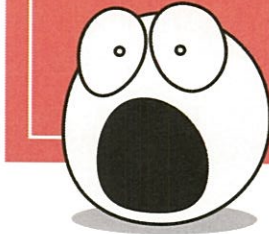


Name	Endorsement	Effective	School
Burkett, Cheryl	R2S Literacy Teacher	01-06-2016	Harbison West Elementary
Coffman, Mac	R2S Requirement	07-01-2021	Harbison West Elementary
Coleman, Jerri	R2S Requirement	01-06-2021	Harbison West Elementary
Davis, Ashley	Gifted and Talented	07-01-2020	Harbison West Elementary
Fischer, Sarah	Gifted and Talented	02-04-2014	Harbison West Elementary
Fischer, Sarah	R2S Requirement	11-18-2019	Harbison West Elementary
Funk, Jaime	Gifted and Talented	09-13-2020	Harbison West Elementary
Harpe, Victoria	R2S Literacy Teacher	07-01-2020	Harbison West Elementary
Haynes, Chanel	R2S Literacy Teacher	07-01-2019	Harbison West Elementary
Hixenbaugh, Taryn	Gifted and Talented	03-23-2018	Harbison West Elementary
Holifield, Jamee	Gifted and Talented	07-01-2013	Harbison West Elementary
Holifield, Jamee	Online Teaching	02-14-2018	Harbison West Elementary
Kimrey, Mary	R2S Literacy Teacher	07-01-2019	Harbison West Elementary
Lamprey, Brenna	R2S Literacy Teacher	07-01-2021	Harbison West Elementary
Lanier, Ellis	R2S Literacy Teacher	07-01-2020	Harbison West Elementary
Magoon, Amanda	Gifted and Talented	07-01-2020	Harbison West Elementary
Magoon, Amanda	R2S Literacy Teacher	07-01-2018	Harbison West Elementary
Norris, Patricia	Gifted and Talented	07-01-2018	Harbison West Elementary
Parnell, Sharidan-Blake	Gifted and Talented	07-01-2018	Harbison West Elementary
Parnell, Sharidan-Blake	R2S Literacy Teacher	07-01-2017	Harbison West Elementary
Parnell, Sharidan-Blake	Project-based Learning	11-23-2020	Harbison West Elementary
Ross, Ravyn	R2S Literacy Teacher	07-01-2021	Harbison West Elementary
Rossi, Christine	R2S Literacy Teacher	02-02-2022	Harbison West Elementary
Simpson, Tamila	Gifted and Talented	07-01-2012	Harbison West Elementary
Skotniski, Kylie	R2S Literacy Teacher	07-01-2020	Harbison West Elementary
Skotniski, Kylie	R2S Literacy Coach	07-01-2020	Harbison West Elementary
Spratley, Erica	Gifted and Talented	01-09-2017	Harbison West Elementary
Talbert, Melissa	R2S Literacy Teacher	07-01-2015	Harbison West Elementary
Vaughn, Caitlin	R2S Literacy Teacher	07-01-2016	Harbison West Elementary

Vickery, Ashlee	R2S Requirement	07-01-2020	Harbison West Elementary
Wahrmund, Jennifer	Gifted and Talented	07-01-2014	Harbison West Elementary
Waldrop, Caroline	R2S Literacy Teacher	07-01-2021	Harbison West Elementary
Williams, Kayla	R2S Requirement	07-01-2017	Harbison West Elementary

1. Paraprofessional ASD/DD, Behavior Modification Training (District)
 - a. [ASD/DD, Behavior Modification](#)
2. ASD Virtual Library Resource shared with Placement Chairs and SPED Staff October 2017 (District)
 - a. <https://ed.sc.gov/districts-schools/special-education-services/additional-information-and-assistance/asd-virtual-library/>
3. Differentiated Assessments (District)
 - a. January 2017 PC Meeting
4. Intervention Central
 - a. Resource provided to all staff regarding response to intervention
 - i. <https://www.interventioncentral.org/>

HWES Strategies for Verbal De-escalation



Turn-and-Talk

1. What does verbal escalation look like and sound like?
2. What do you do when children's voices get escalated in your classroom?
3. What can you do to prevent escalating behaviors?
4. What do you do during a crisis situation?

Learning Targets

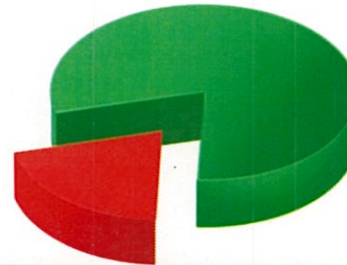
1. List strategies for preventing escalating behavior.
2. What do you do when kids are verbally escalating?
3. What do you do during a crisis?

Bullseye Learning Target Tracker



Discipline

5-10% of kids do not respond to traditional forms of discipline, leaving teachers and administrators at a loss.



John Mack

Precipitating Factors

The internal or external causes of acting out behavior over which staff has little or no control.

What we see...

What we don't



What we see.....

Foundations of Behavior

All Behavior has a function.

Antecedent + Behavior = Consequence

ABC's of Behavior

We, as educators, can often influence the A and C of the behavior.

Behaviors Have a Purpose

Possible Functions of Behaviors:

1. To Gain something.
 - o Attention
 - o Desired activity, person, item
2. Escape/Avoidance
 - o work/difficult situations

Six Essential Concepts of Behavior

1. Misbehavior is a symptom of an underlying cause.
2. Behavior is communication.
3. Behavior has a function.
4. Behavior has a pattern.
5. The only behavior teachers can control is their own.
6. Behavior can be changed.

PROXEMICS (PERSONAL SPACE)

DEFINITION:

THE INVISIBLE AREA SURROUNDING A PERSON (APPROX. 1.5 TO 3 FEET),
CONSIDERED AN EXTENSION OF SELF.

PROXEMICS ACTIVITY

Partner Activity



PARAVERBAL COMMUNICATION

DEFINITION:

VOCAL PART OF SPEECH EXCLUDING THE ACTUAL WORDS ONE USES

- **TONE** - AVOID NEGATIVE INFLECTION
- **VOLUME** - APPRO. FOR DISTANCE AND
SITUATION
- **CADENCE**- EVEN RATE AND RHYTHM

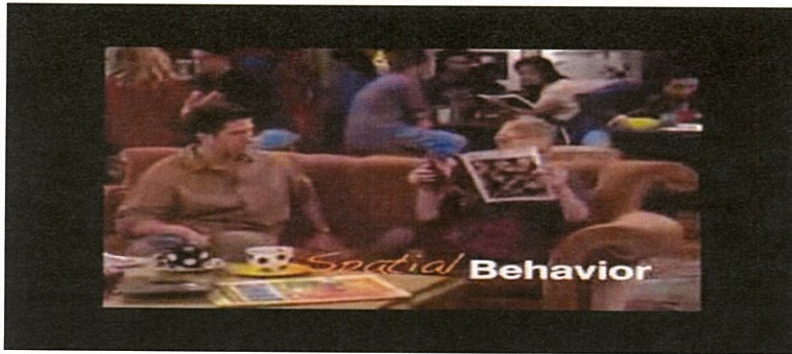
Be Aware of TOTAL VOICE CONTROL

KINESICS (BODY LANGUAGE)

NONVERBAL MESSAGE TRANSMITTED THROUGH POSTURE AND MOTION

- FACIAL EXPRESSIONS
 - GESTURES
 - POSTURE
 - MOVEMENT (SPEED AND MANNER)
-

How do you communicate?



Setting Limits

- Clear
- Reasonable
- Enforceable

CRISIS DEVELOPMENT MODEL

INTEGRATED EXPERIENCE

CRISIS DEVELOPMENT/BEHAVIOR LEVELS	STAFF ATTITUDES/APPROACHES
ANXIETY	SUPPORTIVE
DEFENSIVE	DIRECTIVE
ACTING-OUT PERSON	NONVIOLENT PHYSICAL CRISIS INTER
TENSION REDUCTION	THERAPEUTIC RAPPORT

Concept that staff behavior and attitude influences the behavior and attitude of the student.

Verbal Intervention Tips and Techniques

Do

Don't

Verbal Intervention Tips and Techniques

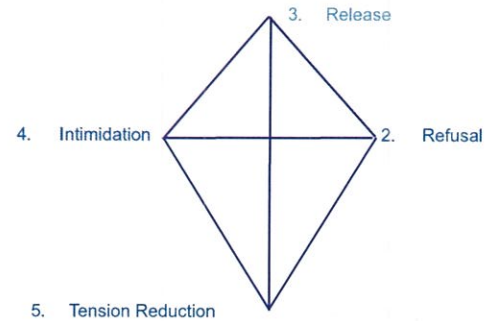
Do

Remain Calm
Isolate the situation
Enforce Limits
Listen
Be aware of nonverbals
Be consistent

Don't

Overreact
Get in a power struggle
Make false promises
Fake Attention
Be threatening
Use jargon

Verbal Intervention Model



Verbal Escalation - Responses

Questioning-

- Information seeking: rational question **give a rational response**
 - Challenging: questioning authority - attempting to draw staff into a power struggle - **stick to the topic (redirect), ignore the challenge (not the person), set limits**
-

Refusal

Noncompliance; slight loss of rationalization

Response - Set limits

Release

Emotional outburst, loss of rationalization, blowing off steam, screaming, swearing, high energy output.

Response - Allow the individual to let off steam. Remove the audience. When the individual begins to quiet down, state directive that are nonthreatening. Be prepared to enforce any limits set.

Intimidation

The individual is verbally and/or non verbally threatening staff in some manner. A hands on approach at this time may trigger physical acting out behavior.

Response: Seek assistance and wait for the team to intervene. Try to avoid individual intervention, as this is more likely to jeopardize the safety and welfare of both staff and student.

Tension Reduction

A drop in energy, which occurs after every crisis situation, whether it is after low level defensive behaviors or intimidation.

Response : Establish Therapeutic Rapport - re-establish communication with the individual.

COPING MODEL

Verbal Intervention Activity

You will receive a hand-out that will explain your individual directions for each activity.



Shane



Strategies

- Embrace diversity and support differentiation.
- GenEd connect with the SPED teachers Proactively
 - Brainstorm proactive strategies
 - They should already have developed relationships with students and parents
 - Can provide buffer/support in discipline
- Showing empathy
 - shows you care even in discipline
- Be consistent
- Provide classroom management instruction
- Expect SPED classrooms to be as engaging and rigorous as GenEd classes

Clear and Consistent communication with students

- Plan schedule and keep it the same every day, but change content daily.
- Greet students entering and leaving class.
- Understand how each student responds to stress and success
- Assume a pleasant attitude both verbally and with your body language.
- Make positive statements about students' behavior and their work.

Active Listening

<https://youtu.be/4VOubVB4CTU>

Debrief - Learning Target Tracker

1. List strategies for preventing escalating behavior.
2. What do you do when kids are verbally escalating?
3. What do you do during a crisis?



The strongest people are not those who show strength in front of us but those who win battles we know nothing about.



Sensory Foundations for Brain & Body to Enhance School Success

Tiffany Steck, OTR/L
Jenny Barbone, PT

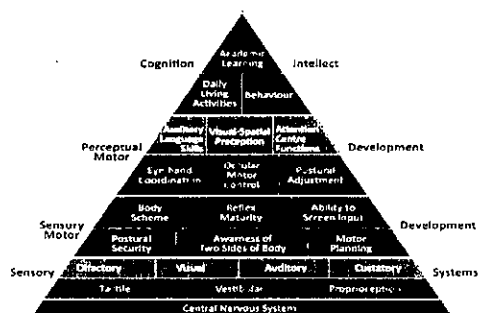


At School it's important to:

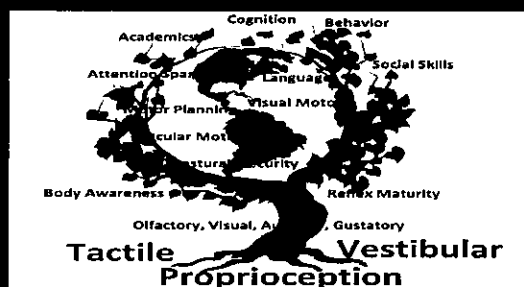
Set
Boundaries

Be
Consistent

PYRAMID of LEARNING



Feed the roots...not the leaves.



Proprioception

Proprioception in the joints, muscles, and tendons are activated during heavy/hardwork activities such as pushing, pulling, hanging, carrying, climbing. *Proprioception is an excellent tool for calming, organizing, and self-regulating the nervous system.*

Remember THIS: Proprioception is PUSH and PULL

Vestibular

When you think vestibular, think movement. The vestibules are located in the inner ear and detect motion. *Vestibular input can be alerting or calming to the nervous system. The brain thrives on movement to learn, attend, and process information.*

Remember THIS: Vestibular is BIG BODY MOVEMENT
Alerting OR calming



Tactile

The tactile (touch) system involves the entire skin network including in the mouth. Tactile input includes light or firm touch and the discrimination of different textures including dry to wet and messy. *Tactile input can be alerting, calming, or over-stimulating, depending on the person.*

Remember THIS: Tactile is touch and includes pressure

NATURAL WAYS TO INCORPORATE PROPRIOCEPTION INTO THE DAY of Prek or elementary school student at school:

- Any weight bearing activity such as jumping, running, hopping, skipping (sensory path)
- Yoga poses
- Heavy/hard work activities involving pushing such as a cart, chairs or heavy box
- Crab walking, desk press, chair press, wall press
- Climbing activities such as at the playground
- Hang from a bar at the playground, on a trapeze bar, chin up bar, or railing
- Stretching activities
- Theraband activities
- Heavy/hard work activities involving pulling things such as a wagon, carts, chair pull
- Carry heavy objects such as a books, buckets, stacking chairs, coolers
- Hand press and hand pull

NATURAL WAYS TO INCORPORATE PROPRIOCEPTION INTO THE DAY of Prek or elementary school student virtually:

- Any weight bearing activity such as jumping or running in place
- Yoga poses
- Desk press, chair press, wall press, chair pull
- Stretching activities
- Squeezing a stress ball; Theraputty
- Chew gum
- Hand pushes/Hand Pulls
- Hug yourself
- Youtube activities - GoNoodle, Koo Koo Kangaroo

NATURAL WAYS TO INCORPORATE PROPRIOCEPTION INTO THE DAY of intermediate, middle and high school students at school and virtually:

- Desk press and wall press
- Chair press and pull up
- Carry heavy book bag
- Hand press and hand pull
- Calming Glove
- Take stairs or ramps when available
- Sports
- Theraputty
- Yoga/Stretching
- Dance
- Chew gum

NATURAL WAYS TO INCORPORATE VESTIBULAR INTO THE DAY in school or virtually for Prek and elementary school age children:

- Yoga poses - downward dog, peaceful pose
- Encourage playing on the slide on playground - slide down AND CRAWL UP!!!
- Encourage swinging on playground - sitting and on the belly!
- Stretching activities with trunk rotation (windmill, tic tocs, elbows to knees), toe touches 10x or swaying side to side
- Martial Arts
- Spinning/Rolling - sit-n-spin, standing spins, log rolling, "rock-n-rolls"

NATURAL WAYS TO INCORPORATE VESTIBULAR INTO THE DAY in school or virtually for intermediate, middle, and high school:

- Yoga Poses - Downward dog
- Stretching activities with trunk rotation (windmill, tic tocs, elbows to knees), toe touches 10x or swaying side to side
- Martial Arts
- Riding a Bike
- Swinging in a hammock
- Rocking Chair
- Bouncing on a ball chair
- Standing on a balance board
- Jumping on a mini trampoline

NATURAL WAYS TO INCORPORATE TACTILE INTO THE DAY in school or virtually for Prek and elementary school age children:

- Play dough time (can use to make letters, numbers, words, etc.)
- Use a tray for writing letters/numbers with fingers in sand, rice, salt, etc
- Theraputty time - find hidden items and then hide again for the next person
- Sand play
- Finger paint
- Sensory path on the floor with bare hands and feet (bubble wrap, corrugated cardboard, carpet squares, indoor/outdoor carpet squares, sandpaper, pom pom balls, feathers)
- Water table play

NATURAL WAYS TO INCORPORATE TACTILE INTO THE DAY in school or virtually for intermediate, middle and high school students:

- Theraputty
- Washing Hands
- Texture strips
- Textured fidgets

Signs and Signals

What are the triggers for recurring behaviors?

TRIGGER	ACTION	PREVENTION
Too Noisy (auditory)	Establish a quiet space	Maintain a lower noise level in class with calming music playing
Hunger	Keep some snacks available	Have an established snack time Periodically (maybe multiple times)
Can't sit still	MOVEMENT BREAK calming vs. alerting	Embed movement activities (individual or whole class) - SENSORY DIET!
Hands/Feet on others	MOVEMENT BREAK Rhythmic activities	Identify boundaries with tape or furniture
Tired/sleeping	MOVEMENT BREAK Alerting and Organizing	Sensory Diet embedded with Alerting

Strategies for Personal Awareness and Regulation

- Calming corner
- 5 point scale (taken from the book *The Incredible Five Point Scale*)
- Headphones (noise canceling or music)
- Theraputty
- Breathing Exercises
- Chew Gum; suck on candy
- Alternative Seating
- Fidgets
- Visual Calming Materials (glitter bottle, sand timer)

Strategies for Whole Group Awareness and Regulation

- Dimming Lights
- Quiet Music - slow, rhythmic beats
- Putty
- Coloring
- Breathing
- Classroom Calming Activities
- Breathing Activities
- Yoga

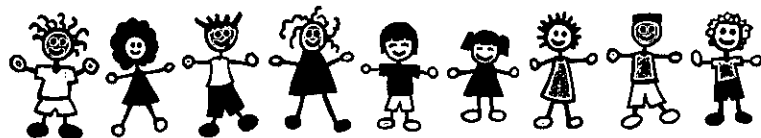
Suggested Programs We Like to Use

- Bal-A-Vis-X
- Ready Bodies, Learning Minds
- ABC Yoga
- GoNoodle
- Brain Gym
- S'Cool Moves
- Jam A Minute
- Sensational Brain

Note: Most of these programs have videos or trainings for further knowledge

School-Based Strategies and Interventions for Improving Behaviors

January 30, 2019

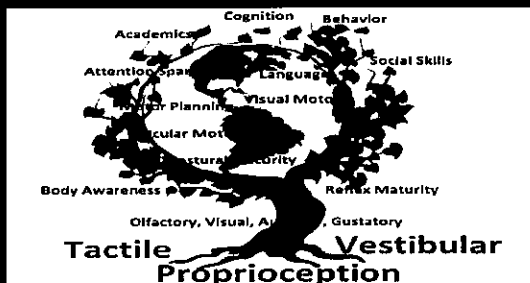


At School it's important to:

Set Boundaries

Be Consistent

Feed the roots...not the leaves.



