimilate the content being taught while on going remedial instruction continues to focus on the basic skills.

Teacher adaptations become compensatory tools for the student, such as relying on a tape-recorded textbook to learn rather than reading the book verbatim. Some techniques are quite simple. The student who has difficulty keeping his place while reading may be encouraged to place a card under the line of type. Another student may need to sub-vocalize while reading to aid in comprehension and retention.

Word Bank

The student uses a spiral notebook as a word bank or a personal dictionary. This allows the student to have a ready reference to vocabulary words and terms frequently encountered in the classroom. Any time the student encounters an unfamiliar word in the text, it is entered in the word bank along with its definition.

For example, a student whose reading level was quite low worked with an adaptive curriculum from his science textbook. He was required to be able to define and spell the specialized vocabulary in each chapter. To locate the important, he used a color-coded textbook. He simply had to find all the words outlined in green and record them in his word bank with the definitions (outlined in pink). Pages in the word bank can be set up alphabetically or by content depending on the student's needs.

Carbon Copy Notes
Ask a student in the classroom to make a copy of class notes or (with the student's permission) make a copy of the notes on the school copy machine. As notes are shared, the student having difficulty with note taking has an opportunity to compare notes with a peer.

Vocabulary
Keyword Mnemonic Method: This method has been proven to be an excellent tool for students who have difficulty learning new vocabulary words. It is based on the principle of replacing a difficult association (between a new vocabulary word and its definition) with two easier associations. New words are learned with a link to a 'keyword', a common word that sounds like part or all of the vocabulary word.

Word Power
Never underestimate the power of words. Building strong vocabulary skills expands knowledge and expression. Families can use word games at home to help build vocabulary.

1. The first association is a sound-a-like acoustic link between the vocabulary word and the keyword. The link is based on the sound the words have in common.
2. The second link is an imaginary connection and makes a mental picture with the keyword and the definition.

Example

Vocabulary Word	*Keyword*	*Definition*
Barrister	Bear	Lawyer

Picture a bear dressed in a suit that is acting like a lawyer. Later, when the student hears or sees the vocabulary word, she/he will remember the keyword that sounds like the vocabulary word (Barrister-Bear). When they remember the picture with the keyword (Bear-Lawyer), they will link the word pairs to recall the definition of the vocabulary word (Barrister-Lawyer).

Select a list of vocabulary words with their definition (preferably synonyms). Words that have a concrete visual meaning work best. A good list is fifteen words. Choose a keyword for each vocabulary word. A keyword should sound like as much of the vocabulary word as possible. Ideally it will sound like the first syllable. It should be easy to form a memorable image connecting the keyword and the definition.

Teach study skills. You might call the keyword a 'linking word' (like a link in a chain). Use several examples and give the keywords to use with the images to see. Encourage use of the Keyword Method to study the vocabulary list. Tell and show them a vocabulary word, its keyword, and the definition. Be sure they see a mental picture before you move on to the next word. To test, present words and ask students to recall both the keyword and the definition.

Mathematics

A student may understand the concept behind a particular arithmetic problem, but may be unable to arrive at the answer because of an inability to remember basic math facts. The following compensatory techniques are ways of helping the students compute math facts. Many students will eventually memorize math facts as they work with these *helping tools*.

Alignment Suggestions

If a student is able to compute math problems, but the final answer is incorrect, the student may have difficulty keeping columns straight. The following modification may be helpful:

- Have the student turn the notebook paper sideways, or
- Have the student use one-half (1/2) inch square graph paper.

This procedure may also be useful for the student that has difficulty with letter spacing.

Calculators in the Classroom

The question is not whether you should use a calculator in your classroom, but how you should use it. It can help you do a better job of teaching basic mathematics. The calculator can be a valuable tool for students.

- **Computation Skills**
  Many games can be designed to help students remember the basic computation facts. Give problems with real applications, and allow students to develop their own methods of solution. The objective is the development of the method, not the method itself. Students work problems and check their answers with calculator to find the any errors.

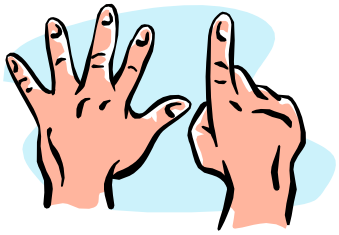
- **Counting and Numeration Skills**
  The nature of the counting process is made obvious by the machine. One can be added to each number. A calculator makes it possible to start counting at any number (by two's, three's, ten's, etc.) Combining calculator activities with oral practice in naming numerals and combinations provides assistance for the auditory learner.

- **General Uses**
  Students can use calculators to check their own answers. They can do some problems on their own and then do some using the calculator.

- **Measurement and Geometry**
  Calculators can make measurement experiences more real as students compute perimeters, areas, and volumes. In geometry, the calculator is an excellent device for helping a student discover a pattern and then extend that pattern.

- **Problem-Solving**
  Use to discover and expand science and social studies facts such as dates, population figures, and other statistics.

Finger multiplication



Finger Multiplication is a technique that is useful for a student who knows the multiplication tables through five, but has difficulty with the tables six through the nine. This compensatory technique is used to by-pass a problem area.

This technique is very concrete. Have the student hold hands up palms out. Number the fingers starting with the thumb as six, index finger as seven, and so on to ten. Do this on both hands. Each finger now has an assigned number. In actual practice, the student would keep his hands on his desk or in his lap, keeping the thumbs toward the body. Finger multiplication is not recommended for elementary children.

To multiply six times eight, the student places the appropriate fingers of one hand to the appropriate fingers of the other hand forming a bridge, i.e. the thumb (six) of one hand to the middle finger (eight) of the other hand. The fingers below and including the bridge are tens. The fingers above the bridge are the ones. Now count all fingers below the bridge and the two making the bridge as ten's (i.e. 10, 20, 30, 40) then multiply the fingers on one hand times (fingers above the bridge) the fingers on the other hand (i.e. 2 times 4 = 8). Now simply add the two together to get the answer. Six times eight equals forty plus eight.

Pringles Can Multiplication

Pringles Can Multiplication is a technique that can be compensatory. It is also a remedial tool. Using the Pringles can as a compensatory tool, a student who doesn't remember what seven times nine is simply turns the sleeve to match up seven and nine. The answer will show up in the slot provided.

As a remedial tool, the student uses the Pringles can to look up and practice the multiplication tables. A student that needs to work on the sevens table begins with seven times one, look at the answer, then goes on to seven times two, and so on. Eventually, the student can be weaned away from this technique, as the constant reinforcement of seeing the correct responses will probably help him remember. It is especially recommended for upper elementary and middle school students.

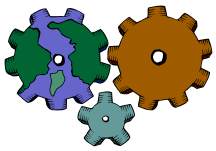
Pringles Can Multiplication Table - Assembly Instructions

1. Students tape the pattern on the outside of a Pringles type can. Cover the pattern with contact paper and then cut out the tape of the sleeve.
2. Copy the two sheets onto construction paper.
3. Laminate the construction paper sheets.
4. Attach the Multiplication table sheet to the Pringles can, so that it is stationary.
5. Attach the second sheet (with missing squares) over the multiplication tables so that the vertical rows of numbers on both sheets are visible.
6. Be sure the top sheet will roll easily.

Multiplication Table

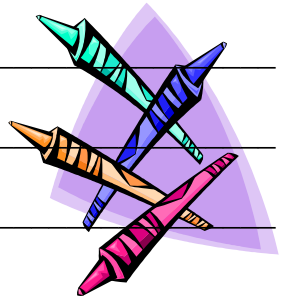
As a compensatory aid, the student could carry a copy of the multiplication tables in a notebook to refer to when unsure of an answer. Smaller copies may be carried in wallets or purses. (This grid can be enlarged for use with Pringles can multiplication.)

X	0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9
2	0	2	4	6	8	10	12	14	16	18
3	0	3	6	9	12	15	18	21	24	27
4	0	4	8	12	16	20	24	28	32	36
5	0	5	10	15	20	25	30	35	40	45
6	0	6	12	18	24	30	36	42	48	54
7	0	7	14	21	28	35	42	49	56	63
8	0	8	16	24	32	40	48	56	64	72
9	0	9	18	27	36	45	54	63	72	81

Building Skills in Content Areas	
Science	▪ Teach the specific vocabulary needed in the area being studied. ▪ Generate interest in problem-solving and new discoveries. ▪ Use demonstrations to clarify terms or procedures. ▪ Discuss possible applications of theories. ▪ Help student practice reading symbols in formulas. ▪ Read instructions for experiment with student. ▪ Have the student visualize each step of experiment, equipment needed, process, etc., and then carry out the experiment. Display posters that show each step. Review the steps with students. 
Mathematics	▪ Teach such mathematics vocabulary as *triangle, perimeter, sum, and product*. Use illustrations when teaching new vocabulary. ▪ Teach steps: ▪ What am I asked to find? ▪ What facts are given? ▪ How are they related to other problems? ▪ Using symbols >, - , <, +, etc. in the place of words. ▪ Read mathematics problems out loud. Help the student interpret the problem by using common terms. ▪ Help student visualize problem (drawings, graphs, etc.) ▪ Ask questions to check for full understanding and memory for details. Check for understanding of meanings of new words such as *base, interest, root, product, etc*. ▪ Have the student search newspapers and magazines for graphs. 
Industrial Arts	▪ Read on the subject under consideration from Popular Mechanics" or other periodicals at the student's reading level  ▪ Have the student read instructions and study any specialized vocabulary. ▪ Have the student close the book and list the process steps in order. Use demonstrations to show procedures.

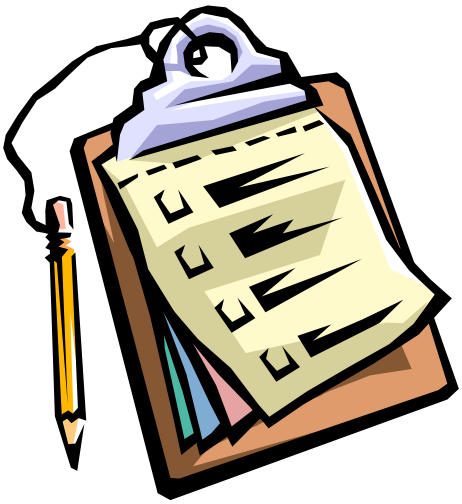
Building Skills in Content Areas	
Social Studies **History**	▪ Ask the student to interpret political cartoons. ▪ Use a time line to help the student relate events. Follow events on map. ▪ Compare fiction, editorial, and textbook accounts of events. ▪ Teach skills of locating information. ▪ Break down abstract ideas into segments. ▪ Use concrete examples. ▪ Have the student outline or write summary paragraphs. ▪ Have the student choose material important to a subject from an article in a magazine or newspaper. ▪ Graph progress on several types of graphs. ▪ Have the student practice hunting for information on both sides of controversial issues. ▪ Thoroughly discuss specific vocabulary. ▪ Discourage memorization of material or author's terminology. Encourage the student to describe events in his own words.
Social Studies **Language Arts**	▪ Encourage vocabulary study using words from social studies books. ▪ Have the student practice word analysis with dictionary or glossary. ▪ Encourage extra reading from historical fiction books. ▪ Read travel books or historical fiction for background information. ▪ Teach propaganda devices and terms that indicate opinion. ▪ Evaluate progress by asking question and having the student use textbooks to find the answer. ▪ Observe methods used by other students. Encourage use of maps, graphs or tables for the visual learners and books on tape for the auditory learners.

Notes



Section 5

Assistive Technology



Assistive Technology

The Individuals with Disabilities Education Act (IDEA) and the New Mexico State Board of Education Regulation 90-2 clearly defines assistive technology (AT) devices and assistive technology services. An AT device means any item, piece of equipment of product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of children with disabilities. IDEA requires IEP teams to consider the assistive technology needs of a student with disabilities.

AT in the Classroom

Judith Hammerlind Carlson, M.S. CCC-SLP · Projects Director, TechACCESS of RI

As Education moves towards the *All Kids Agenda*, assistive technology devices and services are being recognized as valuable tools for supporting students with disabilities in the classroom. Appropriate assistive technology accommodations, well selected and well implemented, can often make the difference between a student who is successful and more independent and a student who is struggling to participate and reach his/her IEP goals. Checking to see that the basics are in place can help ensure that a student will be able to use assistive technology effectively in the classroom.

- ❑ The IEP team assesses a student's educational needs (with consultation as appropriate) and identifies goals that may be addressed using assistive technology devices.
- ❑ An appropriate assistive technology device is selected by a knowledgeable IEP team (with consultation by an assistive technology specialist as needed) to address the technology in the classroom before a final specific assessed needs and abilities of the student.
- ❑ If possible, the AT assessment takes place in the classroom environment and the student has an opportunity to use the technology in the classroom before a final decision is made to obtain the equipment.
- ❑ The IEP clearly identifies why and how the assistive technology will be used to help the student meet his/her goals and objectives.
- ❑ The IEP clearly identifies the AT training and technical assistance services needed to insure that the device will be used functionally in the classroom, including staff training, student training and when appropriate, family training.
- ❑ The assistive technology device is used concurrently with other appropriate accommodations to facilitate a student's maximum classroom participation and independence.
- ❑ There is a plan for maintaining and repairing the technology as well as a "back-up plan" for when the technology is "down."
- ❑ The IEP includes a plan for monitoring use especially at key transition times (elementary to middle, middle to high school, school to work, etc.).
- ❑ Good records are kept on the assistive technology (date of purchase, vendor, operational directions, tech hotline numbers, etc.) and the student's use of the technology (level of independence, levels of performance, etc.) and the records are passed on when the student transitions from grade to grade, from school to school, and if the student changes school systems.
- ❑ The educational/therapeutic staff, parents and students have a common understanding of the potential and limitations of assistive technology and work together to insure that the assistive technology device is used effectively to meet the student's educational goals.

