

# Who Will Help? Success for Struggling Learners

presented by Peggy Campbell-Rush

<https://peggycampbell-rush.weebly.com/>

kdg-keepdreamsgrand@hotmail.com

*A Treasure Chest of Teaching Wisdom*

# I Teach Kindergarten!



- ◆ Q&A Sections
- ◆ Reproducibles
- ◆ Assessment
- ◆ Activities
- ◆ Student Samples

**Peggy Campbell-Rush**

Foreword by Joy Cowley



PreK-2

# TRICKS of the TRADE

*In & Out of  
the Classroom*



Peggy Campbell-Rush



PreK-2

# Success for Struggling Learners

*Techniques That Target Your Students' Needs*



**Peggy Campbell-Rush**

Foreword by Bobbi Fisher

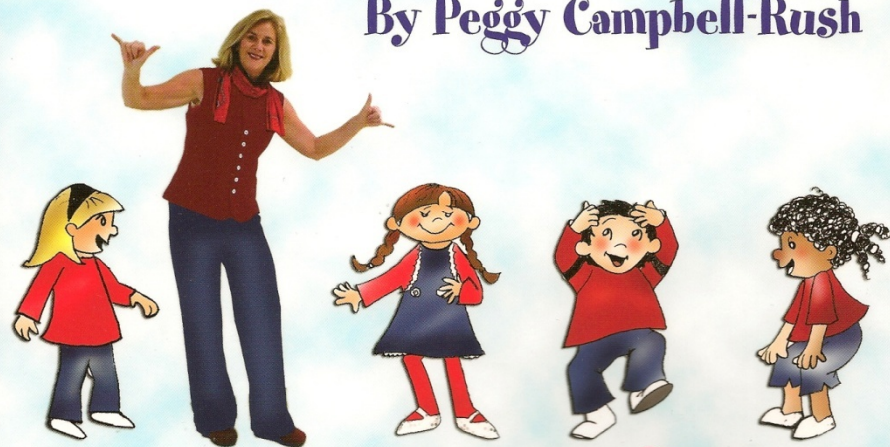


PreK-2

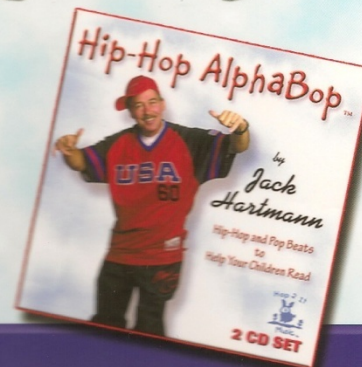
# Hip-Hop AlphaBop<sup>™</sup>

## ACTIVITY BOOK

By Peggy Campbell-Rush



Music & Lyrics  
by Jack Hartmann





K-2

# Reading, Writing, and Word Walls

Strategies to  
Boost Literacy  
Skills in **All**  
Learners

by Peggy Campbell-Rush







K-1

# Group Writing

## How Writing Teaches Reading

By Peggy Campbell-Rush



# Ready to Write!

Peggy Campbell-Rush

50 Easy Strategies for Developing Fine-Motor Skills to Help  
Young Students Build a Strong Foundation for Handwriting

Helps Students  
Write with  
**STAMINA**  
and  
**PRECISION!**





I...

- Sometimes it feel like kids with disabilities have the weight of the world on their shoulders with the stress they experience in school

# Be the Joy! Kids who struggle need a cheerleader!

- Whatever you are feeling...
- is contagious





## A Word About Disabilities...

- Every disability comes with a variety of other baggage. It is a concern in school and in his/her whole life.
- It is like a “living room set” (not sold separately).



Be filled  
with  
enthusiasm!



SCHOOL



LIFE



I Live in my own  
Little World...

but it's OKAY,  
they know  
me here!



# Parent Support

- Bond of Trust
- Stages to get to acceptance
- Phone calls and emails

# Number One way to bond:

- Greet the child at the door with a warm hello
- This can increase calmness, attention and retention of information up to 30% right at the start of the day



There is nothing sweeter than your name

## Os Minions



Something physiological happens when you hear your own name

- It releases serotonin.
- Greet all children with their name.

HELLO  
MY NAME IS

*What's in a  
Name?*

Boys see vertically  
when they are young

Girls can see more  
horizontally





A key thing to remember...

- Is that often it is NOT the learning or special needs difference, it is the ANXIETY created by the learning

It is exhausting developing  
new neural pathways

- 50% of all learning problems have to do with confidence
- 90% of these kids will never meet their full potential due to how they feel about themselves

# The hijacked brain

- Our emotional brain is much faster at reacting than our *thinking brain*
- *If thinking conflicts with emotion; emotion will always win*
- A child knows the information, but insecurities kick in
- And the brain is hijacked





# I am unique

- **Every Child Is Different**

- Because autism is a spectrum of disorders, every child with an autism diagnosis learns in a unique way.
- This means that what works for one child may not work for another.
- The most successful reading programs and educators work to capitalize on a child's individual strengths and overcome that child's personal challenges.
- Focus on the child's learning strengths, and try several methods for teaching reading to find the one that's right for your student.