ASensoryLife.com

Proprioception

Proprioception in the joints, muscles, and tendons are activated during heavy/hardwork activities such as pushing, pulling, hanging, carrying, climbing. Proprioception is an excellent tool for calming, organizing, and self-regulating the nervous system.

Joint Traction

Joint traction is a form of proprioception. It occurs when there is tension, pull, or traction placed on a joint. It is very important for developing body awareness and body in space. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.

NATURAL WAYS TO ACHIEVE JOINT TRACTION:

- Hang from a bar at the playground, on a trapeze bar, chin up bar, or railing
- Stretching activities or yoga
- Theraband activities
- Heavy/hard work activities involving pulling things such as a wagon, carts, chair pull
- Carry heavy objects such as books, buckets, stacking chairs, coolers

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Joint Compression

Joint compression is also a form of proprioception. It is the exact opposite of joint traction. It occurs when there is compression, push, or weight bearing placed on a joint. It is also very important for developing body awareness and body in space, as well as for joint stability and strength. It also promotes self-regulation and can be very calming, regulating, and organizing for the brain and nervous system.

NATURAL WAYS TO ACHIEVE JOINT COMPRESSION:

- Any weight bearing activity such as jumping, running, hopping, skipping (sensory path)
- Yoga poses
- Heavy/hard work activities involving pushing such as a cart, chairs, or heavy box
- Crab walking, desk press, chair press
- Climbing activities such as at the playground

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School Based Strategies HWES

When You See:	Try These:
The Student Not Staying Seated	• Make sure that student's chair is appropriate height - student should be positioned at 90 degree angles for hips, knees and ankles. • Make sure student desk is appropriate height - should be just below their chest • Allow the student to have movement breaks (excitatory vs. calming) • Allow the student to stand, lay on stomach propped on elbows/ on knees while working (remember NO W-sitting) • Have the student be a helper for the teacher periodically to allow for functional movement (stack chairs, wipe desks, move books) • Have an alternate work space available (bean bag chair, rocking chair, etc.) • Use a timer • Have a standing work station
The Student Has Difficulty Copying From the Board	• Rule out vision issue • Limit the amount of material to be copied • Position the student directly facing the board • Provide a copy of notes • Provide a desk copy to copy instead of copying from the board. • Use large print/font
The Student Often erases or presses too hard	• Try variety of pens, mechanical pencils, fine point pens with no erasers • Encourage structured error repair (ex.: do not fix mistake until entire sentence is complete) • Put something soft or textured under paper, padded notebook, non-slip material (drawer liner), etc.
The Student Often Does Not Press Hard Enough	• Put sandpaper under writing paper • Have the student write with markers • Try a #1 pencil (has softer lead) • Write on an incline (3 ring binder) or vertical surface (wall, dry erase board), etc. • See section below for grasp issues
The Student has an awkward Grasp on the writing utensil	• Have the student try a very short pencil - no more than 3 inches • Try a variety of pencil grips • Write on a slant board (3 ring binder) • Provide coin or cotton ball for student to hold in 4th and 5th fingers of writing hand to secure those fingers against palm
The Student is Slow, Labored, or Messy when writing	• Increase the time allowed for completion of work • Reduce amount of work • Intersperse short breaks into work sessions • Set time limits for specific writing tasks • Set mutually agreed upon expectations for neatness • Accept key word responses vs. complete sentences • Reduce amount of copying from the board and/or provide written version of board content • Allow the student to type or give answers orally • Use appropriate height chair and desk; if chair is too high, place a stable prop under the feet so that they may be flat on a support surface until an appropriately sized chair/desk may be obtained (your school-based OT and/or PT can give you more details about how to know if a desk/chair is appropriately sized, and may be able to assist in procurement if needed) • Provide a visual boundary by highlighting or drawing a box or line for answers

	• Use a craft stick or paper clip for spacing between words • Highlight left and right margins • Write every other line • If letters have not been learned adequately, provide further instruction and daily practice. • Mad Minutes: Have students write within a short timed period (one, two, or three minutes). Record the number of letters written legibly per minute. Try having the students copy or free write the lowercase or uppercase alphabet, words or sentences. Chart the results
The student has difficulty with spatial organization when writing	• Have the student read the words out loud when writing and say the word "space" when there is a space. • If the student has trouble staying within the lines of the paper, try different kinds of paper or modify current paper (a variety of paper can be found in many specialty catalogs such as Abilitations, Southpaw Enterprises, and Achievement Products at specialkidszone.com, etc.). 1. Hi-Write paper: The entire area between the bottom and middle line on 3-lined paper is highlighted as a visual cue for placement of letters. 2. Consider width of writing area: Some students will have greater success with intermediate versus primary paper based on development of hand skills. It is often easier to produce smaller movements when writing than larger movements. 3. Consider highlighting lines or using single/double/triple lined paper. • If the student has trouble starting on the left side of the paper, place a green line along the left side of the paper and a red line along the right side of the design to signal GO and STOP. • Use a physical spacer such as a Popsicle stick, finger, eraser, or small post-it note. • Use a checklist for self-editing.
The student writes with reversals.	Reversals should diminish in second grade and be infrequent in third grade. • Make up paired flash cards of common reversed letters and have the student match the pairs in games like Memory (can send home). • Place a model of the letters typically reversed on the desk for easy reference. • Provide a proofreading checklist at the desk as a reminder. • Play tic tac toe with commonly reversed letters • Pair an auditory rhyme with the letter (ex. J curves away from K).

Preschool Trainings

2018-2019 - Introduction to Pyramid Model Practices monthly on Tuesday
Leadership days

2019-2020 - Tuesday Leadership Meetings (monthly) and LeaD5 (3x/year)
Specialized Trainings for teachers and teaching assistants to
support Pyramid Model Practices within specific Title One schools.

- At this time teachers were given access to an 18 hour professional development through online modules that were completed on their own time.

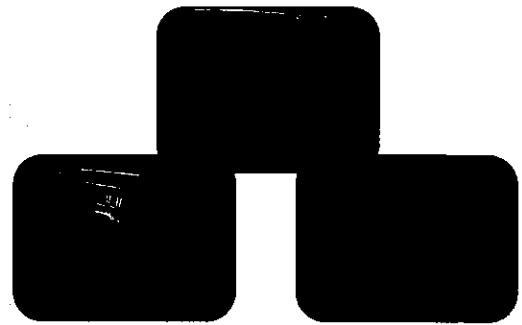
2020-2021 - Tuesday Leadership Meetings (monthly) and LeaD5 (3x/year)

2021-2022 - Tuesday Leadership Meetings (monthly) and LeaD5 (3x/year)

Student Engagement in Large Group



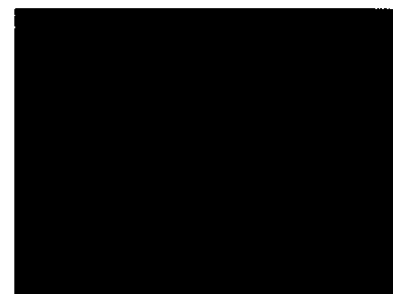
Large Group Activity Schedule



Circle Activity: Video 1



Circle Activity Video 2



Guiding Questions for Videos of Circle Activity

- Are the children engaged in these clips?
- What tells you that the children are or are not engaged?
- Describe the teacher's behavior in these clips.
- What is the teacher doing that engages the children?
- What strategies can you suggest that would help the teacher engage the children even more?

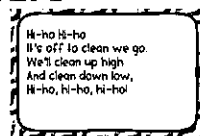
Questions? Comments?

Transitions and Positive Feedback and Encouragement

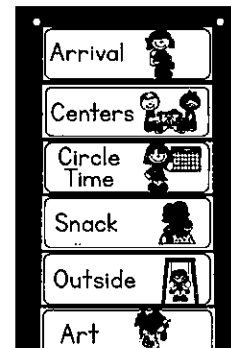
January 29, 2020

How do we create calm and predictable transitions?

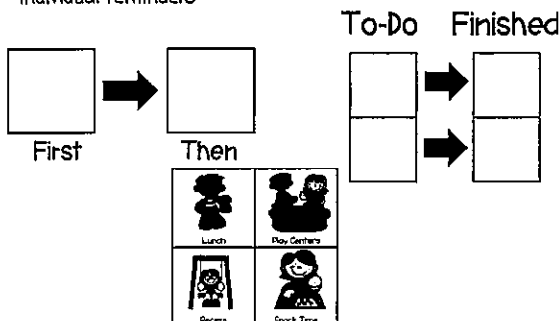
- Children are reminded of upcoming transitions with a consistent approach (i.e. at every transition the teacher says "5 more minutes" or sings the same transition song every day)



- Visual prompts of the schedule and routines are available to show children



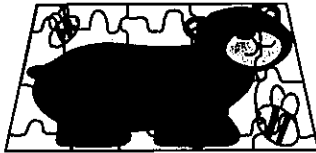
- Children who need more help with transitions are given individual reminders



- Focus on what behavior you want to see (i.e. what you want children to do: "Use walking feet" versus "Don't run")

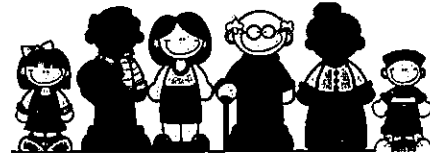


- Offer children choices frequently (e.g. "Would you like to read a book or work on a puzzle")

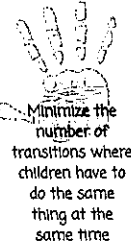
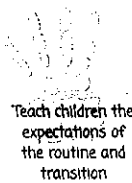


Incorporate Families into Transitions

- Ask families about their routines and rules at home; share classroom routines, expectations and rules.
- Share strategies you use to create predictable and smooth routines and transitions with families.



Strategies to Support Smooth Transitions: Before



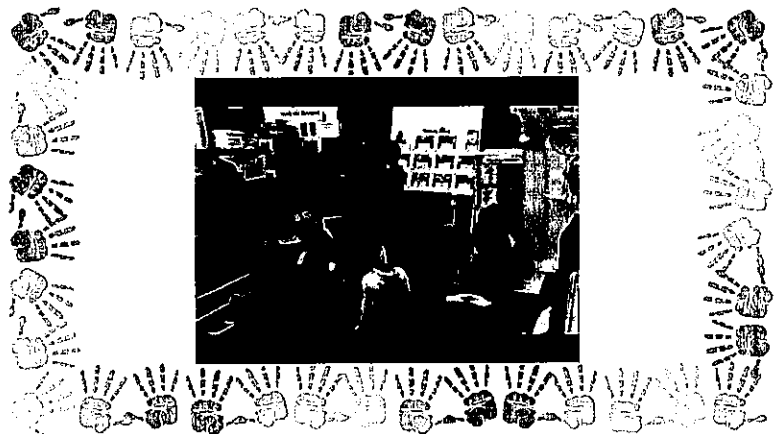
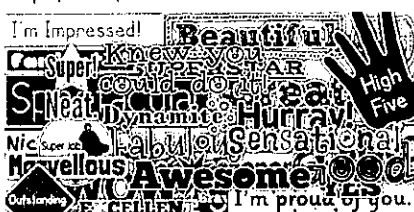
Strategies to Support Smooth Transitions: During

- Sing songs, play word or guessing games, recite rhymes, or do finger plays with children.
- Plan a gradual increase or decrease in the level of activity and a good balance of active and quiet play.
- Allow children adequate time to finish activities.
- Plan something for those children who finish an activity quickly so they are not waiting without something to do.



Strategies that Support Smooth Transitions: After

- Provide positive attention or feedback to children following smooth transitions.
- Give very specific positive feedback after transitions.



What's the Problem?

Michelle is a 3 year old girl. She enjoys playing in the kitchen center and interacting with friends. When the teacher announces that it is time to clean up and sit on the carpet for group time, Michelle gets very upset. She throws toys and pushes other children. When the teacher comes near her, Michelle starts screaming and saying she is not finished playing.



What's the Problem?

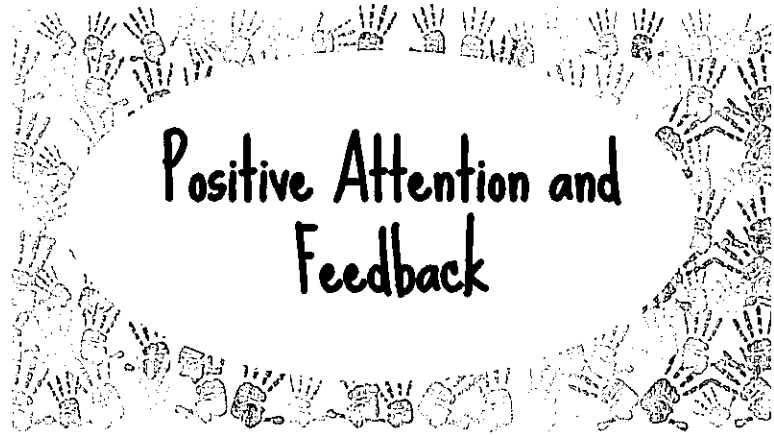
Jim, a 4 year old, is a new Pre-K student. He and the other Pre-K students in his classroom are playing on the playground. When Miss Johns calls them to go inside, they all gather next to the entrance door. Jim stays in the sandbox. When Miss Johns approaches him and asks him to come with her, he starts crying and screaming, then drops to the ground.



- Read the article and takes notes in the My Notes section.
- Think about the transitions in your classroom and the information you gathered from the presentation and article. What will your next steps be?
- What support might you need to accomplish your next steps?

Moving Right Along . . .

Planning Transitions to Prevent Challenging Behavior

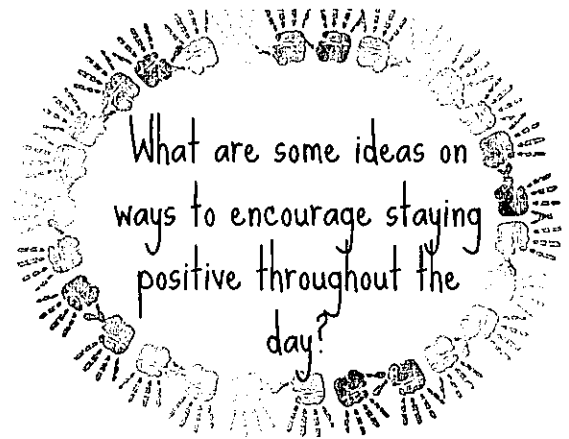


Positive Attention

Give children attention when they are engaging in appropriate behavior



Monitor our behavior to ensure that we are spending more time using positive descriptive language and less time giving directions or correcting inappropriate behavior.





Positive Feedback/Encouragement: 3 Components

Contingent on appropriate behavior



Descriptive



Conveyed with enthusiasm

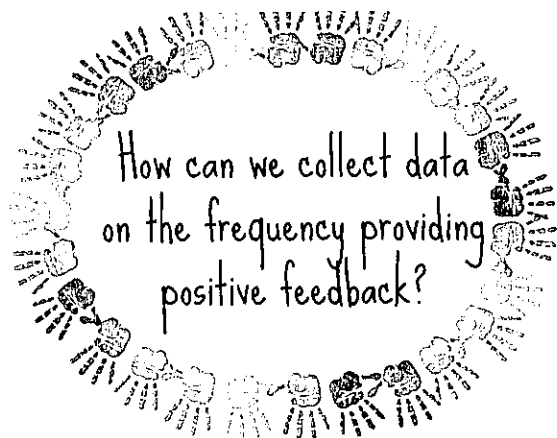
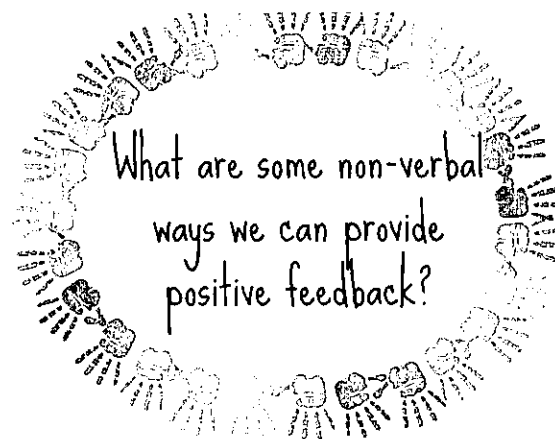


Do we see all 3 components in this video?



Some Starters for Giving Positive Feedback and Encouragement

- "You must feel proud of yourself for..."
- "You've done a wonderful job of..."
- "You have really learned how to..."
- "See how _____ has improved in..."
- "You have worked so hard..."
- "You do a dynamite job of..."
- "Excellent idea for..."
- "Brilliant thinking for..."
- "That's a cool way to..."
- "Look how well she did at..."
- "That's a resourceful way of..."
- "You are a real problem solver for..."
- "You've really grown up because you..."
- "Give me an EXTRA HUGE High five for..."
- "You are being so respectful when you..."
- "You are creating some amazing things..."
- "NOW! What a fabulous job you've done of..."
- "Class, I have an announcement! Let's all give a Hip, Hip hooray to _____ for..."
- "Look at all these terrific! I know you are ready to listen because I see all eyes on me!"



A Penny for Your Thoughts

When Angela wasn't interrupting me, she was talking loudly or poking the child next to her. When I tried to talk to her about this behavior, she flipped over her chair or demonstrated her mastery of four letter words. I became so anxious about having her in the classroom that I kept hoping she'd be absent.

I knew I had to break this pattern somehow. A colleague reminded me that teachers are more effective when their positive interactions with their students outnumber their negative ones—some advise as many as five positives to one negative. My colleague suggested a simple strategy. In the morning, I could place 10 pennies in my right-hand pocket. Everytime I found a way to recognize Angela's efforts to behave appropriately, I could move a penny from my right pocket to my left. My goal was to have all the pennies in my left pocket by the end of the day. Using the pennies reminded me to look at Angela in a more positive way, and with time our relationship and her behavior both improved.



Other Data Collection Ideas

- Empty Jar*
- Small Spiral Notebook*
- Apron*
- Video
- Golf or Lap Counters*
- Anecdotal Notes



*=Make sure to have somewhere to record data permanently when using these collection strategies.

- What will your next steps be related to Transitions and Positive Feedback and Encouragement?

- What support might you need to accomplish your next steps?



Any
Questions??



Five different styles of Christmas ornaments are arranged horizontally. From left to right: a plain white ornament, a white ornament with a black star, a white ornament with a black wavy line, a white ornament with black dots, and a white ornament with black dots and a black star.