Assistive Technology Checklist

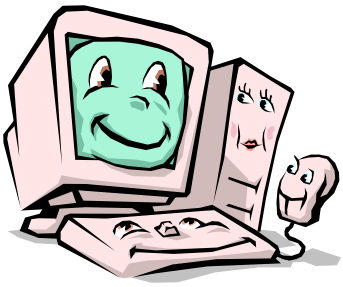
by P. Reed & P. Walser • Wisconsin Assistive Technology Initiative

Writing - Mechanics of Writing

- ❑ Regular pencil/pen
- ❑ Pencil/pen with adaptive grip
- ❑ Adapted paper (e.g. raised line, highlighted lines)
- ❑ Slant board
- ❑ Use of prewritten words/phrases
- ❑ Templates
- ❑ Portable word processor to keyboard instead of write
- ❑ Computer with word processing software
- ❑ Portable scanner with word processing software
- ❑ Voice recognition software to word process
- ❑ Other:

Computer Access

- ❑ Keyboard w/accessibility options
- ❑ Word prediction, abbreviation/expansion to reduce keystrokes
- ❑ Keyguard
- ❑ Arm support (e.g. Ergo Rest)
- ❑ Track ball/track pad/ joystick w/ on-screen keyboard
- ❑ Alternate keyboard (e.g. IntelliKeys, Discover Board, TASH)
- ❑ Mouth stick/Head Master/Tracker w/ on-screen keyboard
- ❑ Switch with Morse code
- ❑ Switch with scanning
- ❑ Voice recognition software
- ❑ Other:



Composing Written Material

- ❑ Word cards/word book/word wall
- ❑ Pocket dictionary/thesaurus
- ❑ Writing templates
- ❑ Electronic/talking electronic dictionary/thesaurus/spell checker (e.g. Franklin Speaking Homework Wiz)
- ❑ Word processing w/ spell checker/grammar checker
- ❑ Talking word processing
- ❑ Abbreviation/expansion
- ❑ Word processing w/ writing support
- ❑ Multimedia software
- ❑ Voice recognition software
- ❑ Other:

Communication

- ❑ Communication board/book w/ pictures/objects/letters/words
- ❑ Eye gaze board/frame
- ❑ Simple voice output device (e.g. BIGmack, Cheap Talk, Voice in a Box, MicroVoice, Talking Picture Frame)
- ❑ Voice output device w/ levels (e.g. 6 Level Voice in a Box, Macaw, Digivox)

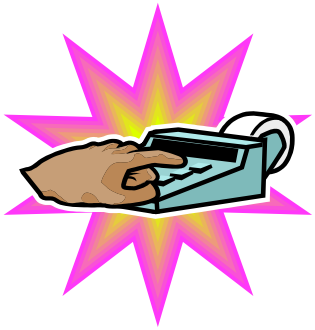
- ❑ Voice output device w/ icon sequencing (e.g. AlphaTalker II, Vanguard, Chatbox)
- ❑ Voice output device w/ dynamic display (e.g. Dynavox, Speaking Dynamically w/ laptop computer/Freestyle)
- ❑ Device w/ speech synthesis for typing (Cannon Communicator, Link, Write:Out Loud w/ laptop)
- ❑ Other:

Reading

- ❑ Standard text
- ❑ Predictable books
- ❑ Changes in text size, spacing, color, background color
- ❑ Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- ❑ Use of pictures/symbols with test (e.g. Picture It, Writing with Symbols 2000)
- ❑ Talking electronic device/software to pronounce challenging words (e.g. Franklin Speaking Homework Wiz, American Heritage Dictionary)
- ❑ Single word scanners (e.g. Seiko Reading Pen)
- ❑ Scanner w/OCR and talking word processor
- ❑ Electronic books
- ❑ Other:

Learning/Studying

- ❑ Print or picture schedule
- ❑ Low tech aids to find materials (e.g. index tabs, color coded folders)
- ❑ Highlight text (e.g. markers, highlight tape, ruler, etc.)
- ❑ Recorded material (books on tape, taped lectures with number coded index, etc.)
- ❑ Voice output reminders for assignments, steps of task, etc.
- ❑ Electronic organizers
- ❑ Pagers/electronic reminders
- ❑ Single word scanners
- ❑ Hand-held scanners
- ❑ Software for concept development/manipulation of objects (e.g. Blocks in Motion, Toy Store) – may use alternate input device, e.g. switch, touch window
- ❑ Software for organization of ideas and studying (e.g. Inspiration, Claris Works Outline, PowerPoint)
- ❑ Palm computers
- ❑ Other:



Math

- ❑ Abacus/Math line
- ❑ Enlarged math worksheets
- ❑ Low tech alternatives for answering
- ❑ Math "Smart Chart"
- ❑ Money calculator and Coinulator
- ❑ Tactile/voice output measuring devices
- ❑ Talking watches/clocks
- ❑ Calculator/calculator with print out
- ❑ Calculator with large keys and/or large display
- ❑ Talking calculator
- ❑ Calculator with special features (e.g. fraction translation)
- ❑ On-screen/scanning calculator

- ❑ Alternative keyboard (e.g. IntelliKeys)
- ❑ Software with cueing for math computation (may use adapted input methods)
- ❑ Software for manipulation of objects
- ❑ Voice recognition software
- ❑ Other:

Recreation & Leisure

- ❑ Toys adapted with Velcro™, magnets, handles, etc.
- ❑ Toys adapted for single switch operation
- ❑ Adaptive sporting equipment (e.g. lighted or beeping ball)
- ❑ Universal cuff/strap to hold crayons, markers, etc.
- ❑ Modified utensils (e.g. rubber stamps, brushers, etc.)
- ❑ Ergo Rest or other arm support for drawing/painting
- ❑ Electronic aids to control TV, VCR, CD player, etc.
- ❑ Software to complete art activities
- ❑ Games on the computer
- ❑ Other computer software
- ❑ Other:

Activities of Daily Living (ADLs)

- ❑ Non-slip materials to hold things in place
- ❑ Universal cuff/strap to hold items in hand
- ❑ Color coded items for easier locating and identifying
- ❑ Adaptive eating utensils (e.g. foam handles, deep sides)
- ❑ Adaptive drinking devices (e.g. cup with cut out rim)
- ❑ Adaptive dressing equipment (e.g. button hook, elastic shoe laces, Velcro™ instead of buttons, etc.)
- ❑ Adaptive devices for hygiene (e.g. adapted toothbrushes, raised toilet seat, etc.)
- ❑ Adaptive bathing devices
- ❑ Adaptive equipment for cooking
- ❑ Other:

Mobility

- ❑ Walker
- ❑ Grab bars and rails
- ❑ Manual wheelchair including sports chair
- ❑ Powered mobility toy (e.g. Cooper Car, GoBot)
- ❑ Powered scooter or cart
- ❑ Powered wheelchair w/joystick or other control
- ❑ Adapted vehicle or driving

Control of the Environment

- ❑ Light switch extension
- ❑ Use of interface and switch to activate battery operated devices
- ❑ Use of interface and switch to turn on electrical appliances (e.g. radio, fan, blender, etc.)
- ❑ Radio/ultra sound to remotely control appliances
- ❑ Use of electronic aid to daily living to control environment in connection with an augmentative communication device
- ❑ Other:

Positioning & Seating

- ❑ Non-slip surface on chair to prevent slipping
- ❑ Bolster, rolled towel, blocks for feet
- ❑ Adapted/alternate chair, sidelyer, stander
- ❑ Custom fitted wheelchair or insert
- ❑ Other:

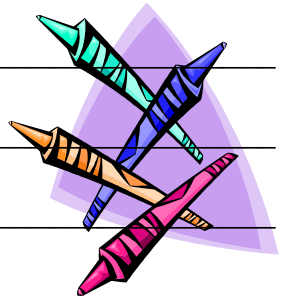
Vision

- ❑ Eye glasses
- ❑ Magnifier
- ❑ Large print books
- ❑ CCTV (closed circuit television)
- ❑ Screen magnifier (mounted over screen)
- ❑ Screen magnification software
- ❑ Screen color contrast
- ❑ Screen reader, text reader
- ❑ Braille translation software
- ❑ Braille printer
- ❑ Enlarged or Braille/tactile labels for keyboard
- ❑ Alternate keyboard with enlarged keys
- ❑ Braille keyboard and note taker
- ❑ Other:

Hearing

- ❑ Pen and paper
- ❑ Computer/portable word processor
- ❑ TDD for phone access with or without relay
- ❑ Signaling device (e.g. flashing light or vibrating pager)
- ❑ Closed Captioning
- ❑ Real Time captioning
- ❑ Computer aided note taking
- ❑ Screen flash for alert signals on computer
- ❑ Phone amplifier
- ❑ Personal amplification system/hearing aid
- ❑ FM or Loop system
- ❑ Infrared system
- ❑ Other:

Notes



Section 6

Success for All

Inclusive Practices For Quality Education

Creating Inclusive Schools

Attitude is everything! Inclusion is more than physical presence in the classroom. Students learn when they actively participate in the academic lessons and interact with others. We must believe that all students can participate. Our actions must value the student and their independence. We cannot afford to cling to past failures. It's time to focus on the potential of the present to plan future success.

We have gathered information from sources including work by Project Participate, publications by Dr. Richard Villa, Pacer Center and others to highlight some common sense ideas about inclusive settings. More information can be found in the Resources Section of this book.

Tips for Creating Meaningful, Inclusive Learning Environments

- **Listen and Share**
  Student success is the responsibility of everyone on the team and everyone involved has valuable insights. Share stories, critical bits of information that one learns from daily contact with the student, or ideas from home. Collaborate when identifying lesson goals and modifications. Troubleshoot problems together.

- **Create and Design Universally**
  Design instruction and choose materials that make the learning activities accessible to all students. Involve staff and parents in planning activities. Plan and consider all differences in abilities including speaking, sight, hearing, movement, reading, writing, attention, memory, and organization skills.

- **Promote Independence**
  Independence, no matter how insignificant it may seem, builds self-esteem and preserves the student's integrity. Students learn independence by doing tasks, not by watching others do for them. Structure academic lessons and social activities to promote active participation and reduce passive involvement.

- **Positive Peer Power**
  A student's peers are an excellent resource. They are probably the most underused source for support or ideas to make inclusive practices really work in today's schools. Students can act as peer buddies, coaches or learning partners. Peers make great consultants for programming communication devices or new ways to increase participation.

- **Little Things Make a Big Difference!**
  Collaborate, communicate and promote the participation of students with disabilities throughout the school environment. When the entire school community looks at success for all students—everyone comes out a winner. Very often, sharing the smallest spark of an idea can lead to great learning opportunities. The tips on following pages are designed to help everyone look at the big picture to create inclusive environments.

Promote Inclusive Practices

Tips for Parents or Other Caregivers

Share your expectations. Inform others that you expect your child to participate daily in the classroom. Share your child's strengths. And explain how your child is best able to participate.

Keep the IEP meaningful! Remember the IEP is a working document! Begin with a few important manageable goals. Focus on the areas that are most meaningful for your child. Write goals that promote active learning in the classroom.

Develop a rapport with school staff. Talk with teachers in person! Encourage the teacher to voice concerns, hopes and fears. Tips and tricks that work at home will work at school or in the community.

Share your story. Documentation can be dull. Teachers and other professionals learn about your child and the experience of a disability through your stories.

Go out and VOTE! Your voice counts. Connect with advocacy groups to keep up with public policies. Vote for representatives who support the rights and needs of citizens with disabilities.

Join a parent organization. Seek out friends and peers. Gain emotional support and share ideas and insights with other families. Call **Parents Reaching Out** to ask about our *Parent to Parent* program. You can also connect with others in your school's parent-teacher groups.

Be Flexible. Remember that with very little funding, your school must educate all their students. Ask others how you can best help and support the school team. You may have connections with community resources that would be helpful partners for the school.

Hold your criticism. Teaching a diverse classroom is challenging but not impossible. Save negative feedback for important issues and concerns. Encourage your school to continue its efforts towards inclusion. Every small step counts.

Give positive feedback. Your feedback reinforces and rewards positive behavior. Thank a teacher or therapist for something positive they contributed to your child. The school team benefits from your comments and they can learn from what they are doing well.

Attend meetings and conferences. Reinforce team efforts to keep you well informed. Attend and participate in every IEP for your child. Keep in touch with the classroom by attending Parent-Teacher conferences. You are the expert on your child. Share your knowledge with others.

Tips for Administrators

- **Establish inclusive practices.** Include students with IEPs in general education classrooms as you develop classroom assignments. Seek input from parents and teachers that will identify learning and teaching styles to create a good match. If teachers feel apprehensive, identify their concerns and solicit the expertise of the special education staff.
- **Consult with families.** Parents and other caregivers are experts on their child. Invite them to meetings and keep them in the communication loop. Make sure that communications are given in parent friendly terms and that written notices are provided to families in their home language.
- **Define roles and create accountability.** Successful inclusion works when the entire staff understands their roles and responsibilities. Ensure that all staff knows their duties. Encourage staff to ask questions to clarify expectations.
- **Set high expectations for sharing and collaboration.** Let your staff know that all teachers are responsible for promoting student learning and participation. Expect that the classroom teachers share lesson plans and offer feedback on modifications and accommodations. Expect special educators to observe general classrooms and assist staff in troubleshooting and problem solving activities.