# Add to it

- Each time you read the story again:
- Have the child help with page turning
- Point out characters
- Ask how the characters feel
- Talk about the setting
- Ask about a favorite part
- Have him/her try to retell a part

# Teaching Reading IS Rocket Science

Lower Level Readers

- \*Use Visual Aids

- \*Do background knowledge assessments

- \*Always review:

Don't assume that what was known yesterday will be known today

3-5 rapid responses may indicate mastery

Full mastery may take over 25 times



Students with reading difficulties often have language difficulties. They need to be bombarded with language.

High quality literature must be presented daily.

You don't want your reading series books or phonics readers to be the only exposure to reading

You can't move on in a sequential program unless the students have mastery. Our job is to teach and instruct. Sometimes it feels like our job is to "get through the curriculum".

# Choose books

- With the child's interests and passions in mind
- There are thousands of books about trains, dinosaurs, princesses and other areas of interest



# Help the child grow

- Children with special needs are usually more capable of answering literal comprehension questions rather than inferential
- So focus on *Who*,
- *What*,
- *Where*
- and *When* questions after reading





# Reward small steps

- Supporting their skills development requires structure and extra patience, and extra practice
- Most importantly an acknowledgement of the incremental improvements, no matter how small.

This is why some kids zone out and act out

- Learning must have personal relevance
- It takes 144 times of doing something to make it an unconscious habit, like riding a bike
- The dendrite network of the brain will go to the place where it spends the most time, for stressed-out kids this is the reptilian brain

be

can

do

for



bus



cake



duck



egg



fish

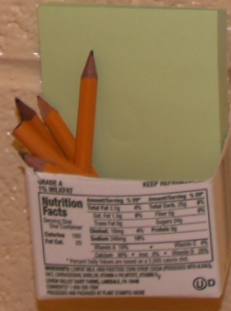
Bb

Cc

Dd

Ee

Ff





can

do

for



bus



cake



duck



egg



fish



b

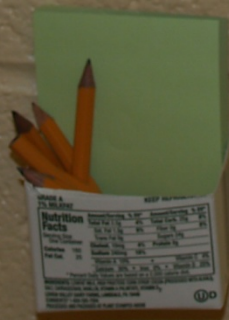
Cc

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Gg



do

Short and often



- Current best practice in pedagogical learn-to-read research supports **short, phonics-based instructional sessions**.
- Children learning to read need to have resources at their fingertips



love my  
like me no



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss

18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34

68 69 70 71 ? 73 74 75 76 77 78 79 80 81 82 83 84



# Segment Your Word Wall

- Take green, yellow and red masking tape and put green tape under A-H
- Yellow tape under I-Q
- Red tape under R-Z
- Place milk cartons under the sections with post-it notes and golf pencils



# Just the facts, Mam

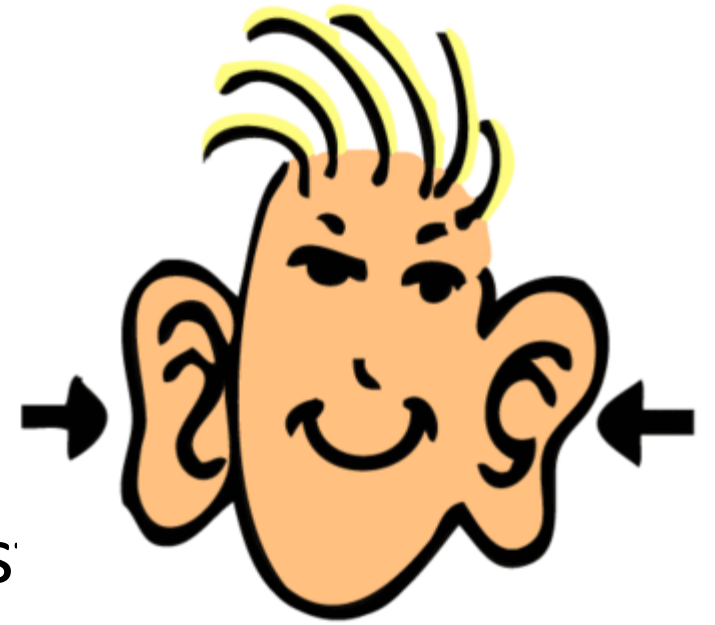
- **Give very clear instructions**
- All children get the best chance at success if they understand exactly what they need to do. For many children with special needs, having one step of verbal instruction at a time helps them to prioritize new information.
- Just the Facts, Ma'am