HOW DO WE CREATE CALM AND PREDICTABLE TRANSITIONS IN OUR CLASSROOM

Create Calm Predictable Transitions

Children are reminded of upcoming transitions with a consistent approach (i.e., at every transition the teacher says "5 more mins" or sings the same transition song every day)

Visual prompts of the schedule and routines are available to show children

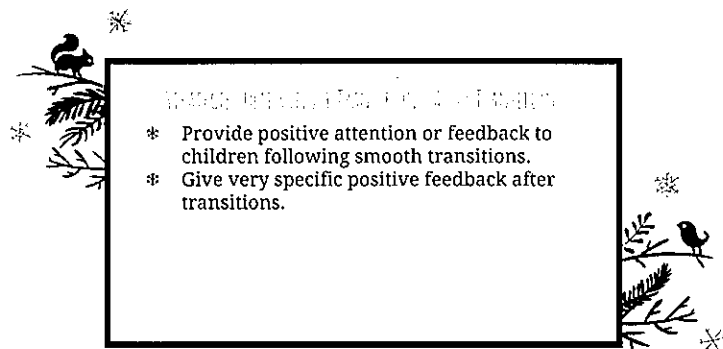
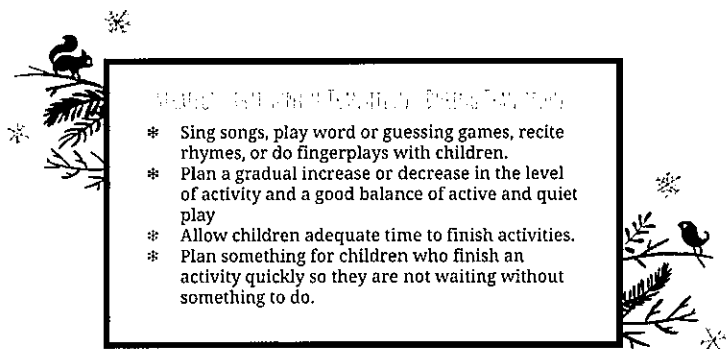
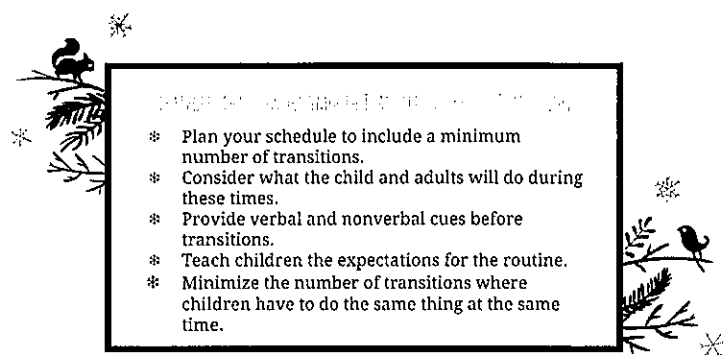
Children who need more help with transitions are given individual reminders

Focus on what behavior you want to see (i.e., what you want children to do: "Use walking feet" versus "Don't run")

Offer children choices frequently (e.g., "Would you like to read a book or work on puzzle?")

Ask families about their routines and rules at home; share classroom routines, expectations and rules

Share strategies you use to create predictable and smooth routines and transitions with families



- * Pick a partner from another school



- * Fold your paper into three sections



Michelle's Story

Michelle is a 3 year old girl. She enjoys playing in the kitchen center and interacting with friends. When the teacher announces that it is time to clean up and sit on the carpet for group time, Michelle gets very upset. She throws toys and pushes other children. When the teacher comes near her, Michelle starts screaming and saying she is not finished playing.

Jim's Story

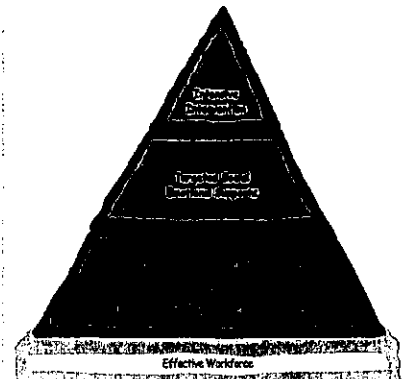
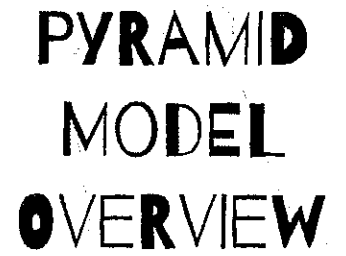
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- * Read the article and takes notes in the My Notes section. **Moving Right Along . . . Planning Transitions to Prevent Challenging Behavior**

- * Think about the transitions in your classroom and the information you gathered from the presentation and article. What will your next steps be?

- * What support might you need to accomplish your next steps?





NURTURING RELATIONSHIPS



HIGH-QUALITY ENVIRONMENTS



SOCIAL EMOTIONAL TEACHING STRATEGIES



INDIVIDUALIZED INTERVENTIONS



NCPMI Preparing for the Pyramid: Classroom Essentials

1. Teacher and children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine.

2. Teacher and children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine.

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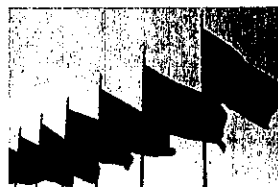
5. Teacher and children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine. The teacher follows a predictable routine, and the children follow a predictable routine.

CLASSROOM ESSENTIALS



NCPMI

TPOT RED FLAGS



TPOT Red Flags

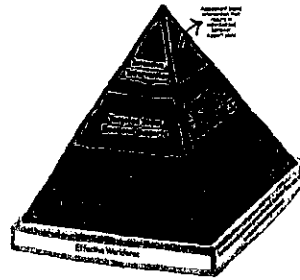
The following are "red flags" and may represent issues related to teacher training and support or to program policies and practices. To be allowed to use the red flag should signify a professional practice in need of immediate attention. Each red flag practice listed below is contradicted in the Pyramid Model.

Practice	Yes	No
The majority of the day is spent in teacher-directed activities.		
Transitions are more than 30 seconds.		
Teacher talk to children is primarily giving directions, telling children what to do, reprimanding children.		
During group activities, many children are not engaged.		
Teachers are not prepared to address children before they arrive at the activity.		
Children are reprimanded for engaging in disruptive or problem behavior (frequent use of "no," "stop," "don't").		
Children are threatened with or experience negative consequences that will occur if they engage in problem behavior (e.g., "If you don't stop, I will take away your toys").		
Teacher reprimands or shames children for expressing their emotions.		
Emotions are never discussed in the classroom.		
Teacher rarely encourages interactions between children during play or activities.		
Teacher gives directions to all children in the same way without giving additional help to children who need more support.		
Teacher tells children what to do rather than what to do.		
Learning centers do not have clear boundaries.		
There are single children at all times in the classroom where children can play.		
Teacher reports calling to the attention of children with a consistent disruptive behavior from the classroom or program.		
Teacher makes comments about families that are focused on the children's presented or future behavior and their role in making changes.		
Teacher removes a child when engaging in problem behavior or excludes the child in or out of response from the classroom where children cannot see his behavior in the classroom.		

Behavior Incident Report

Teacher's Name	Class	Date	Page
Behavioral Description (What happened?) 1. Describe the behavior in detail, including the context and the student's actions. 2. What was the student's behavior? (e.g., disruptive, aggressive, non-compliant) 3. What was the teacher's response? (e.g., verbal redirection, time-out, physical restraint) 4. What was the outcome of the incident? (e.g., student returned to class, student was sent to the office)			
Incident Details 5. Time of day: _____ 6. Location: _____ 7. Student's name: _____ 8. Teacher's name: _____ 9. Date: _____ 10. Time: _____			
Behavioral Analysis (Why did it happen?) 11. What was the student's motivation? (e.g., seeking attention, seeking power, seeking revenge) 12. What was the teacher's role in the incident? (e.g., unclear expectations, inconsistent consequences) 13. What were the environmental factors? (e.g., noise, crowding, transitions) 14. What were the student's previous behaviors? (e.g., history of similar incidents) 15. What were the teacher's previous behaviors? (e.g., history of similar incidents)			
Behavioral Plan (What will be done to prevent future incidents?) 16. What are the goals for the student's behavior? (e.g., student will follow classroom rules) 17. What are the goals for the teacher's behavior? (e.g., teacher will use effective classroom management strategies) 18. What are the goals for the environment? (e.g., classroom will be organized and free of distractions) 19. What are the goals for the student's social skills? (e.g., student will learn to resolve conflicts peacefully) 20. What are the goals for the teacher's social skills? (e.g., teacher will learn to communicate effectively with students)			
Signature and Date Teacher's Signature: _____ Date: _____ Principal's Signature: _____ Date: _____			

BEHAVIOR INCIDENT REPORT

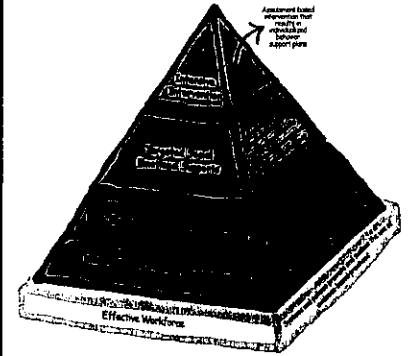


WHY?

Big Picture

What are we doing?
September 13th, 2019
Dr. Ascetta

Pyramid Model



Big Picture

- Year 1:**
- Focus on introduction to Pyramid Model
 - Teachers met on Tuesdays
 - Assistant teachers met on Thursdays/Wednesdays
 - Access to google classrooms and video content
 - Used Inventories of Practice
- Year 2:**
- All teachers/assistant teachers continue with Tuesday/Wednesday meetings as large group
 - 4k Grant classrooms – Coaching with Carrie & Behavior Buddies meetings
 - TPOT 3x year
- Year 3:**
- Expand to more classrooms
 - Modify coaching based on feedback
 - TPOT 2 or 3x per year
 - Teachers as leaders

This Year

4k Grant Schools

- Coaching with Carrie
 - Professional goals related to Pyramid Model Implementation
- Behavior Buddies
 - Data – what and how?
- TPOT observations 3x

Everyone in EC/ECSE

- Teacher & Assistant Teacher Meetings (monthly)
 - Based on self-identified needs
 - Time to plan with other classrooms around SEL
- Some classrooms randomly selected for TPOT 3x

Big Questions

- How do we collect data around behavior in our classrooms?
- What do we do with it?
- How helpful is the current process?
- If we could start over what you would change?
- How does it 4k fit into elementary schools and how are they different?
 - How are we meeting their behavioral needs for really young children?
 - What changes might you propose?



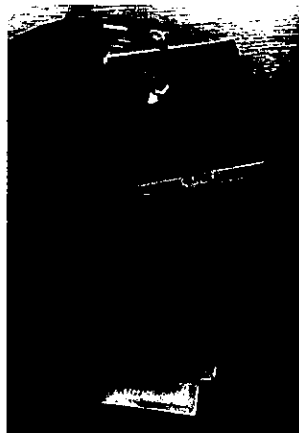
Visuals in the Classroom

Beth Reilly
February 25, 2020

1. Visual strategies can cue or teach positive behavior or new skills.
2. Visual strategies support both receptive and expressive communication.
3. Visual strategies enhance memory (e.g., they are reminders for verbal direction).
4. Visuals strategies can portray expectations (e.g., wash hands, stop, etc.).
5. Visual strategies teach routines (e.g., activity steps through pictures).

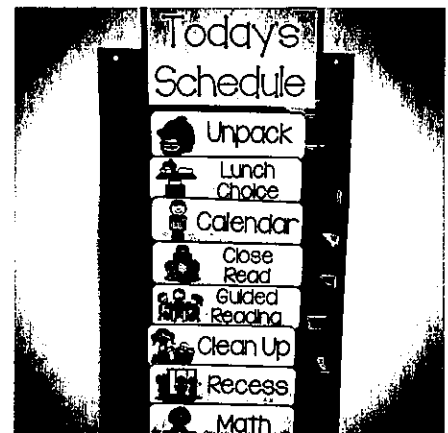
Creating Visual and Environmental Cues

<https://vimeo.com/course/1567356/module/4066750?Lid=66519>



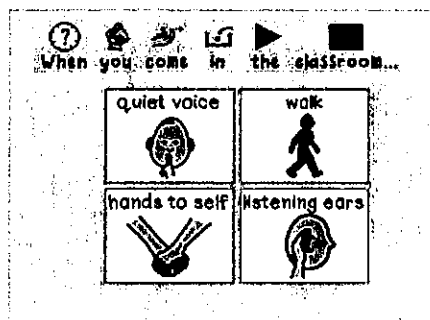
Visual Schedules In the Classroom

<https://vimeo.com/216044453>



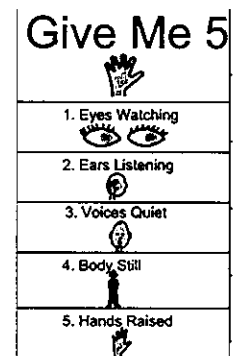
Visual Schedules

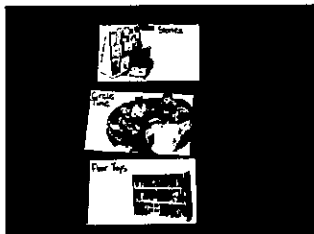
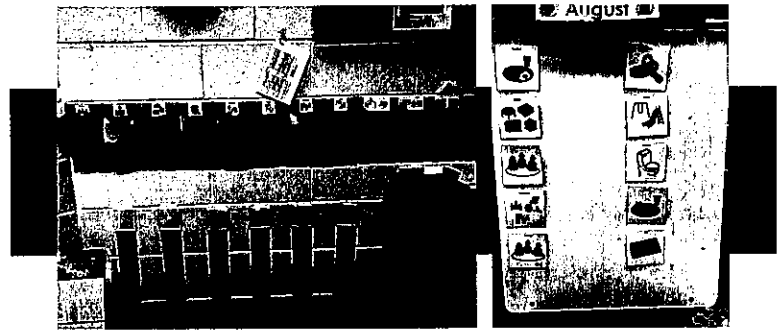
<https://vimeo.com/194717055>



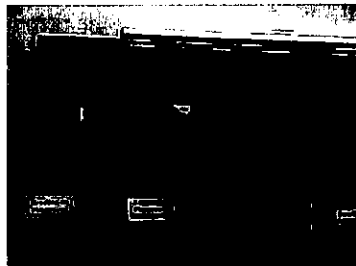
Visual Schedules

<https://vimeo.com/216296087>

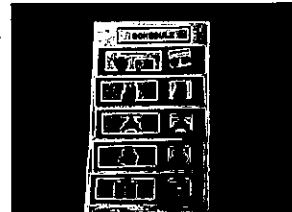




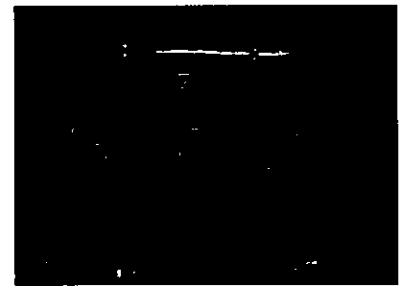
Binder with schedule pictures from catalogs and glued to index cards. Flip picture over to indicate "all done."



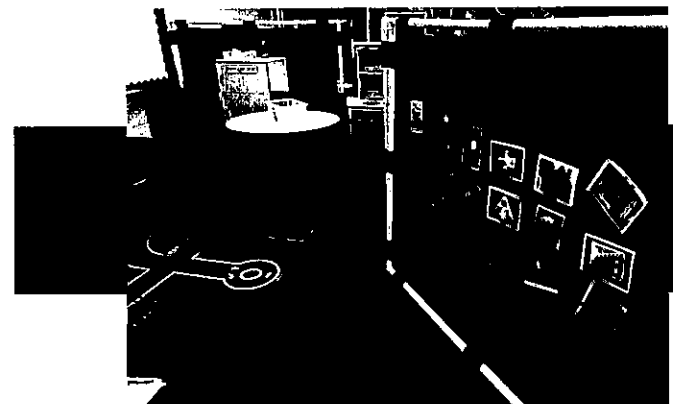
Class photo schedule in clear pockets for easy removal.

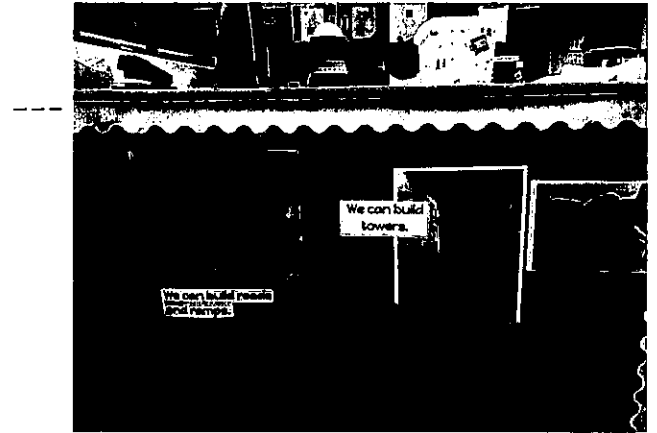
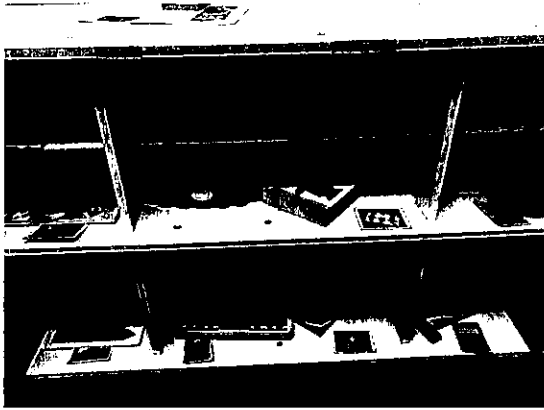


Boardmaker® schedule pictures with removable miniatures to carry while transitioning from one location to another.



Mini photo album used for carrying visuals when traveling from one location to another.