- **Facilitate team planning.** Create a master schedule that supports shared planning periods for special educators and general classroom teachers. Work with administrators of other schools to share ideas and mutual support for inclusive school practices.
- **Supervise teamwork.** Assess progress and productivity. Keep the team on track and prevent tangents. Regularly monitor staff and student participation. Your visibility and participation will serve as a model for others. Walk the talk!
- **Encourage teachers to vary methods.** Remember everyone learns from a variety of modalities. Encourage educators to replace direct instruction with active experiential methods. Provide staff development on learning styles and multiple intelligences to offer additional teaching tools.
- **Devote money to technology.** Technology is the key to academic access for many students. Implement technology that supports the entire classroom.
- **Train staff on inclusive practices.** Your staff needs special skills to meet the demands of a diverse student body. Sponsor in-services to enable your staff to make better modifications and adaptations. Teach staff how to apply technology in the classroom.
- **Prevent staff burnout.** When one person is the sole expert on a child, their absence creates a school crisis! Encourage staff to alternate or share duties as well as their knowledge and skills.

Promote Inclusive Practices

Tips for General Educators

- **Assume Responsibility.** YOU are the teacher. Do not delegate this important role to others, even when other professionals accompany a student in the classroom.
- **Greet students every day.** Get to know your students. Saying hello to a student requires no prep time and helps the student feel like a member of the class.
- **Promote Socialization.** Seat students with students! Adults sitting with students may inhibit peer interactions. Encourage paraeducators to sit off to the side or away from students as they build independence.
- **Expect Success.** Expect everyone to learn and participate in the classroom. Share this expectation with students and staff members. Remember that participation and learning occur on many levels. Adjust the demands of an activity or assignment to match student ability.
- **Vary instructional methods!** Make learning an active experience for ALL students. Create cooperative learning groups. Encourage partner learning. Provide students with a variety of resource materials, projects, workshop formats, and experiential activities. Students can demonstrate mastery in a variety of ways.
- **Share your lessons and plans.** You are not alone. When you share your plans, the learning specialist can adapt or modify the content to meet the needs of students with disabilities.
- **Set clear expectations for students.** Students thrive when they know what is expected of them and routines are clearly established. If a student requires a Behavior Improvement Plan, take an active part in developing the plan to insure that the student has the supports needed to be successful in the classroom. Keep a copy of the plan and understand your responsibilities.
- **Share your ideas and feelings.** It's okay to express your fears and opinions. Phrase concerns in specific terms. Instead of saying "I don't think this student belongs here!" try saying "How can I make Shakespeare dialog meaningful for this student?" If you feel you need more training or support to modify activities, ask for it!
- **Resist temptations to talk through paraeducators or other support staff.** Taking the time to direct greetings, questions and explanations to the student increases their involvement in the task and builds a personal relationship.
- **Be Observant.** Continually monitor student participation and learning. Your observations will provide useful insights and help evaluate curriculum modifications to individualize lessons.

Promote Inclusive Practices

Tips for Special Educators

- **Supervise classroom assistants**. Outline duties in detail with specific instructions. Always follow up and monitor how things are going in the classroom!

- **Promote active learning!** Alternative methods encourage active learning for ALL students. Assist classroom teachers in planning cooperative learning groups and project-based lessons.

- **Don't be a stranger to the regular classroom.** Become familiar with routines and instructional techniques. Your lesson modifications, adaptations, and learning goals will be more meaningful in measuring progress and planning for student success.

- **Collaborate with others.** Talk with teammates and other staff, including administrators. Person to person communication builds partnerships that help promote inclusive practices. A two-minute chat between classes can be the beginning of a great connection.

- **Use peers as natural supports.** Let peers walk together between classes, program communication devices and assist at lunch.

- **Invite students to IEPs.** Students who attend their own meetings have a better understanding of their role and responsibilities. Ask students, family, friends, teachers and other professionals to share their goals and expectations with the student.

- **Define roles and expectations.** Work with classroom teachers to explain your role and how you can help. Specify what you will need to increase student participation and encourage new ideas or questions. Discuss assistive technology as well as discipline and behavior expectations.

- **Use the expertise of others.** Do not waste time researching content areas. Solicit the classroom teacher's participation in IEP meetings and general planning discussions.

- **Watch your language!** Teamwork stems from good communication. Use people-first language. Avoid acronyms or language specific to your field.

- **Promote student-teacher relationships.** Brag about student strengths! Share examples with classroom teachers that clearly show how students can participate. Provide appropriate supports and share successful practices.

Tips for Paraeducators and Support Staff

- **Communicate and consult with caregivers.** Listen to families and keep them informed. Some strategies that work at home, can work at school. Sharing what works in different settings is important for planning future activities.
- **Maintain student dignity.** Be discreet about the student's physical needs. Refrain from making comments aloud. Schedule tube feedings, splint changes, stretching and toileting in between classes or class activities if at all possible.
- **Facilitate peer relationships.** Remind others to communicate directly with the student. Seat the student with other students in the classroom and cafeteria. Give students the space and freedom to socialize and develop friendships.
- **Watch your voice and volume.** Discussions with other adults or students during lecture disrupts the class. Save important discussions for times that will not interfere with learning activities.
- **Let students make mistakes and take risks.** Everyone learns from mistakes. Natural consequences that do not cause harm to the student or others are part of the learning experience.
- **Help students create authentic work.** Students learn when they actively participate in assignments. Avoid completing assignments, taking tests or answering questions for students. Caregivers want to see their child's genuine work and progress.
- **Encourage students to make choices.** Give students the ability to control their lives and interact with the environment. Offer choices to the student, no matter how insignificant they may seem.
- **Ask for help.** You are not alone. Ask for direction in the classroom. Request guidance for discipline issues. Content decisions or curriculum modifications are the teacher's responsibility.
- **Help the classroom teacher.** Use class lectures as an opportunity to program a student's communication device, make copies for the teacher or plan for next week. Time away from the student's side promotes independence.
- **Give as few prompts as possible.** Foster independence. Limit hand over hand assistance. Give hand over hand assistance to teach a task, not to complete a task. Resist the temptation to give verbal directions for every aspect of a task.

Accommodating Students with Special Needs

As schools work to create inclusive environments, it makes good sense to tap all resources. Here are common sense ideas or practices that have been shared by successful teachers. We can learn from one another. Strategies that may come naturally for some may require learning and practice for others. To plan effective instruction for students, including students with disabilities, it is important to consider the needs of the learner. Here are a few tips:

- Review the material previously taught at the beginning of each class.
- Preview material to be presented.
- After presenting information, help students summarize it.
- Eliminate classroom distractions such as excessive noise, flickering lights, shiny jewelry, and loud ticking clocks.
- Notice and respond to nonverbal and verbal signs of anxiety and frustration.
- If a student becomes extremely frustrated because their work is incomplete or incorrect, consider providing an opportunity to complete an alternative assignment.
- When presenting information to the class, proceed as follows:
    1. Talk distinctly and not too fast.
    2. Present the information in an orderly fashion.
    3. Stop periodically and encourage questions.
    4. Highlight and repeat important information.
    5. Reinforce information presented orally with visuals such as chalkboard, overhead transparencies and handouts.
    6. Help students to summarize the information.
    7. If you required notes to be taken, give students time to edit them and ask questions.
- Before moving to new or more complex material, be sure the student understands what you have said, done, or demonstrated.
- When appropriate, suggest mnemonics for recalling content.

- Ask students to be *peer buddies* to offer support or assistance with assignments.
- Encourage the student to proofread assignments and tests. Perhaps the *peer buddy* could assist with this process until the students are capable of doing their own proofreading.

- Capture student attention before beginning class. Use signals to let students know that a learning activity is about to begin.

- Emphasize meaningful associations when teaching new concepts. Be organized. Whenever possible, relate teaching material to student experiences.

- Whenever possible, have individual conferences to guide students and monitor understanding of assignments and course content.

- Review material and provide frequent checks for understanding.

    1. When giving directions, proceed as follows:
    2. Take your time and be relaxed and positive.
    3. Be sure you have the student's attention before starting, and encourage questions.
    4. Keep directions simple and concise.
    5. Point out sequential steps.
    6. Be sure written ones are legible.
    7. Tell students what materials are needed and where they can be found.
    8. Present directions both orally and in writing.
    9. When appropriate, demonstrate them.
    10. Complete an example together.
    11. Display a completed project.
    12. Monitor students once they begin the activity.
    13. Ask for periodic status reports with long-term assignments.

- Encourage students to keep only essential materials on their desk.

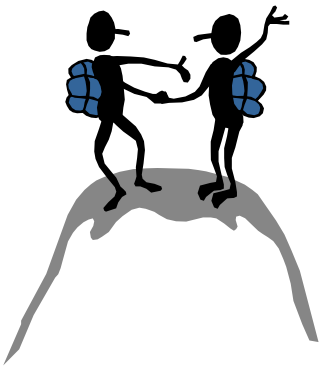
- Be sure that students understand the time limits for classroom activities.

- Help students learn skills to help them budget their time when taking tests.

- Plan several short classroom activities instead of one long activity.

- Help students get themselves organized by doing the following:

    1. Posting a weekly schedule of class and study times.
    2. Listing materials needed for class.
    3. Posting the deadline when assignments are due.



- Teach students the parts of a book.

- Provide for small-group or independent projects.

- Use study carrels to reduce distractions.

From Here to Activity. . .

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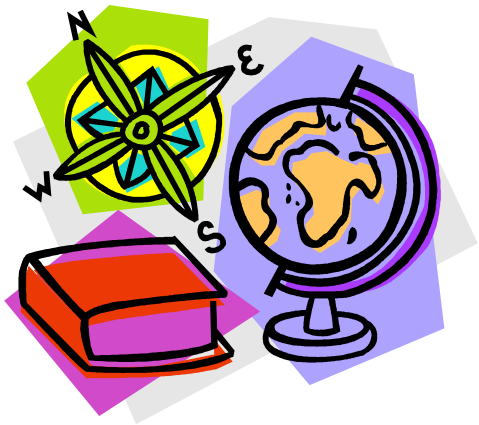
Students that do not write, communicate verbally or comprehend the curriculum at grade level can actively participate, just look and see!

Passive Participation	➔➔➔	**Active Solution**
In Biology, student receives the same worksheet as others in lab. Student scribbles on the paper as others label the parts of a plant.	➔➔➔	Give students Avery labels with simplified terms i.e. stem, roots, leaves etc. Instruct students to use the stickers to independently label the parts of the plant.
In Math, a paraeducator completes long division problems on a worksheet for the student.	➔➔➔	Student uses an IntelliKeys keyboard with MathPad software to set up problems and answers independently.
In Computer Class, a paraeducator moves the mouse and student's hand in a preschool program while others create pages for the school web site.	➔➔➔	Create a template of the web page. Prompt student to select text and background colors, use a trackball to draw a picture and type their name with a keyboard.
In Physical Education, the class practices archery outside. A paraeducator shoots hoops in the gym along side a student with disabilities.	➔➔➔	Student joins others outside to practice turn-taking, social interaction and learn the names of archery equipment.
In Chemistry, students verbally identify solvents and solutes during a review session. The nonverbal student watches and listens.	➔➔➔	Add pictures of food items such as soda pop, water, sugar, etc. to an AAC device. Prompt student to press a key and choose a classmate to identify the food item as a solute, solvent or solution during a review.
In History, a paraeducator uses a pencil to fill in the blanks on a test. The student with physical and sensory disabilities sits with a lowered head.	➔➔➔	Convert test to multiple-choice format. Create an ABC grid for communication device. Instruct paraeducator to read the questions and choices to student. Student answers A, B or C by pressing a switch.
In Astronomy, students study diagrams of constellations. A paraeducator studies the pictures for the student with low vision.	➔➔➔	Photocopy constellation diagrams. Outline each with puffy paint. Let students explore tactile maps with their hands as the teacher lectures.
In Health, students create the Food Guide Pyramid. A paraeducator may paste magazine photos onto paper while the student attends therapy.	➔➔➔	Mount a switch accessible camera onto the student's wheelchair. Instruct student to photograph foods from each food group during a fieldtrip to the supermarket.

The website for Project Participate is listed in the resources in the last section of this book.

Modifications That Promote Successful Learning



Assistance with Assignments

- ❑ Papers and report typed
- ❑ Papers and reports proofread
- ❑ Homework assignments monitored
- ❑ Planning strategies for reports and projects
- ❑ Assistance in studying for test

Test Modifications (teacher made tests)

- ❑ Extended time
- ❑ Shortened tests
- ❑ Oral responses
- ❑ Take test in resource room or at home
- ❑ Test read to student with oral response
- ❑ Answer list for fill in the blanks
- ❑ Limited choices for multiple-choice tests
- ❑ Answers dictated on essay tests
- ❑ Study guide for test prepared by teacher

Grading Modifications

- ❑ No penalty for spelling errors
- ❑ No penalty for handwriting (use cursive, printing, typewriter, or computer)
- ❑ Extended time for major assignments
- ❑ Reduced learning load (set number of key facts for each unit or chapter)

Classroom Modifications

- ❑ Preferred seating
- ❑ Provide copy of teacher's notes or another student's notes
- ❑ Tape record class lectures
- ❑ Allow oral reports instead of written
- ❑ Provide the student with a study guide
- ❑ Color code or underline important concepts
- ❑ Use color-coding to call attention change in operations on math assignments
- ❑ Repeat directions and assignments or provide in writing
- ❑ Student repeats directions to check for understanding
- ❑ Provide student with alternative reading on a topic at an easier reading level

Homework Modifications

- ❑ Reduce homework load.
- ❑ Allow student to dictate answers to parents. Parents write dictated work.
- ❑ Allow student to type homework or use computer.
- ❑ Allow the student to write the word in the blank rather than write the entire sentence.
- ❑ Make sure student understands homework assignment and has assignment in writing.