# Understanding Directions

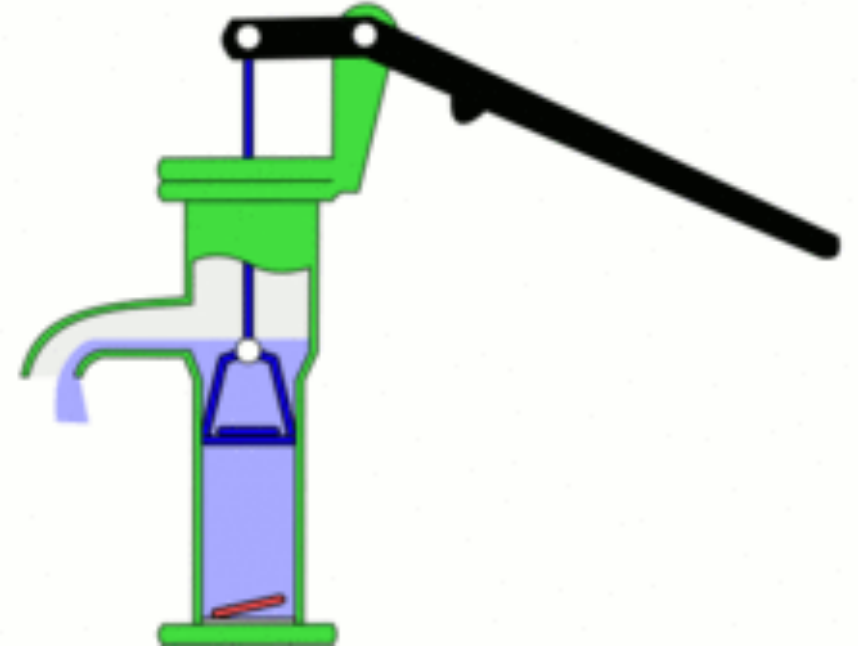
- Do not assume that a child has understood your directions or the assignment just because he/she did not ask any questions. Sometimes these children are *so lost* they can not even find a question to ask.
- Asking a question implies that you understand *some* of the action required of you.

# In one ear and out the other

- Student have to have a “Concept Imagery”.
- Stop after saying each direction and ask the s  
“picture it”
- Then ask, “what does that look like to you?”
- If students have a picture in their mind they can make an emotional connection to the direction.



Prime the pump...



**27% raise in student  
achievement if they know what  
they will learn before the  
lesson begins**



Shampoo, rinse and repeat

- Instructions can be heard as many times as needed before beginning each activity in every lesson.

Repeat the answer, again, repeat the answer

- Can I get an AMEN?



# Reward and praise every step in the journey

- No matter how small
- Immediate feedback works best



Give QUIET a chance...3 second rule



- You know the child who, when you are giving directions, is going to be the one who doesn't get it at all
- Design your directions with that child in mind



# Mr. Roger's Teaching

- Adults speak about 170 words a minute.
- Kids hear at a pace of 120 words a minute
- Slow down for success for all kids



# Auditory Processing

- Identify the most important message/concept of the lesson with a statement:
- “The next thing we talk about is very important.”  
“You are really going to have to listen to this next part.”

# Color Overlays

**Color Overlays**  
help with reading text books



@MomsMustardseeds.com



# Move and learn

- **Allow the child to move while they are learning.** Autistic children tend to have a hard time sitting still, especially when they are trying to focus on words and text. Let the child move around on a swing, a rocker, or another type of chair that lets them fidget or shift around. Moving around will actually help the child focus better and make them feel less constrained while they learn.<sup>[3]</sup> You can also give them a toy or another object to hold and fidget with so they can move their arms and fingers.



Watch for “Kid-Speak”

- That means: I have had enough and I need to move!
- Set a timer for 20 minute intervals each day

# Short and sweet

- Pay attention to how long the child can focus. If the child starts looking distracted, it may mean that it's time for a change in activity or a break. When in doubt, ask the child.
- Focus on one topic or task at a time

# Chair Rocking

- Girls usually rock forward in a chair
- Boys generally rock back in a chair
- Think about offering alternative seating

# Weight helps focus and comfort

- Weighted options





# Reward and praise every step in the journey

- No matter how small
- Immediate positive feedback works best



# A varied path to learn to read

- Children with special needs don't always develop early literacy skills in the same order or along the same timeline as other children.



# Reward small steps

- Supporting their skills development requires structure and extra patience, and extra practice
- Most importantly an acknowledgement of the incremental improvements, no matter how small.

Never discourage anyone

- Who is making progress
- No matter how slow





Thank you