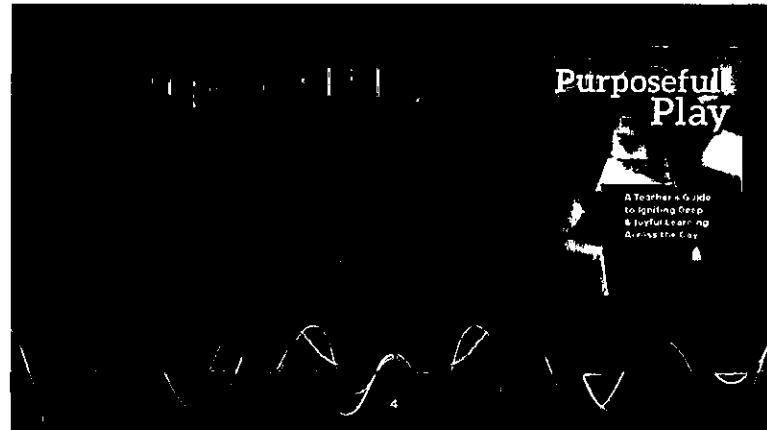
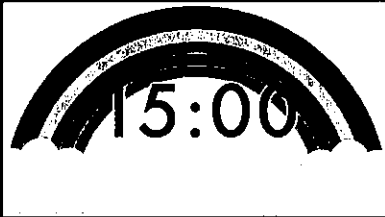
Article



7 Reasons to Use Visual Supports in the Early Childhood ESE Classroom

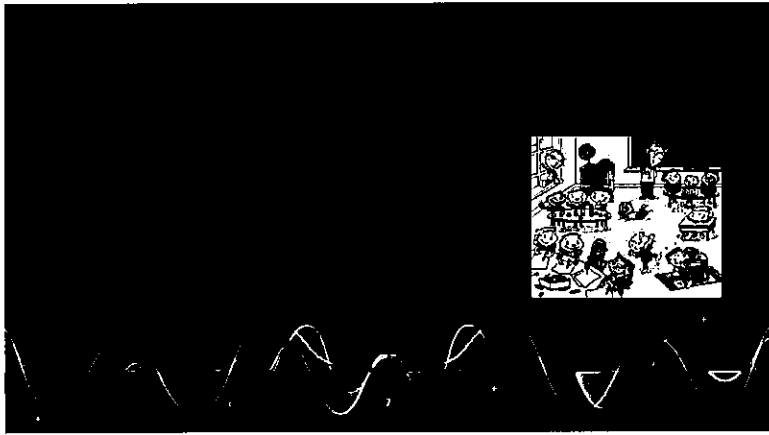
Leadership Tuesday January 19, 2021

CELEBRATIONS!



"There is often such haste in schools to focus on what children need next that we forget what children need now!" -Kristin Osofsky

Edited by Britt



Materials for Powerful Play





What else could you add to encourage open-ended play during center time?

8





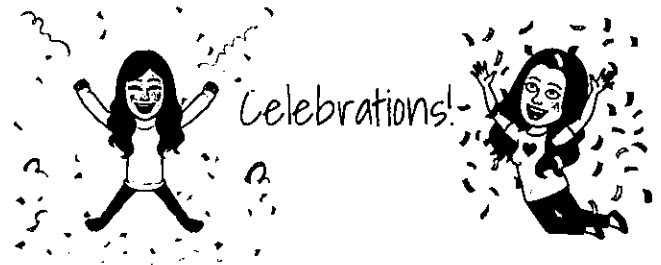
Play in a Workshop Structure

Workshop structures are designed to encourage children to explore materials and create their own projects. They provide a space for children to experiment with different materials and techniques, and to share their ideas and creations with others.



10

Tuesday Leadership February 16, 2021



Purposeful Play - Chapter 4



Teaching Empathy through Play

Empathy is defined as "our ability to feel what another person is feeling
COMBINED with an ability to take on another's perspective."

“

Exposure to an array of emotions gives us the skillset to read others' feelings. Exposure builds our emotional vocabulary. On the other hand, a child who lacks exposure and experiences little feelings of love or connection may be left immature in their ability to emotionally connect. - <http://theemotionalcoach.org>

“

The social experiences, the other half of empathy, develop from social interactions and observations. These social interactions are in the everyday experiences such as, "Watching how our parents treat others, playing and fighting with our friends and siblings, and learning from our parents about recognizing right from wrong."

- 5 WAYS TO TEACH YOUR CHILD EMPATHY**
1. REMIND HER THAT EVERYONE HAS A STORY.
ASK YOUR CHILD TO THINK OF A PERSON WHO IS NOT AS LUCKY AS THEY ARE. ASK THEM TO THINK OF A PERSON WHO IS NOT AS LUCKY AS THEY ARE. ASK THEM TO THINK OF A PERSON WHO IS NOT AS LUCKY AS THEY ARE.
 2. MEET YOUR CHILD'S EMOTIONAL NEEDS.
IF YOUR CHILD IS ASKING FOR SOMETHING, MEET IT. THEY WILL FEEL BETTER ABOUT THEMSELVES AND THEIR NEEDS.
 3. ENCOURAGE YOUR CHILD TO FIND THINGS IN COMMON WITH THOSE AROUND HIM.
WHEN YOUR CHILDREN SEE THINGS IN COMMON WITH OTHERS, THEY ARE MORE ABLE TO UNDERSTAND AND EMPATHIZE WITH THEM. THEY ARE MORE ABLE TO UNDERSTAND AND EMPATHIZE WITH THEM.
 4. CALL YOUR CHILD ON HER BAD BEHAVIOR.
IF YOUR CHILD IS BEHAVING BAD, CALL THEM ON IT. THEY WILL BE ABLE TO UNDERSTAND AND EMPATHIZE WITH OTHERS.
 5. REMIND HIM THAT THERE ARE MANY DIFFERENT POINTS OF VIEW.
TELL HIM THAT EVERYONE HAS A DIFFERENT POINT OF VIEW. THEY WILL BE ABLE TO UNDERSTAND AND EMPATHIZE WITH OTHERS.

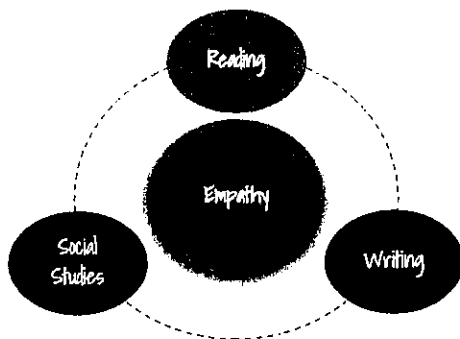
Focus Area 1

Studying Faces and Bodies to Understand Emotions
(my own and others)

Focus Area 2

Taking on Roles to Build Perspective Taking

Teaching Empathy is never done...
 Revisit empathy with a quick video and follow up conversation!



" using technological tools is in no way inherently evil, and when social interaction is pushed to the side occasionally, there is no long-lasting impact. Problems arise when this scenario is the only one children encounter, especially when the same interactions happen at school as well. Too many children come to school and encounter environments much like the backseat of a car. "

Purposeful Play (Mraz, Porcelli, Tyler)



Curriculum Writing

Please let us know if you are interested by March 16th

Schedule for TPOT Observations



Tuesday Leadership

March 16, 2021

Celebrations!



2

Reflection of last month's CHALLENGE



3

I saw a change in my students engagement during the lesson...

Agree

Disagree



Students, drag the icon!

I will be changing how I lead my instruction and limit my use of the SMARTboard to promote engagement...



Yes



No



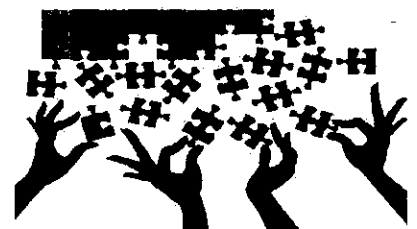
Maybe



Students, drag the icon!

Chapter 5: Playing Together

Teaching Kids to
Collaborate and
Negotiate



1.

Play means Learning to Collaborate

"Play is nature's way of teaching children to solve their own problems, control their own impulses, modulate their emotions, see from others' perspectives, negotiate differences, get along with others."

7

2.

Collaboration means Learning to Self-Regulate

"When children engage in collaborative play, they balance their needs with their playmates... Children often learn self-restraint for the first time when they engage in collaborative play."

8

3.

Collaboration means Learning to Communicate

"As children build, act and draw, they are also talking about what they are doing; the hands-on work provides them with a context for all their spoken language."

9

How do you build collaboration?



How do you support self-regulation?



How do you promote communication?



Students, draw anywhere on this slide!

Promoting playing together means teaching working and thinking together.

11



Diane shares -

"I would foster negotiation and collaboration through games and partner work in the classroom. Stem activities where the children are asked to accomplish tasks is a great way to collaborate! Dice games foster those skills also along with free games at recess. Fairy tales are also great as the children select roles to be the characters. All of these skills are so important in the children's growth in the classroom. I often have the children vote on activities and talk with their shoulder partner to make decisions!"

12

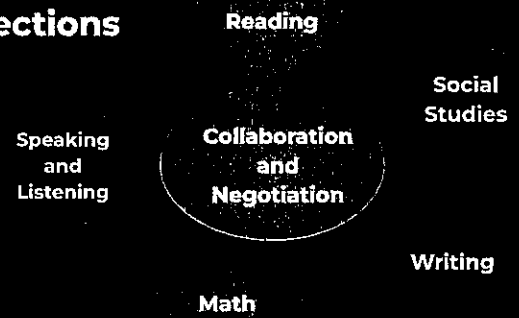
Group Brain Power

"As we teach kids to collaborate and negotiate in play by listening closely, asking thoughtful questions, and valuing the ideas of others, we are setting them up to strengthen and exponentially deepen their learning across the day and across the curriculum."



13

Curriculum Connections



14

Next Leadership April 20, 2021

*Don't forget to email me if you would like to log hours for curriculum writing this summer.

LEADERSHIP TUESDAY

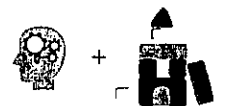
April 20, 2023



CELEBRATIONS



CHAPTER 6: PLAY AND GROWTH MINDSET



Building a
Growth Mindset
through play
% makes help me learn

GROWTH MINDSET : AN EXPLORATION

FIXED vs. GROWTH MINDSET



100% free to use - License: CC BY
For rights or details of our products please contact us at info@thelearninglab.co.uk



EXPLORING GROWTH MINDSET IN PLAY

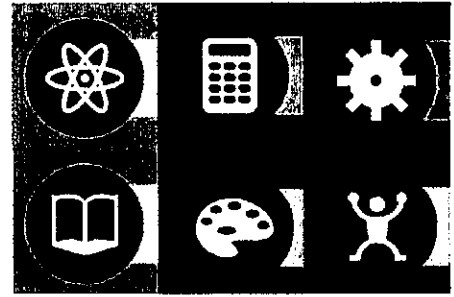
Storytelling

Self-Talk

Reflection

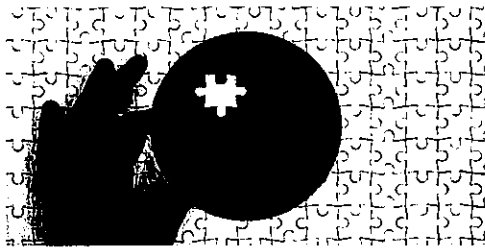
Goal Setting

CURRICULUM CONNECTIONS: THE POWER OF YET

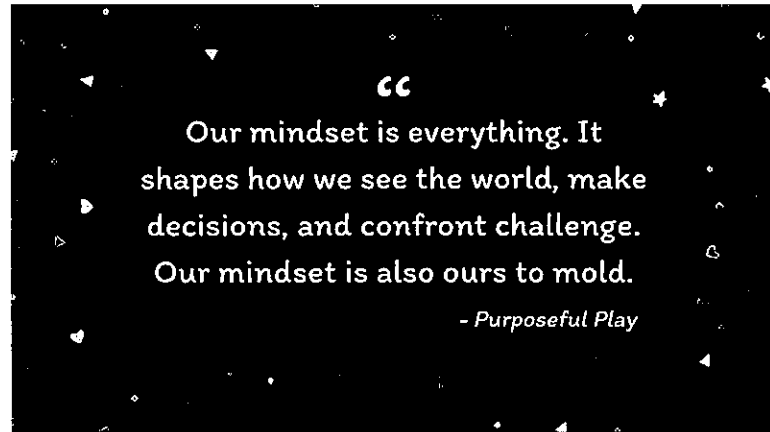




Let's JigSaw!

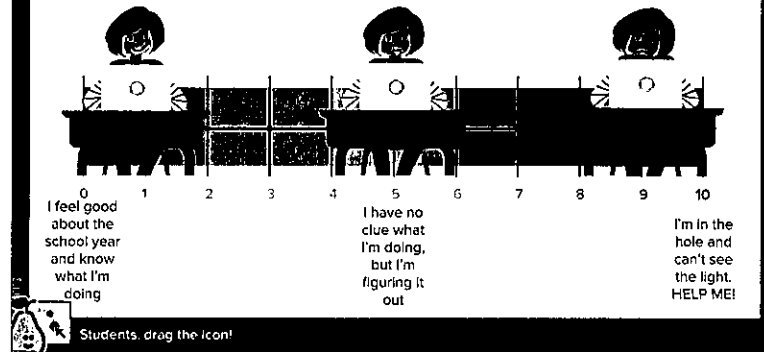


3



Celebrations

Stress Check



The Big Day Experience

BIG DAY
Make Learning Bigger

Have not started

Just beginning

On pace with curriculum map

Pyramid Model Practices

- How are we moving forward?
- Next steps for Observations
 - November 9-20
 - February 22 - March 5
 - May 10 - 21

Explicit Instruction

3 steps to Explicit Instruction

1. Model with clear explanations.

How: Explain and physically demonstrate the skill in the same way students will practice and use it. Use language that is clear, concise, and consistent.

Why: Clear explanations take out the guesswork! Plus, some students may need to see a model (or different models) several times. To decide if that's necessary, check for understanding by asking students to show you what it looks like.

Planning Tips

Write a clear, concise, and correct explanation of the skill.

Double-check that your explanation includes all the steps.

Plan for multiple examples (some that may be different from each other).

Plan to model the examples in the same way students will practice it.

Make sure to check for students' understanding after each example by asking what it would look like.

2. Provide opportunities to practice

How: Before guided practice, you will want to identify when are the best opportunities for practice. Guided practice is your chance to make sure every step is clear to students so that they are ready to engage in the expectations independently. If students haven't grasped the expectation, you can model or verbalize it again.

Once students are successful with guided practice, move on to independent practice. This is when engaging in the expectations and routines becomes fluent.

Why: Students need to practice a skill for it to "stick". Guided and independent practice, as well as cumulative review, can help that process.

Planning Tips

Give yourself enough time for multiple opportunities to practice.

Review expectations.

Use multiple ways of getting student responses during practice to check for understanding.

3. Give positive descriptive feedback

How: As your students engage in guided and independent practice, give them positive feedback that states exactly what they are doing.

Why: When children are given positive feedback and hearing exactly what they are doing, they will be more likely to engage in that behavior again.

Planning Tips

-Place visuals around the room that will remind you to give positive descriptive feedback to children

-Use a variety of sentence starters so you can change up what you say:

Some Starters for Giving Positive Feedback and Encouragement

Break Out Rooms

Red Group: Courtney
Beth Amick, Caroline,
Michelle,
Naomi, Valerie

Orange Group: Dana
Angie, Leigh, Karina,
Molly, Mackenzie,

Yellow Group: Cathy
Ellis, Lisa, Elyse, Helen

Green Group: Robin
Barbara, Beth F., Meg,
Kristin

Blue Group: T
Michelle, Amanda, Taylor,
Jamila

Purple Group: Jill
Jennifer, Julie, Patricia,
Jessica



Which step do you feel the most comfortable with?

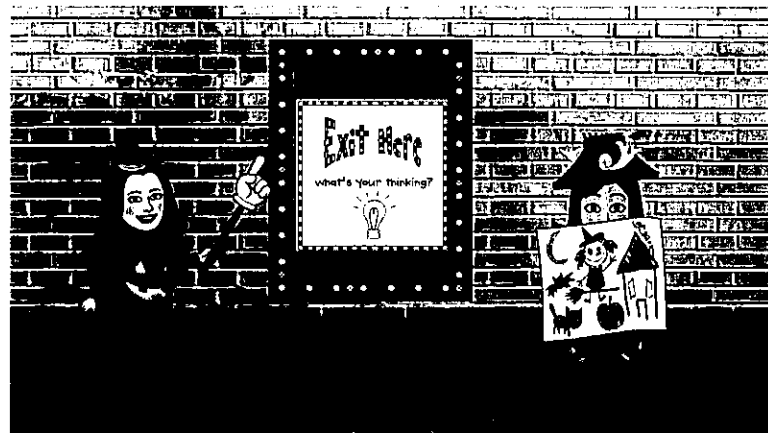
Model with clear explanations

Provide opportunities to practice

Give positive descriptive feedback

Students, drag the icon!

Peat



Welcome & Celebrations

Let's carve a pumpkin!

Schedules and DAP



Students, draw anywhere on this slide!

Participants will learn about:

- The six elements of an effective schedule for early childhood classrooms
- Strategies to help children be successful in routines
- How to incorporate the six elements into their existing schedules

- I can identify the six elements of an effective schedule for early childhood classrooms
- I can develop and design strategies to help children be successful in routines
- I can develop or rework my existing schedule to represent the six elements of an effective schedule.

In an effective schedule, you should provide preschool children with 30 minutes of free choice time each day.

True

False



Students, drag the icon!

In an effective schedule, you should provide preschool children with 30 minutes of free choice time each day.

True

False



Students, drag the icon!

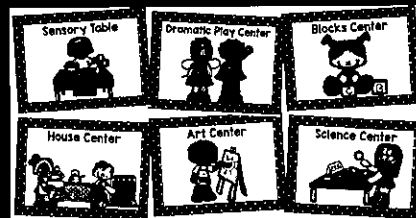


Students, choose an option



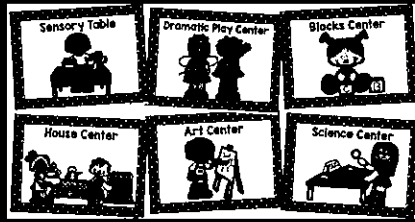
Students, choose an option

What is free-choice time?



Students, write your response!

What is free-choice time?



Students, write your response!

What specific skills are best supported during large group time?



Students, write your response!

Small Group



Do you think that centers can happen during outside time?



Students, choose an option

Do you think that centers can happen during outside time?



Students, choose an option

How do you think visual supports help with routines?



Students, write your response!

What is your favorite transition strategy?



Students, write your response!

Please click [here](#) to read an article about the six elements of an effective daily schedule

Making the Most of Transition Time

Watch this video to see four teachers engaging in different types of transition strategies.

After watching, use this [form](#) to answer some quick questions about what you saw!

Time to Look at Your Schedule!

Large Group Time

Large group time is no longer than 15-20 minutes.

Small Group Time

Small group times are no longer than 10 minutes.

I have a designated separate math group time and a separate literacy group time.

Outdoor Time

I provide at least 60 minutes of outdoor time each day.

Free Choice Center Time

I have at least 10 minutes of free-choice time.

Transitions

How can I make transitions more engaging?

Farewell Thoughts...



Tuesday Leadership

11/17/2020

Celebrations

Review of Schedule Expectations



Large group times are no longer than 15-20 minutes



Small group times are no longer than 15 minutes

I have a designated separate math group time and a separate literacy group time



I provide at least 60 minutes of outdoor time each day



I have at least 60 minutes of free-choice time



How can I make transitions more engaging?