Self Assessment for Secondary Inclusion

Context

- ❑ School to work initiatives for all students
- ❑ Special education laws and practices related to transition
- ❑ Special education law related to least restrictive environment
- ❑ Where inclusion is and is not required
- ❑ Innovative programs for at-risk students
- ❑ Cross-cultural strategies

Adapting Texts and Equipment

- ❑ Highlighting
- ❑ Alternative text
- ❑ Parallel texts with reduced reading level
- ❑ Enriched text and supplemental reading materials
- ❑ Explicit instruction on utilizing text
- ❑ Audio version of text
- ❑ Braille version of text
- ❑ Magnification devices
- ❑ Mechanical devices
- ❑ Adapting format of text and problems/questions
- ❑ Adapting equipment
- ❑ Augmentative communication devices
- ❑ Voice-activated systems; speech synthesizers
- ❑ Use of Velcro and other simple aids to adapt materials

Adapting of Presentation

- ❑ More frequent mix of guided practice and feedback
- ❑ Clear starts, stops, transitions
- ❑ Reduce number of concepts; increase number and range of examples
- ❑ Provide students with copied notes
- ❑ Multi-modal instruction using visual, auditory, tactile, and temporal activities
- ❑ Use of Multiple Intelligences to design presentations
- ❑ Amplification devices
- ❑ Team and collaborative teaching
- ❑ Questioning techniques
- ❑ Adapting assignments and assessments
- ❑ Very explicit instructions
- ❑ Initializing feedback to check for understanding
- ❑ Oral delivery of tests
- ❑ Authentic tasks
- ❑ Alternative assignments

Needs-Based Equity

- ❑ Response opportunities for questions, comments, etc
- ❑ Options for response time
- ❑ Experiential opportunities
- ❑ Proximity to teacher, centers of instructional interest
- ❑ Feedback with precise praise and invitational correctives
- ❑ Personal regard

Grouping Alternatives

- ❑ Cooperative learning
- ❑ Peer tutoring
- ❑ Reciprocal teaching
- ❑ Cross-age tutoring and grouping
- ❑ Assigning specific, achievable roles
- ❑ Class within a class

Facilitating Study Skills

- ❑ Assignment calendars
- ❑ Data retrieval charts
- ❑ Split page note-taking
- ❑ Notation of questions and key points while reading and studying
- ❑ Teaching note-taking
- ❑ Teaching test-taking skills
- ❑ Teaching study strategies
- ❑ Teaching mnemonics
- ❑ Identifying the demands of the task
- ❑ Self-monitoring regarding task completion
- ❑ Problem solving and critical thinking
- ❑ Learning strategies curriculum

Facilitating Self-Worth and Socialization

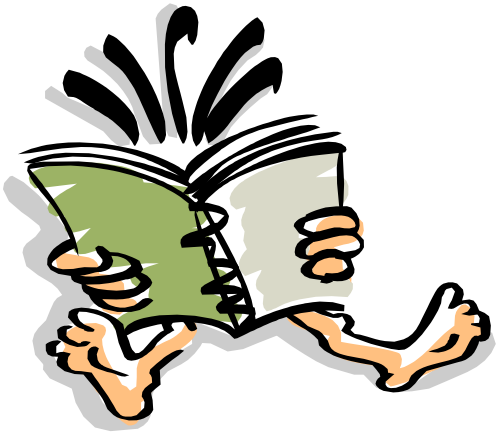
- ❑ Facilitating inner-directness
- ❑ Developing self-confidence
- ❑ Instruction in positive "self-talk"
- ❑ Role playing
- ❑ Circle of friends
- ❑ Facilitating social skills
- ❑ Facilitating a sense of integrity and responsibility to others
- ❑ Designing assignments to address instructional levels of a student
- ❑ Adults modeling social skills, responsibility and respect for diversity
- ❑ Providing developmentally appropriate role models
- ❑ Understanding and teaching to a student's unique learning needs and learning style
- ❑ Encourage individual communication style

Structuring the Environment

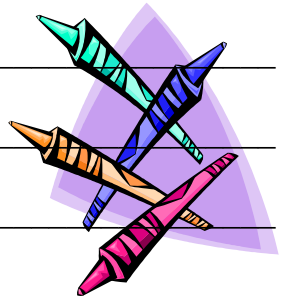
- ❑ Strategic placement of students in a room
- ❑ Reducing extraneous stimulation within environment
- ❑ Making use of space to fit a specific activity
- ❑ Providing alternative study areas
- ❑ Consistency of environment
- ❑ Positioning of teacher
- ❑ Accessibility
- ❑ Safety issues

Management

- ❑ Establishing procedures and policies early in year/course
- ❑ Procedures and policies well established early in the year/course
- ❑ Behavior-contingent consequences
- ❑ Self-monitoring systems, i.e. Check-lists, contacts
- ❑ Precise praise and positive affirmations
- ❑ Highly structured classes
- ❑ Democratic assignments
- ❑ Whole-school adoption of discipline, procedural policies, and consequences
- ❑ Utilizing paraprofessionals and special education specialists
- ❑ Communicating and establishing partnerships with parents
- ❑ Transition planning
- ❑ Group action planning
- ❑ MAPS
- ❑ Teaming with teachers and therapists



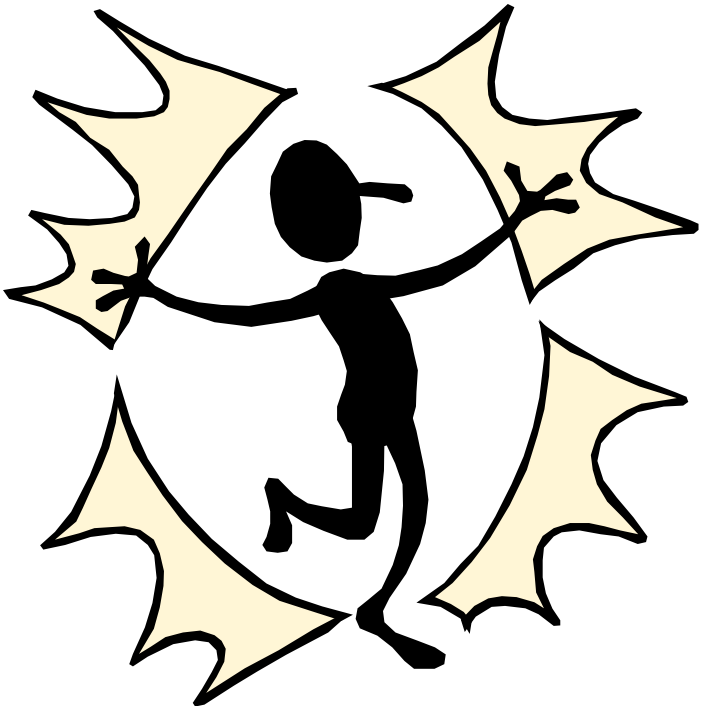
Notes



Section 7

101 Ways to Help Children with ADD/ADHD Learn!

Tips from Successful Teachers



101 Ways to Help Children with ADD Learn:
Tips from Successful Teachers

Research shows there are an estimated 3 to 5 percent of school-age children with Attention Deficit Disorder. In response to the needs expressed by teachers for teaching strategies that work with these children, the U.S. Department of Education has supported research in classrooms to determine successful teaching techniques employed by elementary school teachers to keep children focused and on task. The following tips, for experienced and inexperienced elementary school teachers alike, are tried and true methods for reaching children with ADD.

Children with ADD typically have problems with inattention, impulsiveness, and hyperactivity. They often have difficulty paying attention in class and seem to shift aimlessly from one unfinished activity to another. These children generally appear restless, fidgeting constantly in their seats, playing with pencils or other objects, or disturbing nearby students. Many children with ADD also have difficulty following their teachers' instructions or forming friendships with other children in the class. Like other children with disabilities, children with ADD learn best when their teachers understand their special needs and individualize their educational program to meet these needs.

101 Ways To Help Children with ADD Learn is a how-to guide with instructional practices you can use to help children with ADD in your class. The practices themselves should be part of an educational program based around three key components: classroom accommodations, behavior management, and individualized academic instruction.
To make this book as valuable a resource as possible, you should consider these steps in developing an effective educational program for your students with ADD.

- **Evaluate the Child's Individual Needs.**
  Assess the unique educational needs of a child with ADD in your class. Working with a multi-disciplinary team, consider both academic and behavioral needs, using formal diagnostic assessments and informal classroom observation.

- **Select Appropriate Instructional Practices.**
  Determine which instructional practices will meet the academic and behavioral needs you have identified for the child. Select practices that fit the content, are age appropriate, and gain the cooperation of the child.

- **Integrate Appropriate Practices Within an Individualized Program**.
  Combine the practices you have selected into an individualized education program. Plan how to integrate the educational activities provided to other children in your class with those selected for the child with ADD. Because no two children with ADD are alike, no single educational program, practice, or setting will be best for all children.

Academic Instruction

Children with ADD often have difficulty learning and achieving academically in school. Effective teachers constantly monitor the child and adapt and individualize academic instruction.

General Instructional Principles

Effective teachers help prepare their students to learn when they introduce, conduct, and conclude each academic lesson. These principles of effective instruction, which reflect what we know about how to educate all children in the class, will especially help a child with ADD to stay focused on his assigned tasks as he transitions from one lesson to another throughout the school day.

Students with ADD benefit from clear statements about their teacher's expectations at the beginning of the lesson. Consider these strategies.

1. **Review Previous Lessons.** Review information from previous lessons on this topic. For example, remind children that yesterday's lesson focused on learning how to regroup in subtraction. Review several problems before describing the current lesson.
2. **Set Learning Expectations.** State what students are expected to learn during the lesson. For example, explain to students that a language arts lesson will involve reading a story about Paul Bunyan and identifying new vocabulary words in the story.
3. **Set Behavioral Expectations.** Describe how students are expected to behave during a lesson. For example, tell children that they may talk quietly to their neighbors as they work on a seatwork assignment or raise their hands to get your attention.
4. **State Needed Materials.** Identify all materials that the child will need during the lesson. For example, specify that children need their journals and pencils for journal writing or their crayons, scissors, and colored paper for an art project; rather than leaving children to figure out on their own the materials required for a lesson.
5. **Explain Additional Resources.** Tell students how to obtain help in mastering the lesson. For example, remind the children to refer to a particular page in the textbook to get help in completing a work sheet.

When conducting an academic lesson, effective teachers use some of the following strategies.

6. **Use Audio-visual Materials.** Use a variety of audio-visual materials to present academic lessons. For example, use an overhead projector to demonstrate how to solve an addition problem requiring regrouping. The students can work on the problem at their desks, while you manipulate counters on the projector screen.
7. **Check Student Performance.** Question individual students about their mastery of the lesson. For example, you can ask a student doing seatwork to demonstrate how he or she arrived at the answer to a problem or ask individual students to state, in their own words, how the main character felt at the end of the story.

8. **Ask Probing Questions.** Probe for the correct answer before calling on another student Allow children sufficient time to work out the answer and ask follow-up questions that give the child an opportunity to demonstrate what he or she knows.

9. **Perform On-going Student Evaluation.** Identify students who need additional assistance. Watch for signs of lack of comprehension, such as daydreaming or visual or verbal indications of frustration. Provide these children with extra explanation or ask another student to serve as a peer tutor for the lesson.

10. **Help Students Self-Correct Their Own Mistakes.** Describe how students can identify and correct their own mistakes. For example, remind students that they should check their calculations in mathematics problems and reiterate how they can do that; remind students of particularly difficult spelling rules and how students can watch out for "easy-to-make" errors.

11. **Focus Dawdling Students.** Remind students who dawdle to keep working and redirect these students to focus on their assigned task. For example, you can provide follow-up directions or assign learning partners. These practices can be directed at individual children or at the entire class.

12. **Lower Noise Level.** Monitor the noise level in the classroom and provide corrective feedback, as needed. If the noise level exceeds the level appropriate for the type of lesson, remind all students—or individual students—about the behavior rules stated at the beginning of the lesson.

13. **Prepare for Transitions.** Students with ADD often have difficulty refocusing their attention as they end one academic lesson and move on to the next lesson. Effective teachers help their students prepare for these transitions when concluding a lesson.

14. **Provide Advance Warnings.** Provide advance warning that a lesson is about to end. Announce five or ten minutes prior to the end of the lesson (particularly for seatwork and group projects) how much time remains. You may also want to tell students at the beginning of the lesson how much time they will have to complete it.

15. **Check Assignments.** Check completed assignments for at least some students. Review with some students what they have learned during the lessons, to get a sense of how ready the class was for the lesson and how to plan the next lesson.

16. **Preview the Next Lesson.** Instruct students how to begin preparing for the next lesson. For example: Inform children that they need to put away their textbooks and come to the front of the room for a large-group spelling lesson.

Individualized Instructional Practices

Effective teachers individualize their instructional practices based on the needs of their students in different academic subjects. Students have different ways of getting information, not all of which involve traditional reading and listening. Individualized lessons in language arts, mathematics, and organizational skills benefit not only children with ADD, but also other children who have diverse learning needs.

Reading Comprehension

To help children with ADD who are poor readers improve their reading comprehension skills, try the following instructional practices:

17. **Silent Reading Time.** Establish a fixed time each day for silent reading.
18. **Follow-Along Reading.** Ask the child to read a story silently while listening to other students or the teacher read the story out loud to the entire class.
19. **Partner Reading Activities.** Pair the child with ADD with another student partner who is a strong reader. The partners take turns reading orally and listening to each other.
20. **Storyboards.** Ask the child to make storyboards that illustrate the sequence of main events in a story.
21. **Storytelling.** Schedule "storytelling" sessions where the child can retell a story he or she has read recently.
22. **Play-acting.** Schedule "play-acting" sessions where the child can role-play different characters in a favorite story.
23. **Word Bank.** Keep a word bank or dictionary of new or "hard-to-read" sight vocabulary words.
24. **Board Games for Reading Comprehension.** Play board games that provide practice with target reading comprehension skills or sight vocabulary words.
25. **Computer Games for Reading Comprehension.** Schedule computer time for the child to have "drill-and-practice" with sight vocabulary words.

Phonics and Grammar

To help children with ADD master phonics and grammar rules, try these activities:

26. **Mnemonics for Phonics and Grammar** Teach the child mnemonics that provide reminders about hard-to-learn grammatical rules such as (a) correct punctuation, (b) irregular verb tenses, and (c) correct capitalization.
27. **Word Families.** Teach the child to recognize and read word families that illustrate particular phonetic concepts (e.g., "ph" sounds).
28. **"Everyday" Examples of Grammar Rules.** Take advantage of naturally occurring events to teach grammar rules skills in the context of everyday life. For example, ask questions about the proper use of male and female pronouns of a boy and a girl who are reading a story together.
29. **Board Games for Phonics and Grammar.** Play board games that practice phonetically irregular words.
30. **Computer Games for Phonics and Grammar.** Use a computer to provide opportunities to have "drill-and-practice" with phonics or grammar lessons.
31. **Structured Programs for Phonics and Grammar.** Teach phonics and grammar skills through a structured program such as Sandy Rief's *Simply Phonics* program.

In composing stories or other writing assignments, children with ADD benefit from the following practices:

32. **Standards for Writing Assignments.** Identify and teach the child classroom wide standards for acceptable written work.
33. **Recognizing Parts of a Story.** Teach the student how to describe the major parts of the story (e.g., plot, main characters, setting, conflict, and resolution).
34. **Post Office.** Establish a "post office" in the classroom and provide students with opportunities to write, mail and receive letters to and from their classmates and teacher.
35. **Visualizing Compositions.** Ask the child to close his or her eyes and visualize a paragraph that the teacher reads aloud. Another variation of this technique is to ask a student to describe a recent event while the other students have their eyes closed.
36. **Proofreading Compositions.** Require that the child proofread his or her work before turning in written assignments. Provide the child with a list of items to check when proofreading his or her own work.

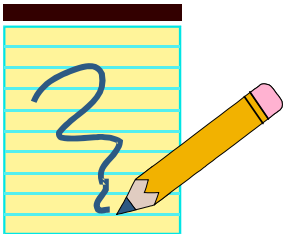
Spelling

To help children with ADD who are poor spellers master their spelling lessons, the following have been found to be helpful:

37. **Teaching Frequently Used Spelling Words.** Assign spelling words that the child routinely used in his or her speech each day.
38. **Creating a Dictionary of Misspelled Words.** Ask the child to keep a personal dictionary of frequently misspelled words.
39. **Using Partner Spelling Activities.** Pair the child with another student. Ask the partners to quiz each other about how to spell new words. Encourage both students to guess the correct spelling.
40. **Working with Manipulatives.** Use cut out letters or other letter formats to spell out hard-to-learn words.
41. **Using Color-Coded Letters.** Color code different letters in "hard-to-spell" words (e.g., receipt).
42. **Using Movement Activities.** Combine movement activities with spelling lessons (e.g., jump rope while spelling words out loud).
43. **Using "Everyday" Examples of Hard-to-Spell Words.** Take advantage of naturally occurring events to teach difficult spelling words in context. For example, ask a child eating a cheese sandwich to spell "sandwich."

Handwriting

Students with ADD who have difficulty with manuscript or cursive writing may benefit from these instructional practices.



44. **Individual Chalkboards.** Ask the child to practice copying and erasing the target words on a small, individual chalkboard. Pair children together to practice their target words.
45. **Quiet Place for Handwriting.** Provide the child with a special "quiet place" (e.g., a table outside the classroom) to complete handwriting assignments.
46. **Spacing Words on a Page.** Teach the child to use his or her finger to measure how much space to leave between each word in a written assignment.
47. **Special Writing Paper.** Ask the child to use special paper with vertical lines to learn to space letters and words on a page.
48. **Tape Recorders.** Ask the student to dictate writing assignments into a tape recorder.
49. **Dictating Writing Assignments.** Have the teacher or another student write down a story told by a child with ADD.
50. **Structured Programs for Handwriting.** Teach handwriting skills through a structured program such as Jan Olson's *Handwriting Without Tears* program.

Mathematics

There are several individual instructional practices that can help children with ADD improve their basic computation skills. The following are just a few.

51. **Recognizing Patterns in Mathematics.** Teach the student to recognize patterns when adding, subtracting, multiplying, or dividing whole numbers.
52. **Partner Mathematics Activities.** Pair a child with ADD with another student to provide opportunities for the partners to quiz each other about basic computation skills.
53. **Mnemonics for Basic Computation.** Teach the child mnemonics that describe basic steps in computing whole numbers. For example, "Don't Miss Susie's Boat" can be used to help the student recall the basic steps in long division (i.e., divide, multiply, subtract, bring down.)
54. **"Real Life" Examples of Money Skills.** Provide the child with naturally occurring, "real life" opportunities to practice target money skills. For example, ask the child to calculate his or her change when paying for lunch in the school cafeteria.
55. **Color Coding Arithmetic Symbols.** Color code basic arithmetic symbols such as +, -, and = to provide visual cues for children when they are computing whole numbers.
56. **Using Calculators to Check Basic Computation.** Ask the child to use a calculator to check his addition, subtraction, multiplication, or division.
57. **Board Games for Basic Computation.** Ask the child to play board games to practice adding, subtracting, multiplying, and dividing whole numbers.

58. **Computer Games for Basic Computation.** Schedule computer time for the child "drill-and-practice" with basic computation facts.

59. **Structured Programs for Basic Computation.** Teach basic computation skills through a structured program such as Innovative Learning Concepts' *Touch Math* program.

Solving Word Problems

To help children with ADD improve their skill in solving word problems in mathematics, it may be useful to try the following.

60. **Rereading the Problem.** Teach the child to read a word problem *two times*_before beginning to compute the answer.

61. **Using Clue Words.** Teach the child "clue words" that identify which operation to use when solving word problems. For example, words such "sum," "total," or "all together" may indicate an addition operation.

62. **Mnemonics for Word Problems.** Teach students mnemonics that help remind them of basic questions to ask in solving word problems (e.g., what is the question asked in the problem, what information do you have to figure out the answer, and what operation should you use to compute the answer).

63. **"Real Life" Examples of Word problems.** Ask the student to create and solve word problems that provide practice with specific target operations such as addition, subtraction, multiplication, or division. These problems can be based on recent, "real life" events in the children's lives.

64. **Using Calculators to Check Word Problems.** Ask the student to use a calculator to check his or her answers to assigned word problems.

Special Materials

Some children with ADD benefit from using special materials to help them complete their mathematics assignments.

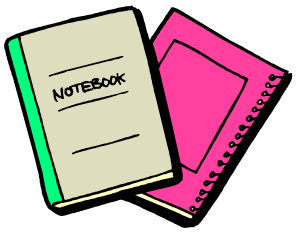
65. **Number Lines.** Provide a number line for the child to use when computing whole numbers.

66. **Manipulatives.** Use manipulatives to help students gain basic computation skills such as counting poker chips when adding single digit numbers.

67. **Graph Paper.** Ask the child to use graph paper to help organize columns when adding, subtracting, multiplying, or dividing whole numbers.

Organizational Skills

Many students with ADD are easily distracted and have difficulty focusing their attention on assigned tasks. However, there are several practices that can help children with ADD improve their organization of homework and other daily assignments.



68. **Assignment Notebook.** Provide the child with an assignments notebook to help organize homework and other seatwork.
69. **Color-Coded Folders.** Provide the child with color-coded folders to help organize assignments for different academic subjects (e.g., reading, mathematics, social science, and science).
70. **Homework Partners**. Assign the child a partner to help record homework and other seatwork in the proper folders and assignments notebook.
71. **Cleaning Out Desks and Book Bags.** Ask the child to periodically sort through and clean out his or her desk, book bag, and other special places where written assignments are stored.

Children with ADD who have difficulty finishing their assignments on time can also benefit from individualized instruction that helps them improve their time management skills.

72. **Using a Wristwatch.** Teach the child how to read and use a wristwatch to manage his or her time when completing assigned work.
73. **Using a Calendar.** Teach the child how to read and use a calendar to schedule his or her assignments.
74. **Practicing Sequencing Activities.** Provide the child with supervised opportunities to break down a long assignment into a sequence of short, interrelated activities.
75. **Creating a Daily Activity Schedule.** Tape a schedule of planned daily activities to the child's desk.

Study Skills

76. **Using Ven Diagrams.** Teach a child with ADD how to use Venn diagrams to help illustrate and organize key concepts in reading, mathematics, or other academic subjects.
77. **Note-Taking Skills.** Teach a child with ADD how to take notes when organizing key academic concepts that he or she has learned with a program such as Anita Archer's *Skills for School Success.*
78. **Developing a Checklist of Frequent Mistakes.** Provide the child with a checklist of mistakes that he or she frequently makes in written assignments (e.g., punctuation or capitalization errors), mathematics (e.g., addition or subtraction errors), or other academic subjects. Teach the child how to use this list when proofreading his or her work at home and school.

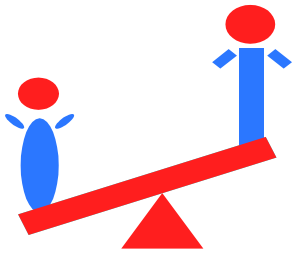
79. **Using a Checklist of Homework Supplies.** Provide the child with a checklist that identifies categories of items needed for homework assignments (e.g., books, pencils, and homework assignment sheets).

80. **Preparing Uncluttered Workspace.** Teach a child with ADD how to prepare an uncluttered workspace to complete his assignments. For example, instruct the child to clear away unnecessary books or other materials *before* beginning an assignment.

81. **Monitoring Homework Assignments.** Keep track of how well your students with ADD complete their assigned homework. Discuss and resolve with them and their parents any problems in completing these assignments. For example, evaluate the difficulty of the assignments and the time spent on nightly homework.

Behavior Management

Children with ADD often are impulsive and hyperactive. Effective teachers use behavior management techniques to help these children learn how to control their behavior.



Verbal Reinforcement

Students with ADD benefit from frequent reinforcement of appropriate behavior and correction of inappropriate behavior. Verbal reinforcement takes on the form of praise and reprimands. In addition, it is sometimes helpful to selectively ignore inappropriate behavior.

82. **Verbal Praise.** Simple phrases such as "good job" encourage a child to act appropriately. Praise children frequently, and look for a behavior to praise before—not after—a child is off task.

83. **Verbal Reprimands.** Do not hesitate to request that a child change his or her behavior. The most effective reprimands are brief and directed at the child's behavior—not at the child.

84. **Selective Ignoring of Inappropriate Behavior.** Carefully evaluate whether to intervene when a child misbehaves. In some instances, it is helpful to ignore the child's inappropriate behavior, particularly if a child is misbehaving to get your attention.

Cues and Prompts

Effective teachers also use behavioral prompts with their students with ADD, as well as with other students in the class. These prompts help to remind students about your expectations for their learning and behavior in the classroom.

85. **Visual Cues.** Establish simple and non-intrusive visual cues to remind the child to remain on task. For example, you can point at the child while looking him or her in the eye, or hold out your hand, palm down near the child.

86. **Proximity Control.** When talking to a child, move to where the child is standing or sitting. Your physical proximity to the child will help the child to focus and pay attention to what you are saying.

87. **Counseling.** In some instances, children with ADD need counseling to learn how to manage their own behavior.

88. **Classroom Interviews.** Discuss how to resolve social conflicts with classroom interviews. Conduct impromptu counseling sessions with one student or a small group of students in the classroom where the conflict arises. In this setting, ask two children who are arguing about a game to discuss how to settle their differences. Encourage the children to resolve their problem by talking to each other, while you quietly monitor their interactions during the interview.

89. **Social Skill Classes.** Teach children with ADD appropriate social skills using a structured pull out class. For example, you can ask the children to role-play and model different solutions to common social problems. It is critical to provide for the generalization of these skills, including structured opportunities for the children to use the social skills they learn.

For some children with ADD, behavioral contracts, tangible rewards, or token economy systems are helpful in teaching them how to manage their own behavior. Because students' individual needs are different, it is important for teachers to evaluate whether these practices are appropriate for their classrooms.

90. **Behavioral Contract.** Identify specific academic or behavioral goals for the child with ADD. Work together with the child to cooperatively identify appropriate goal such as completing homework assignments on time and obeying safety rules on the school playground. Take the time to ensure that the child agrees that his or her goals are important to master.

91. **Tangible Rewards.** Use tangible rewards to reinforce appropriate behavior. These rewards can include (a) stickers such as "happy faces" or sports team emblems or (b) privileges, such as extra time on the computer or lunch with the teacher. In some cases, you may be able to enlist the support of parents in rewarding the children at home.

92. **Token Economy System.** Use token economy systems to motivate a child to achieve a goal identified in a behavioral contract. For example, a child can earn points for each homework assignment completed on time. In some cases, students also lose points for each homework assignment not completed on time. After earning a specified number of points, the student receives a tangible reward such as extra time on a computer or a "free period" on Friday afternoon.