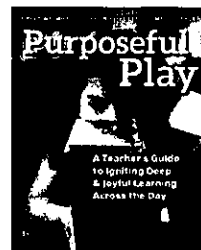
Classroom Routines

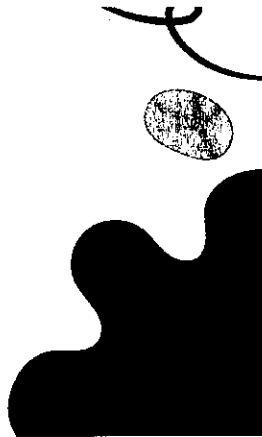
- Daily
 - At the beginning of the day
 - With a positive greeting
- Behavior
 - Positively reinforced
 - no more than 15 seconds
- Transition Strategies
 - For example: dots on the floor, give clear beginning and end, chant, etc.

“Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain—unless it is done with play, in which case, it takes between 10 and 20 repetitions!”

DR. KARYN PURVIS

Purposeful Play





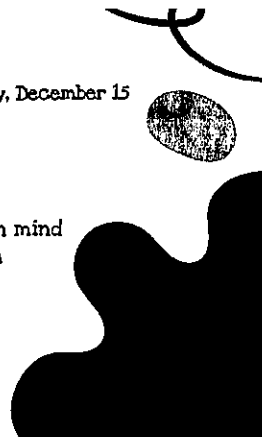
For Next time: Tuesday, December 15

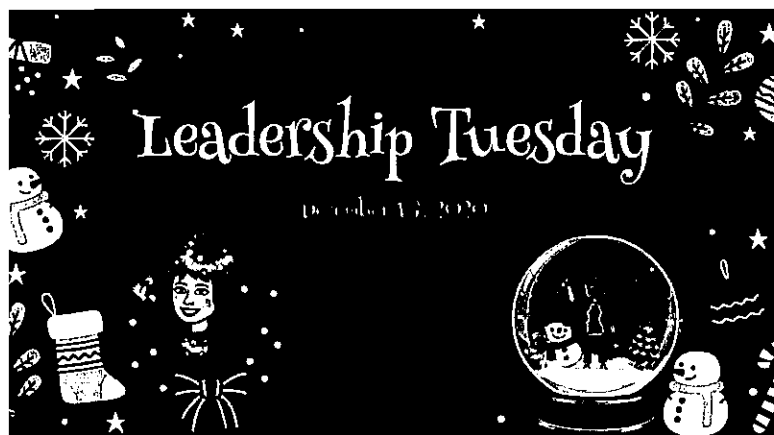
- Read Chapter 3 of Purposeful Play

What is coming next:

- How to purposefully plan with rigor in mind
- EXTREME MAKEOVER classroom edition

**EXTREME
MAKEOVER**
↓
*Classroom
Edition*





Distance Learning

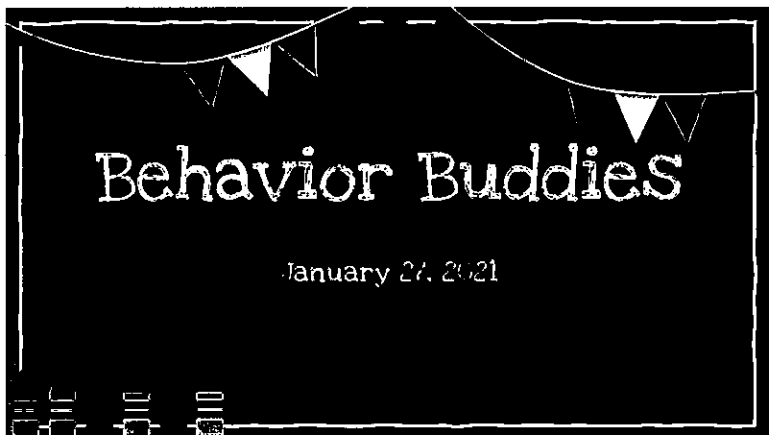
(long term closure or planned virtual learning days) - Dec 17 & 18

- Student Instruction: Optional Daily, live digital lessons. This can be pre-recorded videos linked to SeeSaw or live Google Meet, etc. A lesson for instruction must be made available to families daily.
- Teachers must create lesson packets (2 week increments) with deadlines for submission throughout the closure period.
- Feedback must be provided within 5 days of submission.



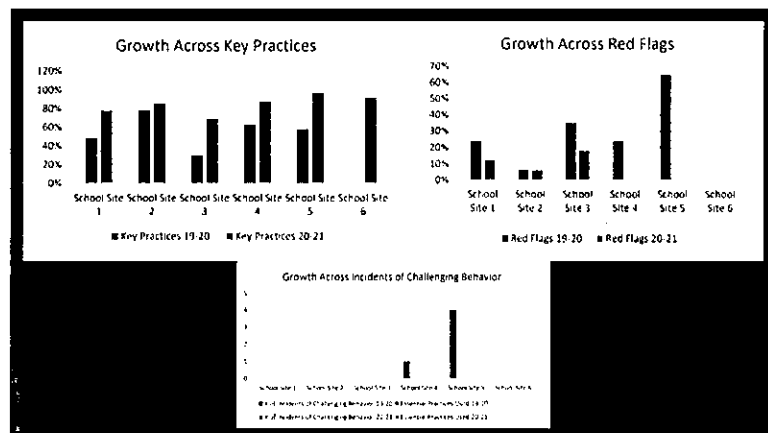
- Parent Support (Office hour): At least every other day, teachers should have a scheduled drop-in time to be available to all parents via one Google Meet. This hour should be recorded. Teachers are expected to be available at least an hour to coach parents on the packets, provided and to offer a social/emotional check. Teachers will share this scheduled time with parents and have it included on their calendar.
- Some method in place to check for engagement and understanding (i.e. SeeSaw).
- New learning should continue as much as possible.
- For students with an IEP, reference contingency plan.

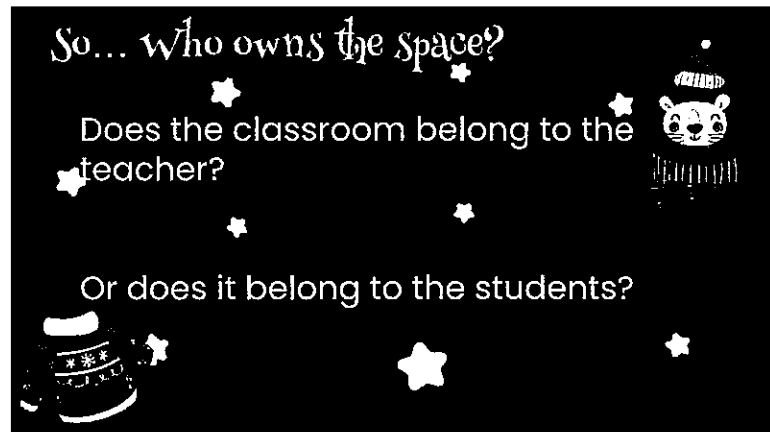
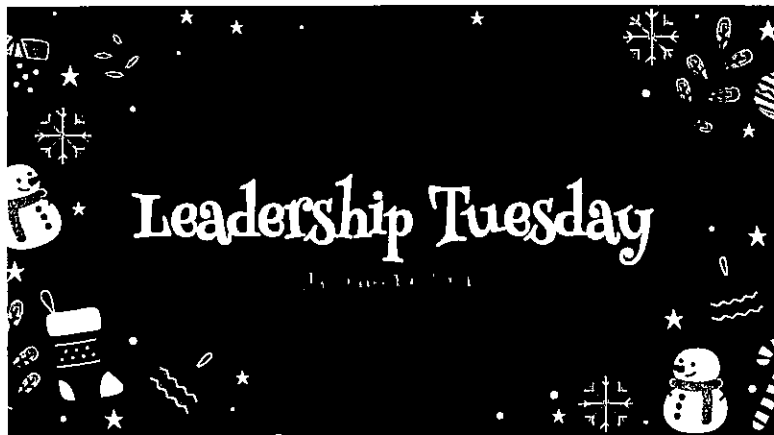


TPOT Data from Beginning of the year 2019 and 2020

School Site	Key Practices	Red Flags	Effective Practices with CB
School Site #1			
School Site #2			
School Site #3			
School Site #4			
School Site #5			





Materials for Powerful

Play



What else could you
add to encourage
open ended play
during center time?



Extreme Makeover: Classroom Edition

In your breakout rooms, look at the questions on page 31 and share your thoughts on each one.

Is this feasible to do in your classroom?
Do you feel comfortable doing these in your classroom?

If you already do some of these things, share how that looks,
how you introduce it and how your students like it?



Play in a Workshop Structure



Have a Wonderful and Restful Winter Break!!



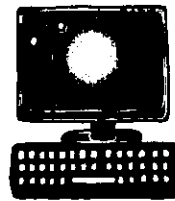
Content and Curriculum for Preschool

Social Emotional Development Lessons from the State Department



Break

Websites and Social Stories



Virtual Walk Through



Adobe Spark

Create a slideshow using Adobe Spark of the "First Day Tips for Parents" or a "Tour of Your Classroom".

Take pictures to tell the story you want to your audience.

Go to <https://spark.adobe.com/> and click get started now. You can log on using your google account.

You will click on Slideshow and you can choose a platform or start from scratch. You will add the pictures you have taken to create your Slideshow.

This slideshow can be uploaded to your SeeSaw page.

Big Day Curriculum

Jamila Anderson
Dana Bennett
Kristin Blair
Cathy Blankenship
Robin Cathcart
Amanda Juliano
Julie Kahl
Ellis Lanier
Helen Lanier
Elise Livingston
Michelle Loew
Barbara Lofurno
Jennifer Long
Diana Martin
Patera Martin

Karina McCollam
Leigh McLeod
Meg Phillips



Communication in the Preschool Classroom

August 23, 2019

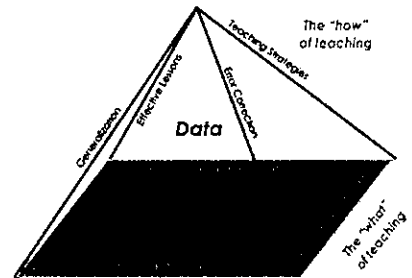
Learning Intentions

1. Have basic understanding of pyramid approach to education
 2. Be able to define functional communication
 3. Be able to identify specific to strategies to implement effective communication in your classroom
-

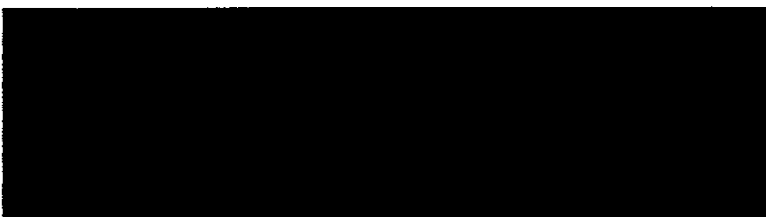
Ice Breaker:

Quotes

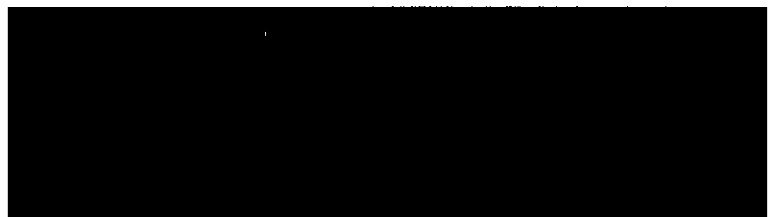
The Pyramid Approach to Education



Functional Activities



Powerful Reinforcers



If "politely," but not play with or eat it?

Item	Rejects	No Reaction	Reaches for	Protests when taken away	Shows pleasure	Takes again
Apple (Picture)						
Apple (Real)						
Apple (Picture)						
Apple (Real)						
Apple (Picture)						
Apple (Real)						
Apple (Picture)						
Apple (Real)						
Apple (Picture)						
Apple (Real)						

Functional Communication

Functional communication (communicating to get what you want) is a skill that is taught to students with developmental disabilities. This skill is often taught using a picture-symbol system. The student is prompted to choose a picture-symbol to request the item. The student gets access to the items as reinforcement.

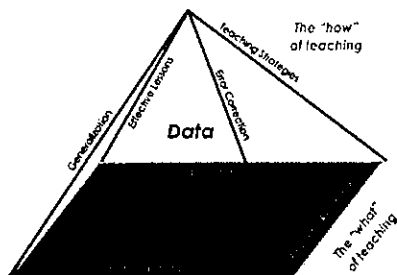
What did you see?

The items are motivating for the student.
The teacher prompts the student to choose a picture-symbol to request the item.
The student gets access to the items as reinforcement

Contextually Inappropriate Behavior

Contextually inappropriate behavior is behavior that is not appropriate for the situation. This behavior is often taught using a picture-symbol system. The student is prompted to choose a picture-symbol to request the item. The student gets access to the items as reinforcement.

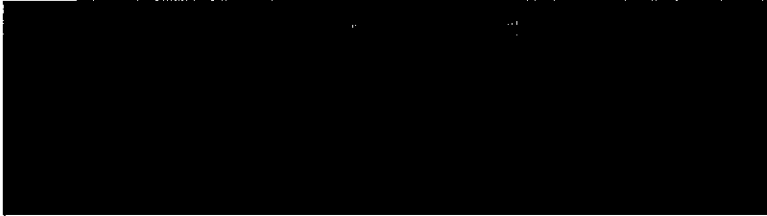
The Pyramid Approach to Education



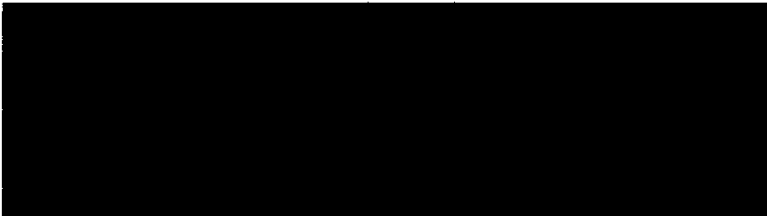
Generalization

Generalization is the process of applying a skill or knowledge learned in one context to a new context. This process is often taught using a picture-symbol system. The student is prompted to choose a picture-symbol to request the item. The student gets access to the items as reinforcement.

Designing Effective Lessons

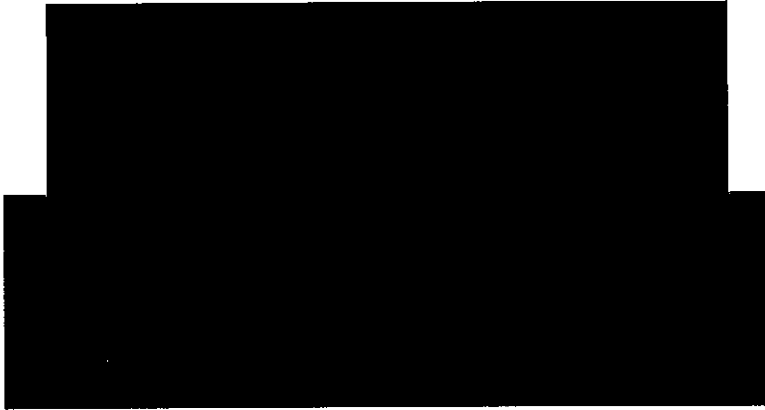


Specific Teaching Strategies



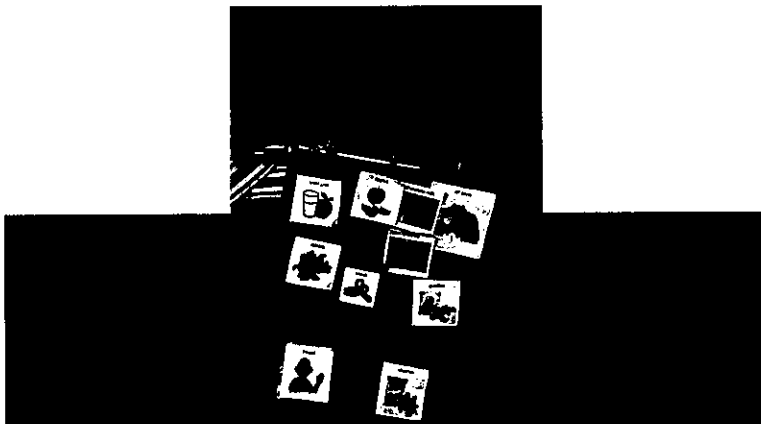
Errorless Teaching





Setting the Stage for Communication

1. Create **MANY** opportunities for communicating
2. Know our student's current skills and plan to teach the next
3. **EXPECT communication**
 - a. Communication v. choices



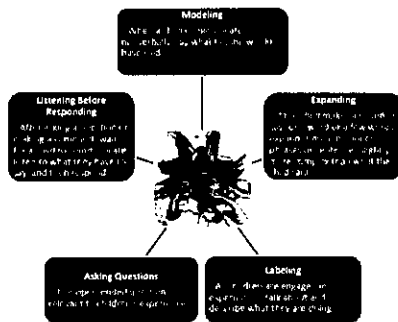
<https://www.teachingchannel.org/video/visual-cues-in-the-classroom>



Preempting

- Environmental
- Nonverbal
- Verbal

Strategies for Promoting Communication



Article



7 Reasons to Use Visual Supports in the Early Childhood ESE Classroom

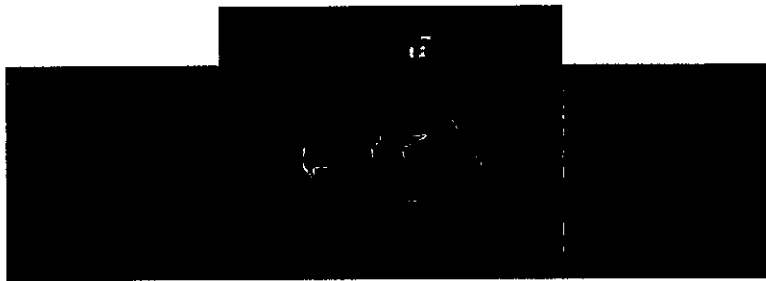
Group Activity

How will you be incorporating visuals in these areas:

- Transitions
- Circle Time
- Communication systems (Requesting)
- Centers
- Visual Supports



Gallery Walk



Learning Intentions

1. Have basic understanding of pyramid approach to education
 2. Be able to define functional communication
 3. Be able to identify specific to strategies to implement effective communication in your classroom
-

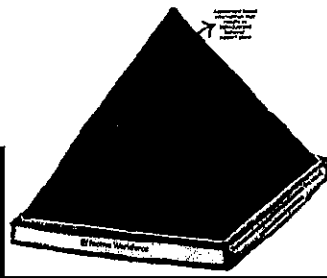
Snow STORM

Write down what you've learned on a piece of scratch paper and wad it up. When I say "SNOW STORM!", you will throw your paper snowballs in the air.