Classroom Accommodations

Many children with ADD benefit from accommodations that reduce distractions in the classroom environment. These accommodations, which include modifications within both the physical environment and learning environment of the classroom, help some children with ADD stay on task and learn. Accommodations of the physical environment include determining where a child with ADD will sit in the classroom. There are two main types of special seat assignments.

93. **Seat Near the Teacher.** Assign a child a seat near your desk at the front of the room. This seat assignment provides opportunities for you to monitor and reinforce the child's on-task behavior.

94. **Seat Near a Student Role Model.** Assign a child a seat near a student role model. This seat arrangement provides opportunities for children to work cooperatively and learn from their peers in the class.

Effective teachers also use different environmental prompts to make accommodations within the physical environment of the classroom.

95. **Hand Gestures.** Use hand gestures signals to communicate privately with a child with ADD. For example, ask the child to raise his or her hand every time you ask a question. A closed fist can signal that the child knows the answer; an open palm can signal that he or she does not know the answer. You would call on the child to answer only when he or she makes a fist.

96. **Egg Timers.** Use a timer to show the time at which the lesson is starting and the time at which it will conclude. Set a timer to indicate to children how much time remains in the lesson and place it at the front of the classroom; the children can check the timer to see how much time remains. Interim prompts can be used as well. For instance, children can monitor their own progress during a 30-minute lesson if the timer is set for 10 minutes three times.

97. **Classroom Lights.** Turning the classroom lights "on and off" prompts children that the noise level in the room is too high and they should be quiet. This practice can also be used to signal that it is time to begin preparing for the next lesson.

98. **Music.** Play music on a tape recorder or chords on a piano to prompt children that they are too noisy. In addition, playing different types of music on a tape recorder communicates to children what level of activity is appropriate for a particular lesson. Play quiet classical music for quiet seat activities and jazz for active group activities.

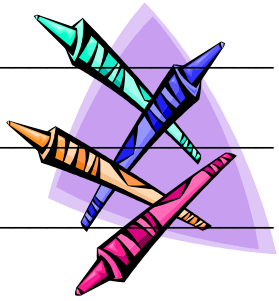
Effective teachers also use special instructional tools to modify the learning environment and accommodate the special needs of their students with ADD.

99. **Highlighting Key Words.** Highlight key words in the instructions on worksheets to help the child with ADD focus on the directions. You can prepare the worksheet before the lesson begins or underline key words as you and the child read the directions together.

100. **Using Pointers.** Teach the child to use a pointer to help visually track written words on a page. For example, provide the child with a bookmark to help him or her follow along when students are taking turns reading aloud.

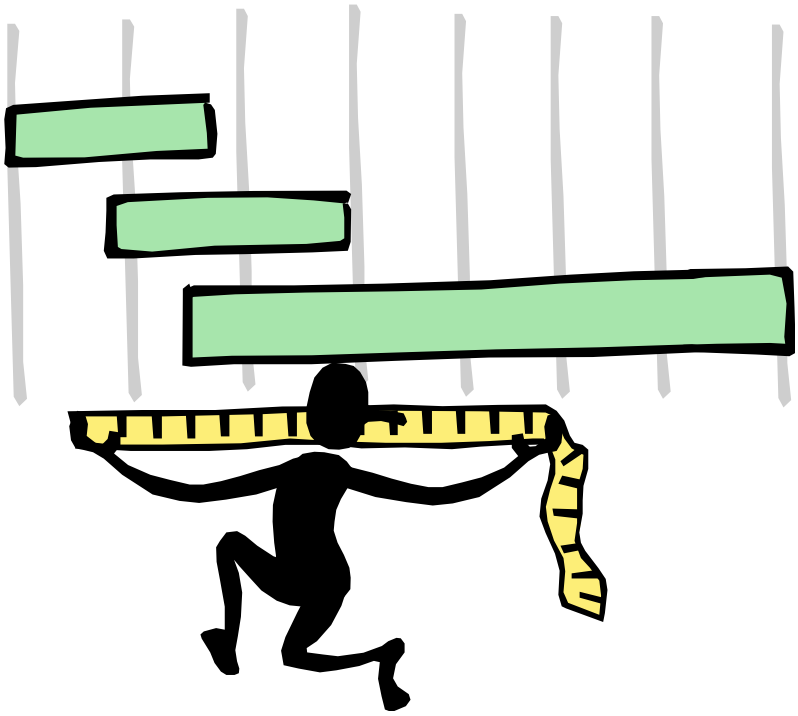
101. **Adapting Worksheets.** Teach a child how to adapt instructional worksheets. For example, help a child fold his or her reading worksheet to reveal only one question at a time. The child can also use a blank piece of paper to cover the other questions on the page to allow them to focus on one question at a time.

Notes



Section 8

Measuring Student Progress



Student Assessment for Classroom Instruction

Accurate assessment of student learning is an important part of the instructional process. Successful classroom teachers use on-going assessment to plan lessons and classroom activities. Assessment may be informal or formal. Teachers may prepare tests based on the material covered or the skill taught. They may use commercially prepared tests that are a part of an adopted curriculum. In addition to these assessments, progress is also measured by standardized tests as mandated by local school districts and the state department education. The rules governing these tests are covered in the section entitled State Mandated Assessments.

Daily classroom instruction offers opportunities for flexibility in measuring the outcomes of learning activities. Some tools to consider include:

> Assessment provides the opportunity to see if we are effectively meeting the needs of children. We can not afford to waste valuable time or the child's education with ineffective instruction.

Preparing Teacher-Made Tests

Some students with reading difficulties may not be able to succeed when presented with a regular class test. Even though they know the material, the awesome task of reading a test combined with understanding the questions may be overwhelming. Giving the answer under pressure may be too much for them. Some students may need help with spelling the answers or may need to tape responses to essay questions instead of writing them. Teachers will be surprised at the improvement in both the achievement and motivation of their students when these simple adaptations are made.

Teachers expect students to hand in papers that are proofread for errors. Students should expect to take tests that are constructed without errors. Teachers should take special care to make sure that tests contain correct information and are free of errors that might mislead or confuse the student. Four factors are important in constructing tests for students: appearance, format, length /variety and readability.

Appearance

Copies should be clear, distinct, and clean. Students with reading disabilities or visual impairments require clear, distinct letters.

- Ample margins and spacing: 1½" border at the top and bottom; 1" border on each side; and a minimum of two spaces between questions.
- Multiple-choice alternatives should be placed vertically.

Original Version: What is the most effective agent of erosion?
a) waves and currents b) glaciers c) percolating groundwater d) runoff

Revised Version: What is the most effective agent of erosion?

1. waves and currents
2. glaciers
3. percolating groundwater
4. runoff

Format for Teacher-Made Tests

- CAPITALIZE or underline words such as always, never, and not.
- Alternatives to multiple-choice answers should be brief.
- Avoid negative questions, especially in True-False tests.
- Do not include more than ten items on matching lists.
- Provide short answer alternatives if you want them spelled correctly.
- Tricky items invalidate a test and increase test anxiety.

Adapt the test-taking procedure by emphasizing learning by rote (facts in orderly presentation) and factual information. Students that have difficulty organizing concepts or have trouble with abstract concepts will not perform well on essay tests. Consider alternative methods of assessment.

Testing Length and Variety

Allow adequate time for test taking to insure that it is a valid measure of what students have learned. After designing a test, ask a colleague to take the test. The colleague's time is tripled to get an estimate of the proper time limit of the test. However, students who have specific reading difficulties may require more time or may require the test to be read aloud.

It is best to use at least three question formats on a major unit test. This provides an opportunity to place different weights on types of questions based on the student's individual strengths or learning style. This approach offers a better measure of mastery.

Test Readability

When designing teacher made tests, it is important to create a test that is measures what has been taught. Here are a few tips to remember:

- Eliminate unnecessary words, especially in multiple-choice tests.
- Use synonyms when possible.
- Use concise sentences.
- Keep the directions simple.
- If essay questions will be included, carefully list the exact type of response you expect.
- Allow ample space for writing answers to accommodate large handwriting.
- Allow students to cross out questions they have completed. This step decreases the visual field, thus making the test format less complicated.

Sample Point System for Classroom Behaviors	
15 Points	You completed your work well (with no hassle)
10 Points	You completed your work, but had to be reminded of your task
-5 Points	You goofed off or disrupted others
0 Points	You did nothing or were called out for behavior
	Bonus
5 Points	You had a pencil and were in your seat when the bell rang.

Student Skills Required by Test Format

- **Essay test/ Short answer**
  Know the material, be able to process a lot of material, good memory skills (needs no stimulus cues), good organizational skills, high vocabulary, read at test vocabulary level, and be able to express answers in writing.

- **Listing**
  Know the material, be able to process a lot of material, good memory skills (needs few or no stimulus cues), be able to express answers in writing, good organizational skills, and read at test vocabulary level.

- **Fill-In-the-Blank**
  Know the material, read at test vocabulary level, good memory skills, be able to express answers in writing, and be able to transfer answers (if supplied).

- **Computation**
  Know the basic math facts, know mathematical processes, good organizational skills, read at test vocabulary level (word problems), be able to 'visualize' problems, sometimes need to transfer answer to answer column.

- **Multiple Choice**
  Know the material, read at test vocabulary level, and be able to transfer answers to answer column or sheet if required.

- **Matching**
  Know the material, read at vocabulary level of test, and be able to transfer answers to answer column or sheet if required

- **True or False**
  Know the material, read at vocabulary level of test, and be able to transfer answers to answer column or sheet if required.

Note: In general, essay/short answer, listing, fill-in-the-blank tests are more frustrating and require more skill than multiple choice, matching or true-false tests. When choosing a format, consider the student's skill levels as well as your purpose. If a student fails a test, it should not be due to the lack of skills required by the test format.

Test Modification for Non-Standardized Tests

Low performance grades on tests are often an area of concern for teachers. A test should be designed to allow the student to demonstrate what he/she has learned. Often times (depending upon the disability), a student is unable to demonstrate learning due to the type of response required on the test. The following continuum suggests ways to modify the student's response mode to help better demonstrate what he/she has learned. The low numbers indicate a minimum amount of accommodation by the teacher with higher numbers indicating greater accommodation. In the case of students receiving special education services, the student's IEP should discuss any grading modifications that may apply, particularly with respect to subjects in a general education setting. Students may be given modified grades only if these options are available to all students.

Basic questions to consider in choosing accommodations for non-standardized tests:

- Is the student able to demonstrate knowledge in the response mode required by the test?
- Does this test measure the ability to take the given type of test or does it test the knowledge acquired in class?

Continuum of Test Modifications for Non Standardized Tests

Least Accommodation

1. Student takes written test in the same time frame as all students.
2. Student takes written test with extra time provided.
3. Student takes written test with teacher assistance in reading words or paraphrasing questions.
4. Student listens to tape of test while reading test copy. Student manipulates tape recorder to work at own pace.
5. Teacher, resource teacher, counselor or paraprofessional reads test to student. Questions are paraphrased as needed
6. Student takes written test that is shortened version of regular test.
7. Student takes written test answering questions that have been starred by the teacher. When starred items are completed, student may attempt other items within the time limit. To score this test, divide number correct by number attempted x 100=%.
8. Student works as many items as possible within a given time limit. Score in the same manner as # 7.
9. Student takes short version of regular test with test items limited to a few matching, multiple choice and true and false.
10. Teacher gives short, oral exam; student responds orally.

Most Accommodation

Alternative Grading Techniques

Traditional grading based solely on test scores often poses significant problems for students who are considered at-risk or those with learning difficulties. Low grades reinforce cycles of failure. Grades do not describe strengths and weaknesses or reflect the student's level of functioning. At the same time, giving a student happy faces just to make them feel good does not give the student an honest assessment of their performance. Adapting grading procedures may address these problems while providing a clear picture of student progress. Some suggestions include:

- **Advance Warning System** - Two weeks before report cards are to be sent home, the student is given a facsimile report card with grades entered. Students are provided with information about missing assignments or alternatives to improve the grades. This information can also be provided to parents so that there are no surprises on report card day!

- **Chart of Progress** - Have students keep a chart, graph or log of their progress. Grades are based on how much learning has occurred during a given time.

- **Extra Credit or Bonus Points**- Allow special projects or assignments to supplement a test score if a student makes a poor grade on a test. **"**If you will bring your book every day and be on time every period, you will earn 40 points on the final." "You will earn a C if you write at least 50 words on a theme assignment."

- **Multiple Grades** – Students receive grades for achievement, ability and attitude for a particular task or activity. A grade of C-A-A would mean the student demonstrated average achievement, progressed further than expected for his ability, and has a good attitude.

- **Marking Systems** – Develop a marking system to show errors or incorrect answers that do not make a student's work "bleed" with red marks! Writing *sp*. above or beside misspelled words or placing a penciled dot or x next to an incorrect answer will point out the error, but does not paint a picture of failure!

- **Pass or Fail** –In some cases, a pass/fail or satisfactory/unsatisfactory system may be useful. Students should be provided with examples of acceptable work. Knowing what it takes to *make the grade* gives students a concrete model to guide them to a successful outcome.

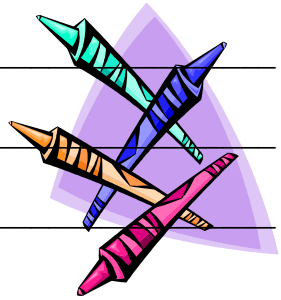
- **Project Options** - Work-study projects in the community may be assigned when relevant to course content. Grades can be based on participation and tasks completed.

- **Self-Grading** - Students become more aware of their own achievement when they are involved in grading their own work. This practice may help the student identify areas for improvement.