Then each learner picks up a nearby response and reads it.

Pyramid Model



Overview of Training Plan

- Summer Overview Training of Pyramid Practices (schedules, routines, transitions, and behavior expectations)
- Quarter 1 - Teacher engagement, supportive conversations, directions, collaborative learning
- Quarter 2 - Teaching Problem Solving Skills
- Quarter 3 - Teaching Friendship Skills
- Quarter 4 - Teaching Social Skills and Emotional Competencies

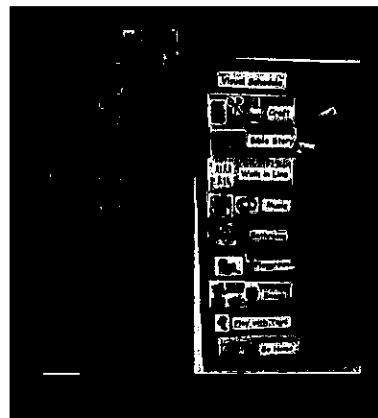
Classroom Essentials: Preparing for the Pyramid

1. Visual Schedules
2. Behavior Expectations or rules
3. Families are visually represented
4. Physical environment designed to promote engagement
5. Positive Behavior Management Systems

Visual Schedules

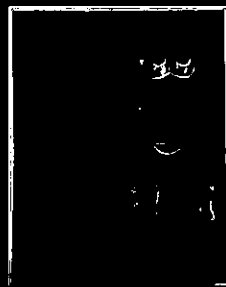
- Includes photos or clipart
- Posted at children's eye level
- Remains visible the entire day
- Each activity represented
- Accommodates when changes occur to the day
- Indicates the passing of time (pieces are removed, flipped over or marker denotes current activity)

** Referred to throughout the day



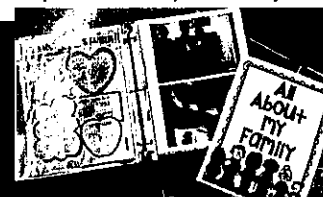
Behavior Expectations/Rules

- Positively stated
- No more than 5
- Photographs or clipart for each
- Posted at children's eye level



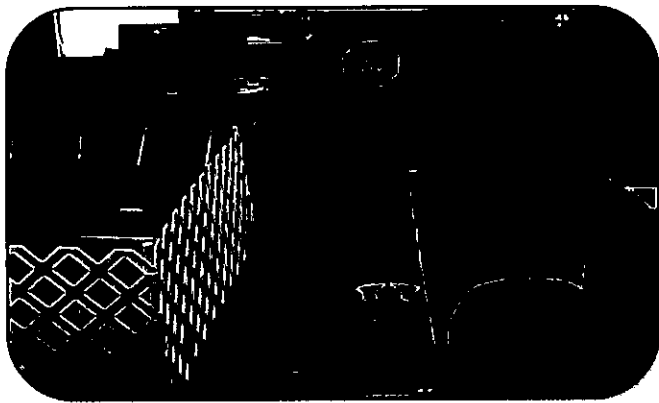
Families are Visually Represented

- Every child is represented
- Easily seen or accessible
- Families are represented in a positive way



Physical Environment designed to promote engagement

- Enough centers to accommodate the number of children
- Centers must have clear boundaries
- Materials are developmentally appropriate and adequate in number and variety
- No wide-open spaces for children to run
- Group area is clearly defined with enough space to accommodate the number of children



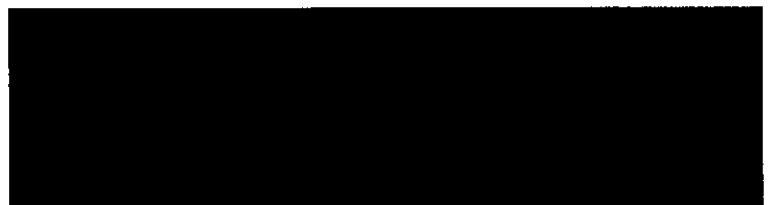
Positive Behavior Management Systems

- Does not include punitive measures (i.e. moving clips to red, smiley/frowny face daily ratings, time out chair)
- Any acknowledgement earned is not lost
- Any parental communication about the system focuses on what has gone well, rather than the challenges
- All children are eligible to earn acknowledgement throughout the day



Closing

The link to the Google Meet will be coming in August....



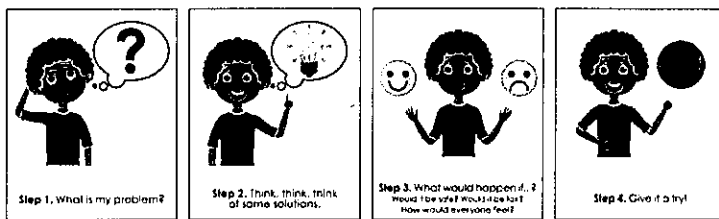
Pyramid Model Practices for Kindergarten Classrooms

Teaching Problem Solving Skills

Problem Solving Steps

1. Identify the problem
2. Think about solutions
3. Consider outcomes
4. Trying a solution and evaluating how well it worked

Use Visuals



Ask Children to generate solutions



Group Activities



Positive Descriptive Feedback



How can we as
teachers model
problem-solving in
the classroom?

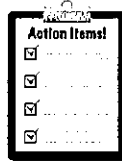


Action Item from last meeting:

Complete a preference assessment on each student

Were you able to use the assessment to change the motivations of your students?

What did you find interesting?



Preventing Challenging Behavior at Clean Up Time or Other Transitions

Adapted from: Barb O'Neill's Transform Challenging Behavior Conference and Blog <http://www.transformchallengingbehavior.com/blog>

Guiding Question:

What transition do you struggle with in your life?



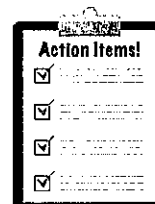
Let's think about... (video)

- What do you think about the individualized individual reminder? Do you already do this? Could you make it visual?

How could you create a motivational individualized reminder for a child in your class?

Action Item:

Create a motivational individualized reminder for a child in your class who is struggling with transitions

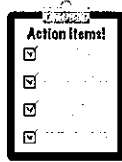


Action Item from last meeting:

Create a motivational individualized reminder for a child in your class who is struggling with transitions

Were you able to use the individualized reminder?

Did it help?



7 ½ Steps to Avoid Challenging Behavior at Clean-Up Time

Adapted from: Barb O'Neill's Transform Challenging Behavior Conference and Blog <http://www.transformchallengingbehavior.com/blog>

Guiding Question:

How is your clean up time going?

What really great strategies do you have in place that you have found work?

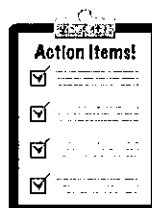


Let's think about... [\(video\)](#)

- Do you have clean-up time on your schedule? What do you think about that?
- What strategy did she talk about that you are not already using?
- Do you think you could implement a helper to remind everyone at clean up time?
 - What about a clean up supervisor?

Action Item:

Be intentional about your clean up time - implement one of the 7 ½ strategies that you are not already implementing



Action Item from last meeting:

Implement one of the 7 ½ strategies that you are not already implementing

Were you able to implement one of the strategies successfully?

How did it go?



Redirection, A Magical and Misunderstood Strategy

Adapted from: Barb O'Neill's Transform Challenging Behavior Conference and Blog <http://www.transformchallengingbehavior.com/blog>

Guiding Question:

Do you use "redirection" as a way to respond to children who are using toys in unsafe ways, not following directions, are about to bite a peer, or who are engaging in other unwanted behavior?

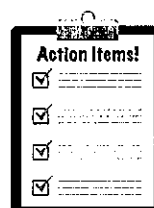


Let's think about... [\(video\)](#) (start at 0.56)

- After reflecting on that reading - Do you feel like you have been actually using redirection or something else?
- Can you share one way you currently use redirection or are now planning to use it?

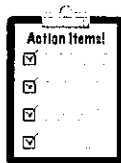
Action Item:

Stop yourself this month and think "redirection v. reminding"



Action Item from last meeting:

Stop yourself this month and think
"redirection v. reminding"



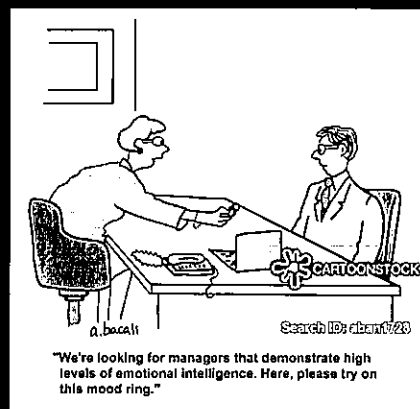
Were you able to catch yourself
reminding a student rather than redirecting?
Were you able to redirect rather than remind?
How did it go?

How to Effectively Teach Social- Emotional Skills to Children who Exhibit Challenging Behavior

Adapted from: Barb O'Neill's Transform Challenging Behavior Conference and Blog <http://www.transformchallengingbehavior.com/blog>

Guiding Question:

Do you have children in your class who get very upset, sometimes seemingly for no reason?



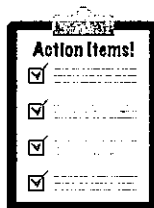
Let's think about...

[Video1](#) [Video2](#) [Video3](#)

- Which of these ideas resonates with you?
- Which do you already do?
- Which do you think will most help your class this year?
- Which ideas might engage the child who you think REALLY needs some help learning to identify and express their emotions and needs?

Action Item:

Pick one of these tips you do not already implement and try to put it into your plans this month.



Action Item from last meeting:

Which tip did you implement
and try to put it into your plans this month?

Did you like it?

Would you use it again?

Is it something you will continue to plan for?



The Magic of Puppets for Addressing Challenging Behavior

Adapted from: Barb O'Neill's Transform Challenging Behavior
Conference and Blog <http://www.transformchallengingbehavior.com/blog>

Guiding Question:

Do you/have you ever used puppets in your
teaching?

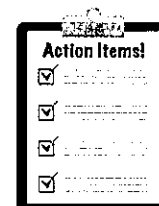


Let's think about...[video](#) [making friends video - pyramid](#)

- Thinking about our social/emotional skills lessons - Are there ways we could use puppets?
- What ways do you already use puppets?
- Does everyone have puppets?

Action Item:

Think about adding a puppet to your classroom for
next year. How will you use it and what will you use
it for in your teaching?

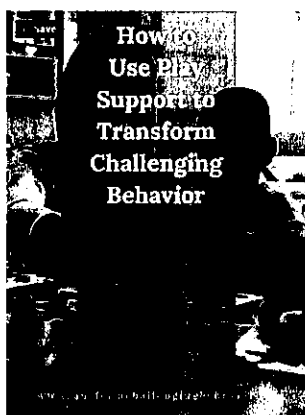


How to Use Play Support to Transform Challenging Behavior

Adapted from: Barb O'Neill's Transform Challenging Behavior Conference and Blog <http://www.wttrn.com/challengingbehavior.com/blog>

Guiding Question:

Do you believe play can transform a child's challenging behavior?



What are the stages of play?

Age	Type of Play	Description of Play
0–2 years	Solitary Play	During this stage, a child will play on their own. For example, a child may be in a room full of children but will choose to play blocks on their own.
2–2.5 years	Spectator Play	Child will observe other children playing.
2.5–3 years	Parallel Play	During parallel play, children play next to each other but will not share the same activity.
3–4 years	Associate Play	During associate play, children will be playing the same game or activity but will not be working together or making connections with peers.
4–6 years	Cooperative Play	During cooperative play, children learn to play with their peers. They start to use social skills and interact with their friends.

Let's think about...

1. A time you sat with a student at play and behaviors began to change. What was your experience?
2. How do you prompt peer relationships?

Any other “ah ha” moments?

Action Item:

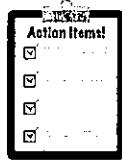
Choose one student who needs extra support and plan 10 minutes daily to support his/her play.

Action Item from last meeting:

Choose one student who needs extra support and plan 10 minutes daily to support his/her play.

What were your thoughts?

Were you able to see a difference?

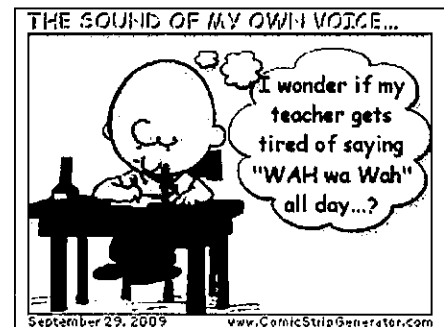


How to Teach Kids to Follow Directions

Adapted from: Barb O'Neill's Transform Challenging Behavior Conference and Blog <http://www.transformchallengingbehavior.com/blog>

Guiding Question:

How do you teach your students to follow directions?
Do you intentional plan for it?

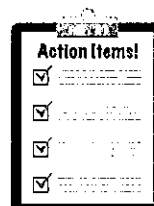


Let's think about...

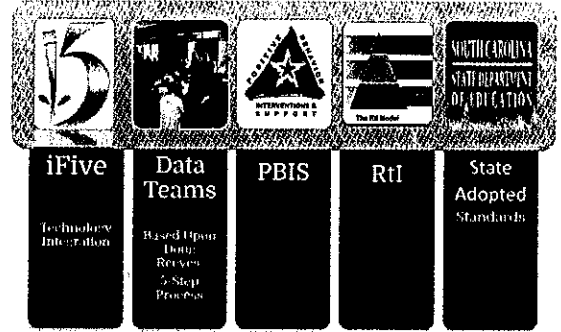
- What's developmentally appropriate for some of our students?
- What prompts can we give them to be successful?
- [Video](#)
- Any takeaways?
- How do you feel about her feelings to not engage in a power struggle? [Video](#)

Action Item:

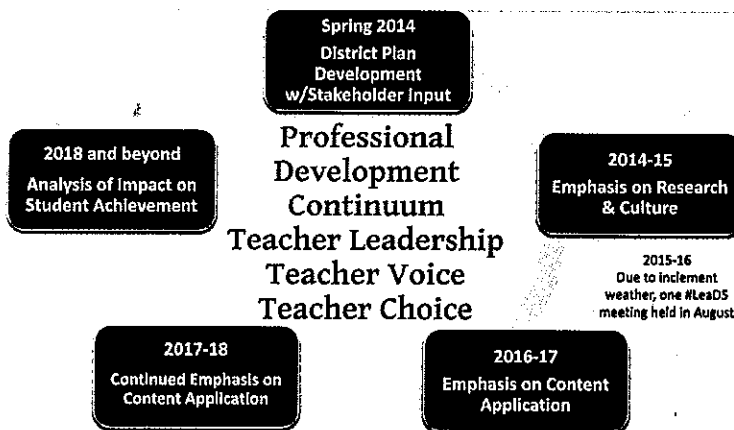
Find 3 new songs to come back and share that would be a good way to teach following directions.



Welcome!



District Initiatives and Student Success!



District Day At A Glance

- 8:00 AM Welcome and Introduction of #LeaD5 PD Facilitator
- 11:45 AM #LeaD5 Exit Learning Survey
- 12:00 PM Dismissal

Lunch is from 12:00 PM - 1:20 PM.
Your school will let you know the agenda for the afternoon

Goal for this year

Please get a scrap piece of paper and write down a goal for yourself this year - do not write your name on it.



Group Norms

- The Preschool LEAD5 google site link was emailed to you this morning.
- Please go to the August 12th tab and scroll down to the picture of dotstorming!
- Click on the picture and it will take you to the DotStorming website.
- You will have the opportunity to make suggestions for group norms by clicking add card.
- You will vote for 3 statements that you believe should be a group norm.



Learning Intentions

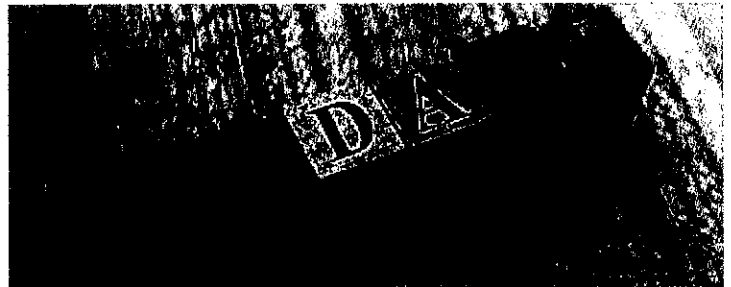
1. Participants will be able to identify important parts of a classroom schedule.
2. Participants will be able to identify 5 reasons dramatic play is important in the preschool classroom.
3. Participants will identify ways to implement dramatic play in their classroom.

Success Criteria

1. I can create a classroom schedule that supports learning and engagement.
2. I can implement dramatic play in my classroom and create a supportive and engaging learning environment.

Ready By Five

Welcome
Mandy Glowacki



New 4K SAT Process

1. Teacher has concerns - share with parents and document those concerns
 - o reach out to Davida and your school psychologist to inform them of your concerns
 - o Complete **STEP 1** of the Personal Learning Plan Form and turn it in to your school's SAT chair and school psychologist
2. The school psychologist and SAT chair will schedule an observation and a debrief meeting will take place to discuss interventions and next steps.
3. After the designated time period, a **staffing** will be scheduled with the team to analyze the data taken after interventions were put into place. **STEP 2** of the Personal Learning Plan will be completed and teacher will communicate with parents the next steps.
4. Data will continue to be collected - if progress is not made the team will move to Tier 2 and an SAT meeting will be scheduled.

4K Report Card

- ELA with Asterix
 - ELA rubric
- Math with Asterix
 - Math rubric

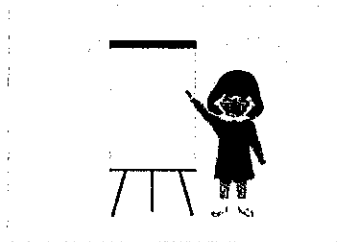
More Updates for the Upcoming School Year

- 4K Report Card
- 3DD screening and benchmark report
- GOLD



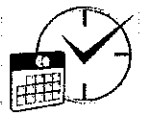
Schedules

What does an engaging schedule look like?



Your schedule should consist of

- Large Group
 - Large group times are no longer than 15-20 minutes
- Small Group
 - Small group times are no longer than 15 minutes
 - you need a designated separate math group time and a separate literacy group time
- Outdoor Recess
 - You must provide at least 60 minutes of outdoor time each day
- Free Choice Centers
 - You must have at least 60 minutes of free-choice time



SAMPLE SCHEDULE

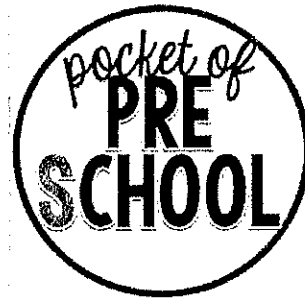
https://docs.google.com/document/d/1DYnsiFA7_ima7BRm9Mmub9GXFde9CtAr/edit?usp=sharing&ouid=116475515800426327131&rtmpof=true&sd=true



Article



Pocket of Preschool



Independent Planning & Curriculum Map

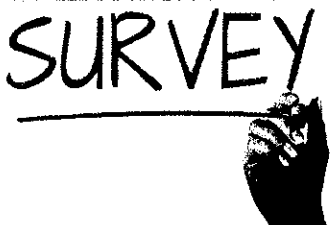
- <https://drive.google.com/file/d/1dAwS3ORvUQvXCQYOIZtM6abRA3H4eSto/view?usp=sharing>

What to include (literature)

School/Group Planning

1:00:00

District Survey



Please take a few moments to complete the survey about today's session. You should have received an email from Sara Kearns with the link to complete.

Review of Success Criteria

1. I can create a classroom schedule that supports learning and engagement.
2. I can implement dramatic play in my classroom and create a supportive and engaging learning environment.

Closure

Find an accountability partner and discuss one change you're going to implement to make your room more engaging by September 14th - the first Tuesday Leadership meeting.



iFive

Data
Teams

PBIS

RII

State
Adopted
Standards

Technology
Integration

Based Upon
Dunlap
Reeves
4-Step
Process

Spring 2014
District Plan
Development
w/Stakeholder Input

2018 and beyond
Analysis of Impact on
Student Achievement

2014-15
Emphasis on Research
& Culture

2017-18
Continued Emphasis on
Content Application

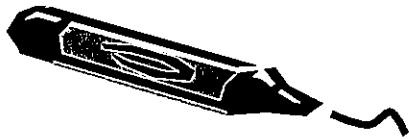
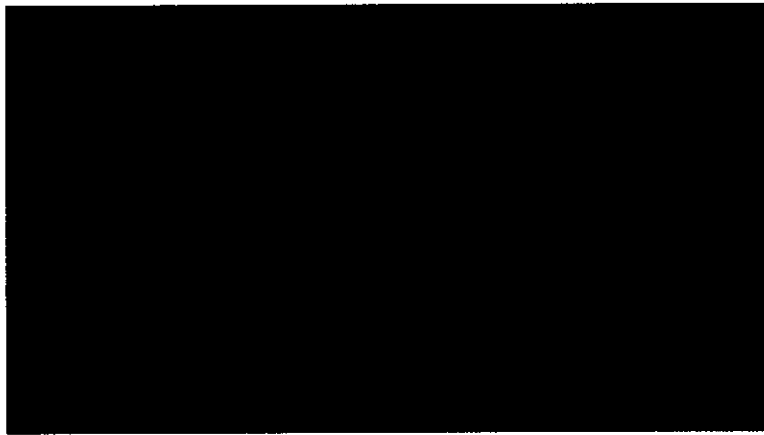
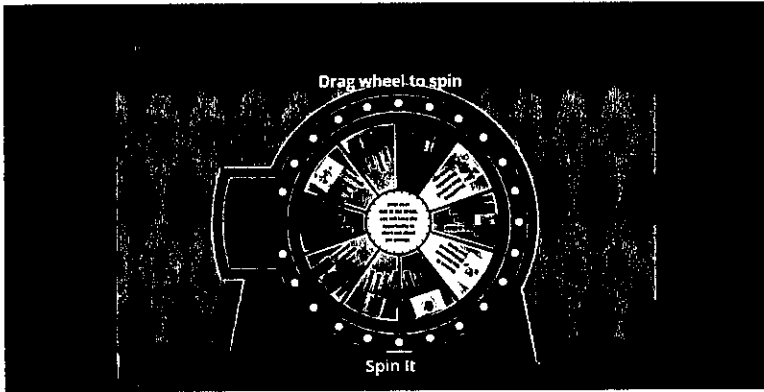
2016-17
Emphasis on Content
Application

Learning Stream

In order to ensure that all of the participants register for the session, please turn off cameras to register and turn them back on when registration has been completed.

This system will record attendance, send the session evaluation form, and send the certificate of completion.





What can I teach this preschool child?
Areas of growth and development
through play.

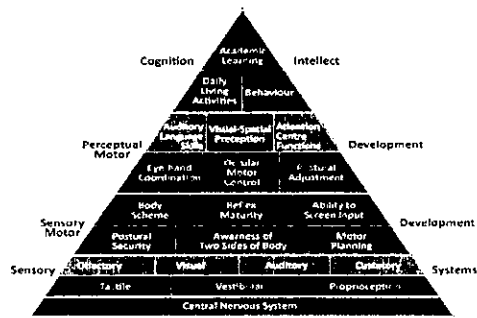


Five Domains of Development

- Cognitive
- Communication
- Social Emotional
- Adaptive (self-care)
- Physical (fine & gross motor)



PYRAMID of LEARNING



The W's of development

Who needs these skills?
 What skills are we addressing?
 What age should we expect these skills?
 Why are these skills important?
 Where can we use these skills in the class?
 How can we incorporate these skills?

CAUTION!

Be careful that you:

1. don't expect all kids to learn the same way (individualize)
2. don't expect too much from kids that are not ready (age appropriate motor development)

Fine and Gross Motor

Motor development can be viewed in 2 parts: Fine and gross motor skills.

Fine motor- small body movements

(hands, wrists, and fingers)
 grasping an objects
 eye hand coordination

Gross motor- large body movements

(arms, legs, neck and trunk)
 body awareness
 sensory input
 primitive reflex integration

Memory Lane

Think of your favorite childhood game that you played at recess with classmates, in your neighborhood with friends, or at family gatherings with cousins.

Gross Motor (2 y/o)

- independently walks
- negotiates up steps with a rail
- begins to run
- jumps in place
- throws a ball overhand
- stops a rolled ball/catches a tossed ball

Gross Motor 3 y/o

- Climbs well
- Runs easily
- Walks up and down stairs, 1 or 2 feet on each step using a rail
- Broad jumps
- Overhead and overhand throws



Gross Motor 4 y/o

- stands on one foot/attempts to hop
- consistently catches a bounced or tossed playground ball
- uses a preferred hand to throw
- broad jumps (beginning to jump over objects)
- walks up and down steps with 1 foot on each step



Why are these skills important?

- body awareness
- spatial awareness
- core strengthening
- balance and coordination
- bilateral coordination
- eye hand coordination
- sensory system development (vestibular, proprioception)



How to encourage development of gross motor skills

ANIMAL WALKS:

- transitions for circle time, snack time, center time
- core strengthening
- body awareness
- balance and coordination
- spatial awareness



How to encourage development of gross motor skills

ABC YOGA:

- body awareness
- spatial awareness
- balance and coordination
- bilateral coordination
- crossing midline
- letter formation
- core strengthening



How to encourage development of gross motor skills

HOT POTATO (pass/roll an object):

- crossing midline
- bilateral coordination
- core strengthening
- spatial awareness
- eye hand coordination



Back to Basics

- ◉ Red light, Green light
- ◉ Teacher Says (Simon Says)
- ◉ Chase
- ◉ Ring Around the Rosie
- ◉ London Bridges
- ◉ Duck, Duck Goose
- ◉ Hopscotch (MANY variations)
- ◉ Freeze Dance
- ◉ Musical Chairs (modified)



Let's SIT and chat

TRUE or FALSE:

It is okay for a child to "W" sit.

How should a preschooler sit?

How should they NOT sit?



"W" sitting

Why do kids "W" sit?

- increase base of support
- lower center of gravity
- least amount of core work
- frees hands up for play



"W" sitting

Why is "W" sitting a problem?

- limits trunk rotation
- limits crossing midline
- stresses hip and knee joints
- shortens muscles causing "pigeon toed" stance.



Alternatives to "W" sitting

- side sitting (to either side)
- long sitting (legs in front)
- criss cross/pretzel sitting
- heel sitting
- chair/bench/stool sitting (feet on the floor!)

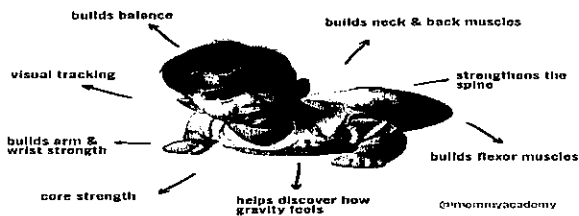


Gross Motor Development is a prerequisite for refined Fine Motor Development - why?

Human development is proximal to distal which means we develop our core/trunk strength and large body movements first. This provides the body stability, reflex integration, and the foundational information for more refined movements with arms, hands and fingers.



ALL THE MAGIC HAPPENS ON THE FLOOR!



Next Important Transitional Milestone is Crawling!

We can't move from gross motor to fine motor skills without discussing crawling and the importance of crawling. What are the benefits of crawling?

- Physical - balance, strength, eye hand coordination, arch development of the hands
- Spatial - learning distance and maneuvering around objects - over, under, around, etc
- Visual - encourages the eyes to work together and refocus from distant objects to hands
- Mental - requires the two sides of the brain to communicate improving coordination

What school skills are developing when crawling?

- strength to functionally hold writing and eating utensils
- developing postural muscles to sit for sustained periods
- coordination/bilateral skills for clothing fasteners, opening/closing items, writing
- ability to use vision to efficiently copy from the board and catch a ball
- problem solving to navigate around obstacles in environment

Ways to incorporate crawling activities!

- Build an obstacle course with tunnels or indoor fort to crawl in/out
- puzzle/mat man floor activity with pieces at one end of carpet and puzzles at the other
- animal walks
- crawling relay races

Fine Motor Development (2 y/o)

- Likes to draw and scribble
- Imitates vertical, horizontal, and circular strokes
- Hand control to stack/build block towers
- Turn pages of a thick book
- Place large bead on a thick string
- Place items into containers of varying sizes

Fine Motor Development (3 y/o)

- Holds crayon with fingers, not fist
- Begins to draw simple shapes
- Builds tower of 10 cube blocks
- Cuts paper
- Opens a Twist top container
- Completes simple inset puzzles
- Uses primarily one hand for function

Fine Motor (4 y/o)

- Draws a person with 2-4 body parts
- Starts to copy some straight line letters (L, H, I, E, F)
- Emerging skills with writing name
- Cuts on a line continuously
- Buttoning buttons independently
- Dressing/undressing independently



Why are these skills important for development?

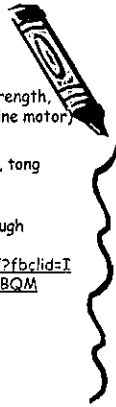
Children are learning to coordinate movements

- Developing a hand dominance (helper/worker hand)
- Learning to cross midline of their body
- Learning to grasp, hold and manipulate objects
- Learning about force/pressure
- Learning eye hand coordination
- Developing strength
- Developing independence accessing materials



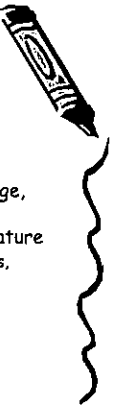
Activities for improving fine motor emerging skills

- Provide vertical surfaces to draw & write - (develops shoulder strength, wrist extension, crossing midline, transitions gross motor movements to fine motor)
<https://youtu.be/TKHX5mljAvo>
- Fine motor strengthening activities - (play dough, resistance toys, tong activities, clothes pins)
<https://www.theatttoolbox.com/building-fine-motor-skills-through-play/>
- Provide opportunities to play on the floor - (weight bearing through hands/arms & prone position)
https://theinspiredtreehouse.com/why-weight-bearing-matters-for-kids/?fbclid=IwAR1f75HSvj9ZW3FqsNnn-fwfcjDIXbXV9oLY2ozNfdwE85td7sc2_Wx4BQM



Activities for improving fine motor emerging skills (cont)

- Present many bilateral/two handed activities (stringing beads, lacing cards, pop beads, stickers/velcro)
- Present activities to promote crossing midline
<https://youtu.be/cyvqssWv6iY>
- Intentional instruction and opportunities to tear/rip, snip, fringe, and cut paper
- Intentional instruction and opportunities to promote a more mature grasp (broken crayons, pip squeak markers, broken chalk, vertical surfaces, Magna Doodle, finger play songs, snap/pop beads, legos, stringing beads)



Activities for improving fine motor emerging skills (cont)

- Opportunities for buttoning large (1") buttons - (penny bank, cash register, stringing beads, dress up, dressing dolls, dressing/button boards)
- Opportunities for fine motor coordination activities (finger plays, imitating movements, spray bottles)



Developmental Scissor Skills

- 1.) Ripping paper
- 2.) Snipping - starting with short $\frac{1}{4}$ " and move to 1"
- 3.) Fringe - cut 1" or less to a target
- 4.) Cut on a thick/short line and gradually move to longer line and then thin the line
- 5.) Cut along thick, zig zag lines
- 6.) Curved lines circles and waves
- 7.) Cut right angles squares/rectangles



Reminder:

*When you:
cut it for me,
write it for me,
open it for me,
sift the paper for me,
draw it for me, or
find it for me*

**ALL I LEARN IS THAT YOU
DO IT BETTER THAN ME.**



Communication

Communication is fundamental to children's development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction.



Myths about Language Development

1. Children learn language naturally.
2. He is talking properly and is just being lazy.
3. Using educational products, like online games and flashcards, will promote language.
4. Boys talk later than girls.
5. More boys have language delays than girls.



Communication

2-3 year olds

- uses 2-4 words (my ball, car go)
- 50-75% intelligible
- about 500 word expressive vocabulary
- WH questions - YES/NO questions and WHAT
- Follows two step directions



Communication

3-4 Year Olds

- uses simple sentences (3-5 words)
- 75% intelligible
- has 900-1,000 word expressive vocabulary
- WH questions - answers WHO, WHAT and WHERE questions. Asks WHEN and HOW questions
- May demonstrate developmentally appropriate stuttering



Communication

4-5 year olds

- uses 4-8 word sentences
- most of what is said is intelligible
- 1,500 word expressive vocabulary
- understands and provides relevant responses to WHO and WHY questions.
- Follows longer directions and academic directions.



Why it's important to know these communication milestone

- they offer clues about a child's overall development
- it gives a starting point for expectations

What to do to improve communication

Increasing word combinations and building sentence length

- Repeat what the child says then add a little bit more or a new vocabulary word.
 - Label or describe:
 - Child: I like it.
 - Teacher: You like juicy peaches.
 - Provide more information:
 - Child: (Pointing outside) Dark!
 - Teacher: The sky is dark. It looks like it may rain soon.

Building Sentence Length

Continued

Instead of this.....	Try this!
Adult: Eat your lunch.	Adult: What are you having for lunch? Child: Sandwich and apple. Adult: Oh, Yum! What kind of sandwich? Child: Peanut butter and jelly Adult: You're having a peanut butter and jelly sandwich. That's my favorite. Child: Ma too. Adult: I love raspberry jelly and crunchy peanut butter.
Adult: Are you playing in the kitchen? Child: Yes Adult: What are you cooking? Child: Noodles Adult: Yum	Adult: What will you do in the kitchen today? Child: Make noodles Adult: Oh, the noodles are me favorite. What will you do with the noodles? Child: Add cheese and sauce Adult: You're making pasta with sauce and cheese. Yum! Child: I'm going to make a restaurant Adult: Your restaurant has an excellent chef! Have you ever had pasta at a restaurant with your family?

Video

Speech Scoop - Kelli Meyer

- How to get a child to use their words.

<https://www.youtube.com/watch?v=A8Pgodl1Ksk>

Intelligibility

1. Repeat words back as they should sound
2. Cue the child in
3. Encourage other means
4. Ask their peers
5. Ask questions about what they're telling you
6. Develop listening skills
7. Do sound awareness activities
8. Clap out syllables
9. Blame yourself

Vocabulary

- When possible pair a visual picture with the vocabulary words.
- Use rich language in conversation with your students.
- Relate new words to something personal to your students.

WH questions

READ, READ, READ

- point to pictures to help answer questions
- talk through your reasoning
- relate the story to real life experiences
- direct teaching

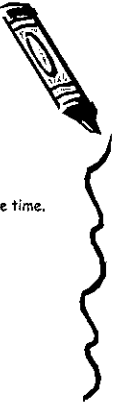
Question Toss

Show-And-Tell



Listening and Following Directions

- When giving directions, repeat them again using different words.
- Use gestures when giving directions.
- If there are several directions, give one to two directions at a time versus all at one time.
- Be specific when giving directions
- Have the student sit near a peer as a model



HELP! I need more information on...



Students, write your response!

BREAK

CARA'S KIT

Creating Adaptations
for Routines
and Activities



Welcome to CARA's Kit!

CARA's Kit—which stands for Creating Adaptations for Routines and Activities—helps teachers of young children who are enrolled in early care and education programs use adaptations to increase children's engagement and participation in classroom activities and routines.



NEOTAC 2012

Adaptations Help All Children

Adaptations allow teachers to do the same things that they would do with all children—facilitate their participation in activities and routines. Adaptations can be used to:

- Make situations better for a particular child.
- Improve situations for the entire group.



NECTAC 2012

About Adaptations

Making adaptations does not involve teaching children to perform particular skills. Rather, adaptations promote children's successful participation in everyday routines and activities through the use of:

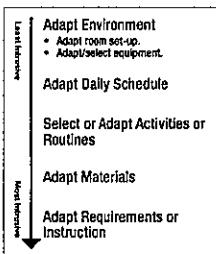
- Environmental accommodations.
- Adjustments to activities and routines.
- Materials and instructional modifications.



NECTAC 2012

Adaptation Hierarchy

The Goal: Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.



Hierarchy: Adaptations to the Environment

Adaptations to the environment change the setting. For example:

- Rearrange the furniture in the room so that a child in a wheelchair can move about freely.
- Adapt or add equipment (e.g., use a slant board to help a child participate in coloring activities, use wedge to provide supportive seating during circle activities).



NECTAC 2012

Adaptation Hierarchy Adaptations to the Daily Schedule

Daily schedules tell toddlers when various activities will occur. For example:

- Post photographs of the different activities on the daily schedule.
- Schedule multiple opportunities throughout the day for outdoor activities.



- Add periodic movement activities to a story time activity to help children who have difficulty paying attention.
- Extend the length of free choice time so that children have the opportunity to finish a block building project.



NCTAC 2012

- Make the pencil thicker by putting a foam curlier around it or by wrapping the pencil with play dough or silly putty to help a child who has problems gripping pencils.
- Use assistive technology-- as in the case of using a simple switch interface to help a child with motor difficulties activate a toy.



A black and white photograph showing a child's hands interacting with a device. The child is holding a small, rectangular object (likely a switch) and pressing it. This device is connected to a larger, more complex piece of equipment that has several buttons and a small screen or display area. The child is wearing a light-colored shirt.