- **Task Mastery Grading** - Student and teacher meet to discuss progress. Grade is based on level of mastery. A student contract that identifies criteria to earn a grade is an effective tool.

- **Vary Test Taking** – Consider learning styles and student's strengths when planning assessments of student progress. Provide opportunities for oral tests, take-home tests, etc. Establish the best method to provide a true picture of what the student has learned.

Notes



Section 9

State Mandated Assessments

New Mexico Statewide Assessment System

The information source for this section is the NM Public Education Department, Office of Special Education technical assistance document *Participation of Students with Disabilities in the New Mexico Statewide Assessment.*

The New Mexico Public Education Department has prepared specific guidance to school districts regarding student participation in State and district-wide assessment to address the requirements of IDEA '97 and No Child Left Behind. The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) established a legal requirement to include students with disabilities in general state and district-wide assessments with appropriate accommodations and modifications in administration, if necessary. IDEA '97 required states to develop alternate assessments with participation guidelines for children whose disabilities preclude them from participating in the general assessments.

Although the IDEA '97 regulations do not include specific accountability requirements, states are held accountable through the reauthorization of the Elementary and Secondary Education Act (ESEA) known as No Child Left Behind (NCLB). The goal of NCLB is to improve the academic achievement of all students attending the nation's public schools including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency. It requires measurement of adequate yearly progress (AYP) and the inclusion of students with disabilities in state assessment and accountability systems. States are required to create accountability systems that are based upon a comprehensive system of assessments that are tied to the state's content standards and benchmarks and lead to the valid and reliable measurement of student performance at a variety of levels.

All public school students, with the exceptions indicated below, shall participate in the New Mexico achievement assessment program which includes a reading assessment in grades 1 and 2, norm-referenced standardized testing in grades 3 through 9, writing assessment in grades 4 and 6, and the New Mexico high school competency examination (NMHSCE) in grade 10.

Language exemptions: Students who have limited English skills as determined by the local education agency's language assessment instrument may be exempted from the statewide testing program, provided all such exemptions are reported to PED.

- *Language exemptions for grades 1-9:* The educational achievement in language arts, mathematics, science, and social studies of all students in grades 3 through 9 who have been exempted from the statewide testing program for limited English language skills must be assessed with a standardized test in a language appropriate for each student. If an appropriate test does not exist for a particular language, then educational achievement must be assessed by each student's teacher(s). Determination of mastery may involve the following: classroom, school, or district tests; student class work; and systematic teacher observations.

- *Language exemptions for grades 10-12:* For students with limited English language skills, who are exempted from the NMHSCE, the district should implement alternative assessment methods to determine mastery of content standards.

Students with disabilities: Students with disabilities who receive special education and related services shall participate in all statewide and district-wide assessments of student achievement or in state-approved alternate assessments. Pursuant to Subsection E of 6.31.2.11 NMAC and 34 CFR Sec. 300.347 (a) (5), the individualized education programs (IEPs) for such students shall specify which assessments each student will participate in and what if any accommodations or modifications in administration are needed to enable the student to participate. The IEPs for students who will not participate in a particular statewide or district-wide assessment shall explain why that assessment is not appropriate for that student and how the student will be assessed using current state-approved criteria, methods, and instruments.

A Note from Parents Reaching Out

Plan Ahead

The IEP team should look at the reading level for the 8th grade transition meeting. If the student is not close enough to being on grade level for reading, the student may not have the essential skills to pass the high school competency exam. The guidelines for this exam are described later in this section.

The honorable thing to do at the transition meeting is to identify and provide intense scientific measurable reading program to insure the student success and the opportunity to catch up.

The team should consider the "Career Readiness" path to the diploma at this time as it is easier to change to a standard path than to change to a career readiness path. The Public Education Department provides specific guidance for this process in their technical assistance documents: Developing Quality IEPs and Pathways to the Diploma.

Participation of Students with Disabilities in the New Mexico Statewide Assessment Program

All students with disabilities will participate in the statewide assessment program in one of three ways:

- Standard administration of the general assessment in the exact same manner as their non-disabled peers (without accommodations).
- Administration of the general assessment with appropriate accommodations.
- Students with significant disabilities who are unable to participate in the general assessment, even with accommodations, may participate in the New Mexico Alternate Assessment provided they meet the participation criteria.

The IEP team is responsible for determining which option is most appropriate for each student. This decision should be made after careful consideration of the student's unique needs and after careful consideration of the specific test or tests that the student is required to take at his or her grade level. There should be a clear understanding among all IEP members of how the student will participate in the assessment program. In addition, those IEP team members responsible for actually administering the test should have a clear understanding of the impact that the IEP team's decision will have on the completion of the student demographic forms attached to test materials. These demographic forms require the test administrator to indicate whether the student took the test under standard conditions with no accommodations or with accommodations.

The Special Education Office (SEO) strongly recommends that IEP teams make the decision as to which option is most appropriate for students with disabilities long before the actual testing window. This enables the student, his or her teachers, and other staff if necessary, time to adequately prepare for the test's administration. IEP teams are encouraged to consult the SEO's Technical Assistance Manual: Developing Quality IEPs, for additional information on how to meet the procedural requirements of the IEP process that pertain to participation in state and district-wide assessments.

Accommodations vs. Modifications

For the purposes of this manual, the SEO makes the following distinction between "accommodations" and "modifications" and adopts the following two definitions from the Council of Chief State School Officers' (CCSSO's) state collaborative on Assessing Special Education Students (ASES):

- Accommodations—Changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity not advantage and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student's IEP or Section 504 plan and used regularly during instruction and classroom assessment.
- Modifications—A change to the testing conditions, procedures, and/or formatting so that measurement of the intended construct is no longer valid.

IEP teams may consider the use of accommodations for students with disabilities because accommodations do not alter the construct of what is being measured by the test. However, the use of modifications is prohibited for assessments that factor into district and state reporting and accountability results.

Types of Accommodations

As mentioned in the definition above, accommodations alter the administration of an assessment in a variety of ways. However, accommodations do not alter or change the construct that is being measured. The PED recognizes three categories or types of accommodations:

1. **Presentation**—accommodations that change how test items are given to a student
2. **Response**—accommodations that change how a student is required to respond to the test items
3. **Timing**—accommodations that change the amount of time required for the student to complete the test, or portion of the test or change when the test is administered

Detailed guidance to assist IEP teams in determining the appropriate use of accommodations is provided in the SEO Technical Assistance Document *Participation of Students with Disabilities in the New Mexico Statewide Assessment.*

Please note the following revised definitions.

Special Education Standardized means that the student participated in the required general assessment in the same manner as his or her non-disabled peers and the IEP team determined that the student did not require any accommodations in order to demonstrate his or her mastery of the tested material.

Special Education with Accommodation means that the student participated in the general assessment with accommodations from the state-approved list that were deemed appropriate by the student's IEP team.

Determining Appropriate Accommodations

Important Considerations for IEP Teams

The student's IEP team makes the decision as to the type of accommodations a student should receive. *It is not a unilateral decision made by one individual.* It is important that those involved in the decision making process during the IEP meeting have a clear understanding of the student's needs as well as the specific test or tests that the student is required to take. The IEP team should also be able to explain how the disability impacts a student's ability to demonstrate his or her level of mastery of the academic skills as measured by the particular assessment. This will enable the IEP team to make sound decisions as to what accommodations, if any, the student requires for participation in general state and district-wide assessments. Gorn (2000) offers the following suggestions to IEP teams when considering appropriate accommodations:

- The educational programs for students with disabilities needing accommodations must teach the skills being tested and in the format they are being tested.
- Do not assume that all students with disabilities need accommodations, or that certain accommodations are "foregone conclusions."
- Be prepared to fully explain the nature of a student's disability, and why a particular accommodation is necessary.
- Generally, accommodation needs should be apparent long before the student takes a "high stakes" standardized test.
- Do not provide accommodations that affect the test's validity (defined as modifications in this manual). Your policy should provide for allowable accommodations when necessary for individual students.
- Accommodations decisions should be made by people who are familiar with the student and his or her educational program, as well as people familiar with the purpose of the test, what the scores mean, and what relevant policies are.
- Make sure students, parents, teachers, and administrators understand the PED's policy on accommodations and know how conflicts will be resolved.
- In addition, when considering the types of assessment accommodations that a student requires, the IEP team should first consider the types of instructional, or classroom, accommodations the student is receiving on a daily basis, and which of those classroom accommodations are appropriate for use during the administration of a state or district-wide assessment. Students should be involved in IEP team decisions about testing accommodations, especially in cases where the student will be participating in the NMHSCE and receipt of a high school diploma may be attached to the student's performance on the test. The student may be able to explain what needs and supports, if any, he or she requires for appropriate participation in the assessment.

Out-of-level testing is not acceptable in New Mexico, as it is not supported by NCLB.

Accommodations must be a part of the student's daily classroom instruction.

The New Mexico Alternate Assessment

While the vast majority of students with disabilities will participate in general assessments either with or without accommodations, a small percentage of students require an alternate form of assessment due to the nature of their disabilities. The SEO convened a group of professionals with experience in the field of severe disabilities in order to develop such an assessment. The end result is the New Mexico Alternate Assessment.

The PED Bilingual Office provides separate guidance on accommodations to ELL students. This information can be accessed at the PED Bilingual Office website at the following address: http://sde.state.nm.us/div/learn.serv/Bilingual/dl/ell.accommodations.second.release.doc

As required by IDEA, the PED established a set of criteria that students must meet in order to take the New Mexico Alternate Assessment. These criteria have recently been revised and are included in the Addendum for Determining Eligibility for the New Mexico Alternate Assessment. Please consult the Technical Assistance Document *Participation of Students with Disabilities in the New Mexico Statewide Assessment*.

Upon consideration of the participation criteria, the IEP team, as a group of individuals with a clear understanding of the student's needs, must determine whether the student is eligible to take the New Mexico Alternate Assessment. It is not a unilateral decision to be made by an individual teacher or a district or school administrator, but one that comes after careful review of the criteria and documentation by the IEP team that supports the IEP team's decision. If the IEP team determines that the student meets all criteria, it is then the team's responsibility to document this finding within the IEP by filling out the Addendum and indicating that the student will participate in the New Mexico Alternate Assessment.

The SEO stresses the importance of the participation criteria. In particular, the SEO emphasizes the point that the determination of eligibility for participation in the New Mexico Alternate Assessment is an IEP team decision. Also, it is necessary to again point out that the New Mexico Alternate Assessment was developed for a very small percentage of students with the most significant cognitive disabilities. Therefore, the New Mexico Alternate Assessment should not be administered to all students with disabilities. Again, the PED strongly encourages the use of the Addendum to document that the IEP team has considered all participation criteria.

The Special Education Office provides an online training on the administration of the New Mexico Alternate Assessment, that can be accessed via the SEO website.

Students with Disabilities and High Stakes Assessments

A high stakes test is a test with important consequences attached to the students, teachers, schools, districts, and/or states. Consequences may include promotion, graduation, rewards, or sanctions. In New Mexico, students without disabilities and students with disabilities who are on the "standard pathway" must pass the **New Mexico High School Competency Exam** (NMHSCE) in order to graduate and receive a high school diploma.

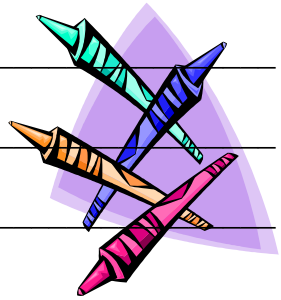
All students have four opportunities to take and pass all components of the NMHSCE prior to graduation. Further, students have five years after receiving a certificate of completed coursework to take the test, pass all components, and receive a diploma. Students who decline this opportunity will then be listed as high school dropouts. A student with a disability may be awarded a diploma using 1 of 3 programs of study.

- Standard pathway—a student must pass all sections of the NMHSCE under standard administration or with state-approved accommodations and meet all other standard graduation requirements.
- Career readiness pathway—a student must take the current state graduation examination administered under NMSA 1978, Sec. 22-2-8.4 (D) and achieve a level of competency to be determined by the student's IEP team; earn the number of credits required for graduation through standard or alternative courses as determined by the IEP team; and achieve competency in all areas of the career readiness standards with benchmarks as determined by the IEP team.
- Ability pathway—a student must take either the current state graduation examination administered under NMSA 1978, Sec. 22-2-8.4 (D) or the state-approved alternate assessment, achieving a level of competency to be determined by the student's IEP team, and meet all other graduation requirements established by the IEP team.

The standard pathway requires a student with a disability to take components of the NMHSCE (or current state graduation exam) and pass the test by achieving the minimum level of competency required for all students. The career readiness pathway also requires students with disabilities to take the NMHSCE (or current state graduation exam). However, the student is required to achieve a level of proficiency that is determined by his or her IEP team. The ability program of study requires a student with a disability to take either the current state graduation exam (general assessment) or an approved alternate assessment and achieve a level of competency that is determined by the student's IEP team.

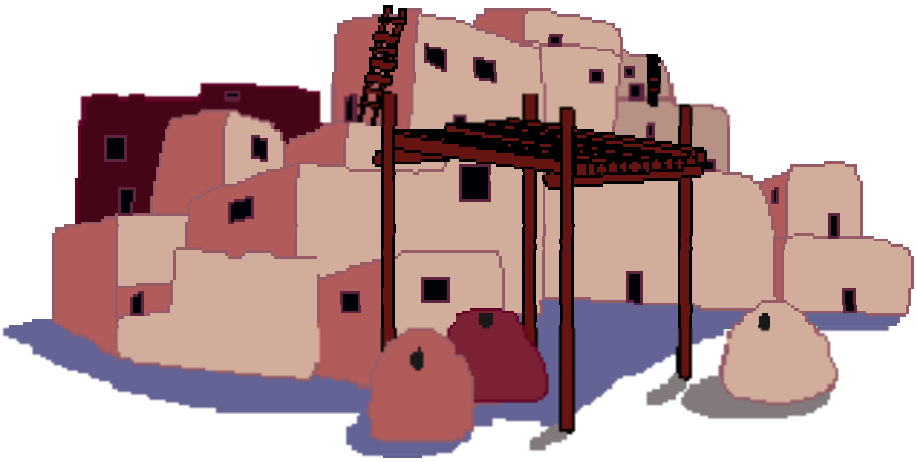
The pathways outline three avenues for students with disabilities to receive a diploma. The IEP team is responsible for determining which pathway is most appropriate for each individual student. IEP teams must be knowledgeable about these pathways and how to determine the appropriate pathway for individual students. (A copy of the SEO's technical assistance manual, *Pathways to the Diploma: Graduation Options for Students with Disabilities*, can be found at http://www.sde.state.nm.us/div/learn.serv/spec.ed/index.html)

Notes



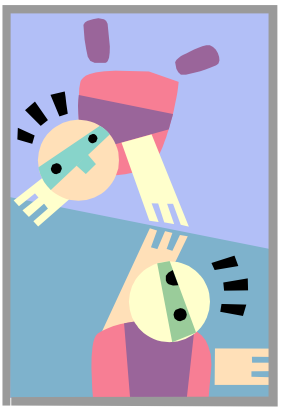
Section 10

Links for Success



As this book comes to an end, we want remind you of the importance of communication and relationships. The connection between schools and families is an important part of successful learning experiences for any child. The collaboration among staff members who work with our children builds opportunities for learning. Good communication builds effective partnerships. Learning new ideas, asking questions and sharing information helps team members adapt instruction to meet the learner's needs. It is important to know that the modifications we're using are actually working for the student. The tools in this section are designed to assist teams in identifying the supports or modifications that foster success.

Unity



I dreamed I stood in a studio
and watched two sculptors here.

The clay they used was a young child's mind,
and they fashioned it with care.

One was a teacher.
The tools he used were books and music and art.

One was a parent with a guiding hand,
and a gentle, loving heart.

Day after day the teacher toiled,
with touch that was deft and sure.

While the parent labored by his side
and polished and smoothed it over.

And when at last their task was done,
they stood proud of what they had wrought.

For things they had molded into the child
could neither be sold or bought.

And each agreed he would have failed
if he had worked alone.

For behind the parent stood the school,
and behind the teacher, the home.

Author Unknown

Modifications Planning

Student assistance teams may find this section useful as they consider *pre-referral interventions* to help a student. The team can select strategies and work with the classroom teacher to implement and monitor the outcomes. It is important to keep written documentation over a period of time in order to assess the value of the intervention. Documentation will also be useful should the team decide that the student should be referred for a diagnostic evaluation.

When a student is eligible for special education services, it is very important for the IEP team to consider modifications that will provide successful outcomes in the least restrictive environment. The modifications determined by the IEP team should be described specifically for each setting the student encounters during a school day. The supports a student needs may vary from setting to setting, subject to subject and task to task. Once the team has chosen the best modifications, it is important that every staff member who works with the student receives a copy of the modifications. Supports (including training for staff) and/or specialized equipment to implement the modifications should be identified in the IEP.

The information that follows is intended to provide tools for discussion when considering modifications to improve educational outcomes for a student. Modifications should be specific to the student's needs to provide the greatest access to the general curriculum. This is not a *one size fits all approach* and should include specifics that will describe when, where and under what circumstances the modification(s) will be used.

Assignments

- Give directions in small concise steps
  ___ written ___ verbal ___ picture
- Provide written summary of verbal directions
- Reduce level of difficulty
- Shorten assignment
- Reduce paper/pencil tasks
- Give extra cues/prompts
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Make/use vocabulary file cards
- Reduce language/reading level
- Use total communication
- Facilitated communication
- Use visual sequence/schedule
- Individualize work system
- Develop a consistent routine
- Calendar box
- Other _____

Environment

- Preferential seating
- Planned seating
  ___ lunchroom ___ bus ___ auditorium ___ class
- Alter the physical arrangement of room
- Reduce/minimize distractions
  ___ visual ___ spatial ___ auditory ___ movement
- Teach positive rules for respecting personal space
- Other _____

Materials

- Arrangement of materials on page
- Taped texts and/or other class materials
- Highlight texts/study guides
- Note taking assistance; Copy of notes of another student
- Type teacher material
- Large print
- Special equipment
  ___ electric typewriter ___ computer
  ___ calculator ___ other
  ___ video recorder ____ tape recorder
- Telephone adaptations
- Other _____

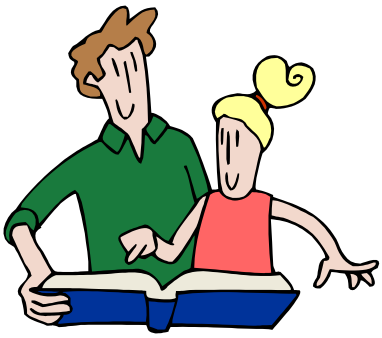
Motivational Reinforcement

- Verbal ___ Non-verbal
- Positive reinforcement
- Concrete reinforcement
- Planned motivation strategies
- Teach sequence of activities
- Offer choices
- Use student strengths and interests
- Other _____

Pacing

- Extend time requirements
- Vary activity frequently or allow breaks
- Reduce or omit assignments requiring writing in timed situation
- Send texts home for summer preview
- Home set of text/materials for preview or review
- Develop visual schedule
- Other _____

Presentation of Subject Matter



- Teach to student's learning style
  __ visual __ auditory __ tactile __multi-sensory
- Individual/small group instruction
- Use specialized curriculum
- Tape lectures/discussion
- Provide notes
- Functional application of academic skills
- Model skill to be taught
- Other _____

Self-Management and Follow Through

- Visual daily schedule
- Calendars
- Check often for understanding
- Request parent reinforcement
- Ask student to repeat instructions
- Teach study skills
- Use study sheets to organize materials to meet assignment deadlines
- Review and practice in real situations
- Other _____

Adaptations for Non-Standardized Tests

- Oral___ Short answer___ Taped ___ Multiple choice
- Read test to student
- Preview language of student
- Use concise questions free of unrelated information
- Test administered by resource teacher
- Extend time for testing
- Open book or notes; vocabulary lists
- Other _____

Social Interaction / Supports

- Peer advocacy ___ Peer tutoring
- Structure opportunities for social interaction
- Focus on social process rather than the end product
- Structured participation in extracurricular activities
- Use of peer buddies
- Cooperative learning groups
- Structure classroom seating to enhance integration

Classroom Modification Letter

Date_____ Student_____

Student Number _____ DOB _____ Grade _____

Dear _____ ,
The IEP Committee met on the student referenced above and determined your classroom is the least restrictive environment. In order to facilitate _____'s successful participation in your classroom, the IEP committee has identified the following essential modifications:

Classroom Modifications:

Justification for the modifications:

Case Manager is responsible for notification of all staff members involved with the student.
Contact made via ☐ Letter ☐ Conference Other (specify)_____

State and Local Testing
☐ Participation in State Mandated Testing without Accommodations
☐ Participation in State Mandated Testing with Accommodations (using NMPED criteria)
☐ Alternative Assessment

Test Accommodation(s): (Must comply with NM PED criteria)

Justification for Alternative Assessment (Must meet all criteria set by NMPED). Describe how progress will be assessed.

Please contact me if you have any questions or require training or support to provide these modifications. As you document student progress, please let me know if the modifications are not working in the best interest of the student. Communication among all service providers involved with this student will ensure educational success. If the student begins falling behind or failing your subject please notify me immediately. Together we will develop a strategy for success.

Thank you, _____, Case Manager

Teacher Request for Assistance Letter

Date_____ Student _____

Student Number _____ DOB_____Grade_____

Dear_____,

I have reviewed the identified modifications for: _____

I require the following assistance from you in order to implement the modifications.

Specialized or Modified Materials:

Additional Training or Professional Development:

Other:

Name of Teacher_____ (Please Print)

Teacher's Signature _____ Date _____

Name of Case Manager_____ (Please Print)

Case Manager's Signature _____ Date _____

Resources

AARP
Grandparent Information Center
601 E Street NW
Washington DC 20049
Voice: 800-424-3410
Web Address: www.aarp.org/grandparents/

Beach Center on Families and Disability
University of Kansas
3111 Haworth Hall, Room 3136
Lawrence KS 66045
Voice: 785-864-7600
Web Address: www.beachcenter.org

Center on School, Family and Community Partnerships
Johns Hopkins University
3505 North Charles Street
Baltimore MD 21218
Voice: 410-516-8807
Web Address: scov.csos.jhu.edu/p2000/center.htm

Council for Exceptional Children
1110 North Glebe Road #300
Arlington VA 22201
Voice: 800-224-6830
Web Address: www.cec.sped.org

Exploring Multiple Intelligences
Web Address: http://www.mult-intell.com/

Families and Advocates Partnership for Education
FAPE Coordinating Office - PACER Center, Inc.
8161 Normandale Boulevard
Minneapolis MN 55437
Voice: 952-838-9000, 888-248-0822 **TTY:** 952-838-0190
Web Address: www.fape.org

National Center for Family Literacy
School Reform Initiatives
325 West Main Street Suite 200
Louisville KY 40202
Voice: 502-584-1133
Web Address: www.famlit.org

National Fatherhood Initiative
101 Lake Forest Boulevard Suite 360
Gaithersburg MD 20877
Voice: 301-948-0599
Web Address: www.fatherhood.org

National Head Start Association
1651 Prince St
Alexandria VA 22314
Voice: 703-739-0875
Web Address: www.nhsa.org

National Information Center for Children and Youth with Disabilities (NICHCY)
1825 Connecticut Ave NW Suite 700
Washington DC 20009
Voice: 800-695-0285 **TTY:** 202-884-8200
Web Address: www.nichcy.org

National Parent Information Network
525 West 120th Street
New York NY 10027
Voice: 212-678-8179
Web Address: eric-web.tc.columbia.edu

National Parent Teacher Association
330 North Wabash Avenue Suite 2100
Chicago IL 60611
Voice: 800-307-4782
Web Address: www.pta.org

New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501-2786
Voice: 505-827-6541
Web Address: http://ped.state.nm.us/

PACER Center, Inc.
8161 Normandale Boulevard
Minneapolis MN 55437
Voice: 952-838-9000 **TTY:** 952-838-0190
Web Address: www.pacer.org

Richard A. Villa, Bayridge Consortium
Web Address: http;//www.ravillabayridge.com

U.S. Department of Education
330 C Street SW
Washington DC 20202
Voice: 202-205-9220
Web Address: www.ed.gov

Enjoy the Smile !

☺ **Living on earth is expensive, but it does include a *free* trip around the sun every year!**

☺ **Birthdays are good for you: the more you have the longer you *live*.**

☺ **You may be only one person in the world, but you may also be the <u>world</u> to one person.**

☺ **Don't cry because it's over…*smile* because it happened.**

☺ **A truly happy person is one who can enjoy the scenery on a *detour.***

☺ **Happiness comes through *doors* you didn't even know you left open.**

☺ **We could learn a lot from *crayons*. Some are sharp, some are pretty, some are dull, some have weird names, and all are different colors…**

but they all have to learn to live in the same box!

Parents Reaching Out

Your One Stop Resource for a Stronger Family

As a statewide non-profit organization, we connect with parents, caregivers, educators and other professionals to promote healthy, positive and caring experiences for New Mexico families and children. We have served New Mexico families for over twenty five years. Our staff and Family Leadership Action Network volunteers reflect the unique diversity of the communities in our state.

Children do not come with instructions on how to deal with the difficult circumstances that many families experience. Parents Reaching Out believes that families' needs go beyond the bounds of formal services. *What we can offer to each other is uniquely ours. We have all been there.*

Our Mission

The mission of Parents Reaching Out is to enhance positive outcomes for families and children in New Mexico through informed decision making, advocacy, education, and resources. Parents Reaching Out provides the networking opportunities for families to connect with and support each other. This mission supports *all families* including those who have children with disabilities, and others who are disenfranchised. Parents Reaching Out achieves this by:

- Developing family leadership
- Connecting families to each other
- Building collaborative partnerships
- Providing families knowledge and tools to enhance their power

Our Beliefs

- Families need support where ever they are in their journey.
- All families care deeply about their children.
- Families may need tools and support to accomplish their dreams.
- All families are capable of making informed decisions that are right for their family.
- Families in the state benefit from our organization having the staff and materials that meet their diversity.
- Systems that listen carefully to the family perspective improve outcomes for our children.

We invite all families and those serving families and children in New Mexico to make *Parents Reaching Out your one stop resource for a stronger family*. Our publications, workshops, and Resource Center offer tools for informed decision-making and building partnerships in communities. Our trained staff and network of volunteers are here to serve you.

Parents Reaching Out is the home of:

NM Parent Information and Resource Center (NMPIRC)

NM Parent Training and Information Center (NMPTIC)

NM Family to Family Health Information Center (NMF2FHIC)

Parents Reaching Out

1920 B Columbia Drive, SE
Albuquerque, NM 87106
1-505-247-0192 ◆ 1-800-524-5176
www.parentsreachingout.org

From I-25—take the Gibson Blvd Exit 222 and go East on Gibson. Turn left at the third stop light (Girard). Turn left on Vail. Go one block to Columbia. Turn left on Columbia. Parents Reaching Out is on the east side of the street. Welcome!