NECTAC 2012

- Use photographs to show each step rather than simply speaking the instructions.
- Reduce the number of steps a child is expected to perform to change requirements.



NEGTAC 2012

Here's the Situation	Try This Adaptation				
	Environment	Activity	Materials	Developmental Indicators	Assessment
Children are turning off activity using blocks during 15-minute block time. (Scenario 4, p. 22-24, 32-34, 47)	- Set up the library corner so that children have space to look at books without being too close to the other children. Cluster the space with carpet, sports bags, backpacks, etc. - Limit the number of children in the area and set rules.	- Have children put out a book display for the library corner of reading to the library. - Have the group read out loud to the library. - Have the group read out loud to the library.	- Provide children with more than one set of popular books. - Include at least two books per child in the library corner. - Include at least 20 books in the library corner.	- Give a verbal direction that when the timer sounds, each child has to pick up his or her book, look at it. - Put an discussion of two children and their books.	- Put children with one strength and one weakness in the library corner. - Have the children read out loud to the library. - Have the children read out loud to the library.
Children are leaving books out of the library corner and are not checking them out. (Scenario 5, p. 7-11)	- Set up the library corner so that children have space to look at books without being too close to the other children. Cluster the space with carpet, sports bags, backpacks, etc. - Limit the number of children in the area and set rules.	- Use simple charts or a card system to track books out and return them to the library. - Use simple charts or a card system to track books out and return them to the library.	- Use a card system to track books out and return them to the library. - Use a card system to track books out and return them to the library.	- Put picture reminders to place books back in the library corner. - Use a card system to track books out and return them to the library.	- Have a chart for the library corner. - Have a chart for the library corner.
Children are leaving the pages open and looking at the pages. (Scenario 6, p. 7-11)	- Set up the library corner so that children have space to look at books without being too close to the other children. Cluster the space with carpet, sports bags, backpacks, etc. - Limit the number of children in the area and set rules.	- Use simple charts or a card system to track books out and return them to the library. - Use simple charts or a card system to track books out and return them to the library.	- Use a card system to track books out and return them to the library. - Use a card system to track books out and return them to the library.	- Put picture reminders to place books back in the library corner. - Use a card system to track books out and return them to the library.	- Have a chart for the library corner. - Have a chart for the library corner.

5

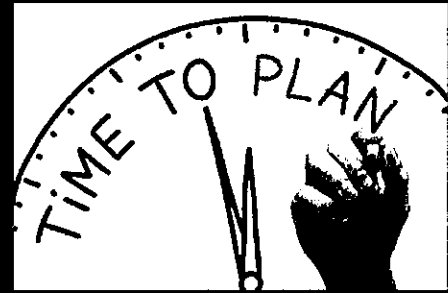
- Links current research on the effectiveness of adaptations as an intervention with early childhood curriculum and early childhood pre-K standards.
- Is relevant and timely in that more and more children with disabilities are being enrolled in "typical" early childhood/child care settings.
- Is intended to provide guidance on how to make adaptations for daily activities and routines so that children can successfully participate in "typical" classroom curriculum.
- Adaptations are a primary method for meeting the unique needs of children with disabilities and special needs.

Case Studies



BREAK

Independent Planning



SURVEY

Instructions: Think about the goals you want to accomplish over the next few weeks or months.

Pick one that will improve your life the most, something you have some ability to control.

W My Wish/Concern, describe in 3-6 words.

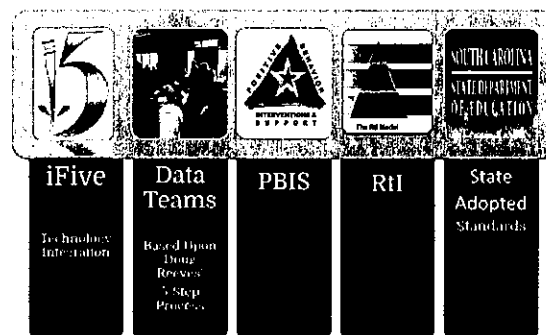
O Best Outcomes from achieving wish (also 3-6 words)

O Obstacles (internal - you have control over)

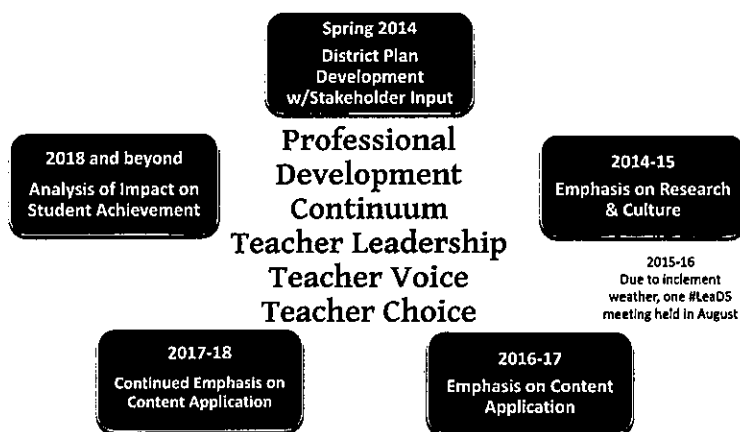
A If/when I Plan Specific Actions - If (Obstacle) then (Action to overcome Obstacle)



Welcome!



District Initiatives and Student Success!



TEACHER-LED PD #LeaD5 District Day At A Glance

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- Click on the picture and it will take you to the DotStorming website.
- You will have the opportunity to make suggestions for group norms by clicking add card.
- You will vote for 3 statements that you believe should be a group norm.



Learning Intentions

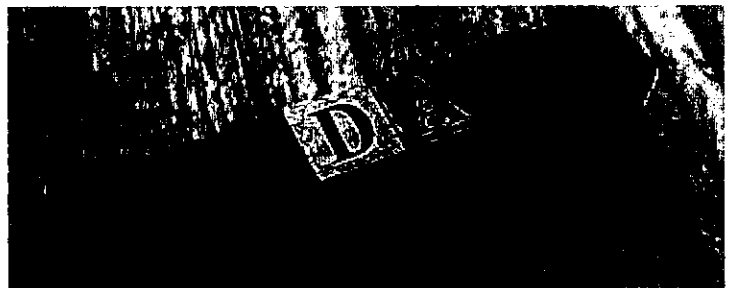
1. Participants will be able to identify important parts of a classroom schedule.
2. Participants will be able to identify 5 reasons dramatic play is important in the preschool classroom.
3. Participants will identify ways to implement dramatic play in their classroom.

Success Criteria

1. I can create a classroom schedule that supports learning and engagement.
2. I can implement dramatic play in my classroom and create a supportive and engaging learning environment.

Ready By Five

Welcome
Mandy Glowacki



New 4K SAT Process

1. Teacher has concerns - share with parents and document those concerns
 - o reach out to Davida and your school psychologist to inform them of your concerns
 - o Complete **STEP 1** of the Personal Learning Plan Form and turn it in to your school's SAT chair and school psychologist
2. The school psychologist and SAT chair will schedule an observation and a debrief meeting will take place to discuss Interventions and next steps.
3. After the designated time period, a **staffing** will be scheduled with the team to analyze the data taken after interventions were put into place. **STEP 2** of the Personal Learning Plan will be completed and teacher will communicate with parents the next steps.
4. Data will continue to be collected - if progress is not made the team will move to Tier 2 and an SAT meeting will be scheduled.

4K Report Card

- ELA with Asterix
 - ELA rubric
- Math with Asterix
 - Math rubric

More Updates for the Upcoming School Year

- 4K Report Card
- 3DD screening and benchmark report
- GOLD



Schedules

What does an engaging schedule look like?



Your schedule should consist of

- Large Group
 - Large group times are no longer than 15-20 minutes
- Small Group
 - Small group times are no longer than 15 minutes
 - you need a designated separate math group time and a separate literacy group time
- Outdoor Recess
 - You must provide at least 60 minutes of outdoor time each day
- Free Choice Centers
 - You must have at least 60 minutes of free-choice time



SAMPLE SCHEDULE

https://docs.google.com/document/d/1DYnsjFA7_ima7BRm9Mmub9GXFde9CtAr/edit?usp=sharing&ouid=116475515800426327131&rtpof=true&sd=true



Article



Pocket of Preschool



Independent Planning & Curriculum Map

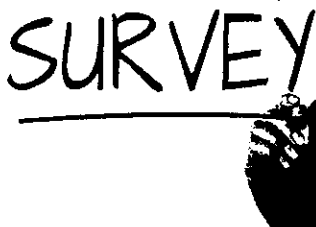
- <https://drive.google.com/file/d/1dAwS3ORvUQvXCOYOIZtM6abRA3H4eSTo/view?usp=sharing>

What to include (literature)

School/Group Planning



District Survey



Please take a few moments to complete the survey about today's session. You should have received an email from Sara Kearns with the link to complete.

Review of Success Criteria

1. I can create a classroom schedule that supports learning and engagement.
2. I can implement dramatic play in my classroom and create a supportive and engaging learning environment.

Closure

Find an accountability partner and discuss one change you're going to implement to make your room more engaging by September 14th - the first Tuesday Leadership meeting.



Welcome!



Welcome and Celebrations



iFive

Technology
Integration

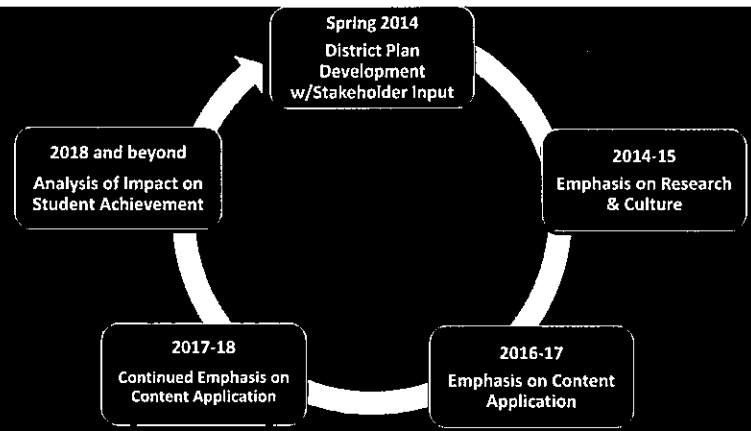
Data
Teams

Based Upon
Doug
Reeves
4 Step
Process

PBIS

RtI

State
Adopted
Standards



District Day At A Glance

Instructional Virtual Norms

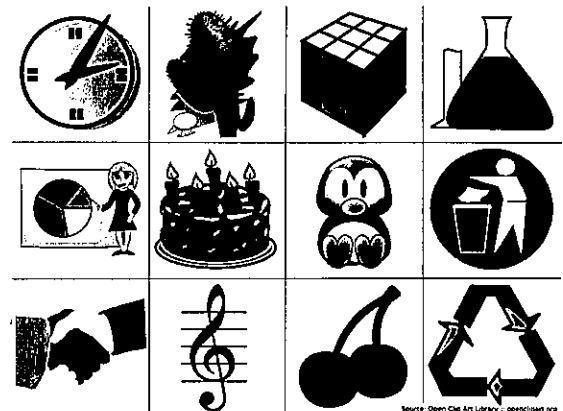
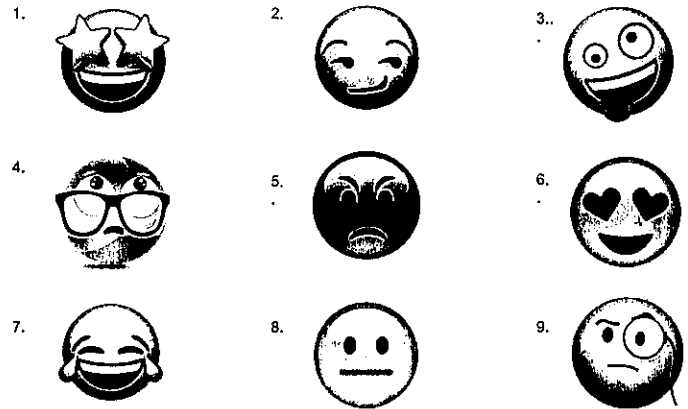
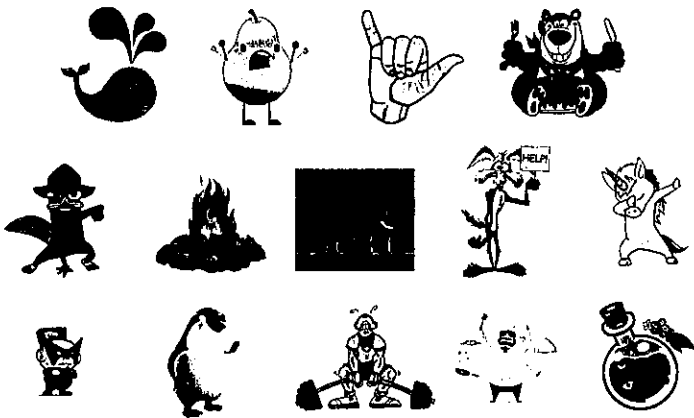
- Cameras should be on. ~ Professional use of turning the camera off for short periods of time are acceptable (restroom, important call, etc.).
- Be on time and remain for the entire meeting.
- Provide an environment for yourself that is disruption free so you can engage in the entirety of the meeting.
- Mute your microphone when you're not talking

Learning Stream

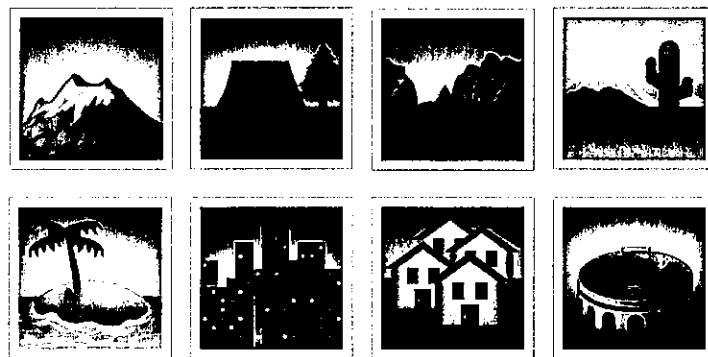
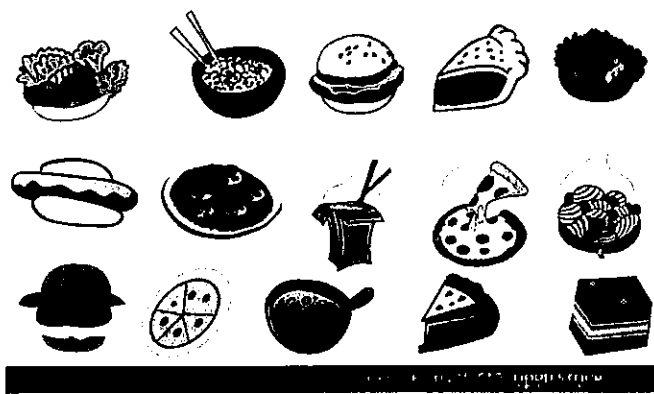
- Participants **MUST** register in Learning Stream.
- You will register **EVEN** if you registered last time. (This is the easiest way to get attendance and to get certificates for participants.)
- You will select the name of our session upon registration.
- Learning Stream will automatically send evaluations to registered participants.
- If a participant does not register, they will not get credit for attendance and will not receive an evaluation.
- Evaluations will come within 48 hours of #LeaD5. Unfortunately, Learning Stream only sends about 30 per hour.

Ice Breaker

On the next slide you will see an assortment of pictures. Choose a picture that you connect with the most at this time and tell us why using the chat box.



Source: Open Clip Art Library - openclipart.org



Learning Intentions

Success Criteria

Invitation to Play



1. We will read the attached article.
2. After reading, we will break into groups. Based on the Breakout Room you are sent to will be the Jamboard you are working on. (i.e. if you are in Breakout Room 4, you go to JamBoard 4.
3. We will be working together to take a standard and create 5 different ways to set up exploration of that standard.
4. You must:
 - use hands on materials
 - no technology
 - objects that are readily available or can easily be bought at the Dollar Store
 - No prepackaged or pre made games

This is an opportunity to really think outside the box and use your imagination on how to create an engaging exploration of materials with a purpose.



Jamboard

Click on the picture to access the Jamboard

Planning for Break Out Sessions

***Please note that we will have some curriculum and social/emotional learning sessions. Please pick one from each area.

Each session will last 30 minutes.

***Please turn off your microphone and camera in the main Google Meet and do not leave.

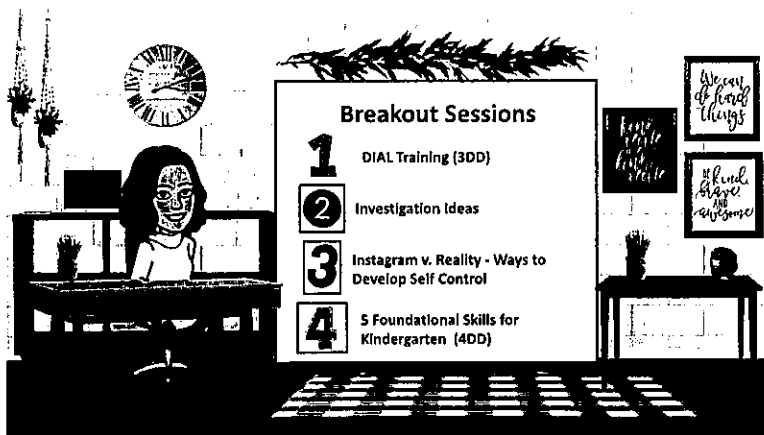
- Break Out Session 9:00 - 9:30
- Plan for Implementation 9:30 - 10:15
- Return to the main Google Meet 10:15

Questions to think about:

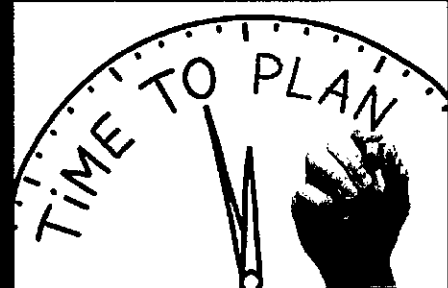
How will what I learned support my classroom and my instructional needs?

What do I need to begin implementing this new idea?

When do I want to have it in place in my classroom?

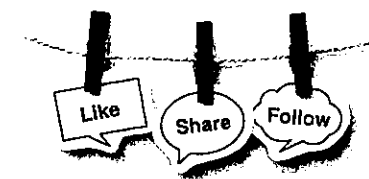


Planning for Implementation



Time to Share

How will what I learned in my breakout session support my classroom and my instructional needs?



Students, write your response!

Planning for Break Out Sessions

Each session will last 30 minutes.

***Please turn off your microphone and camera in the main Google Meet and do not leave.

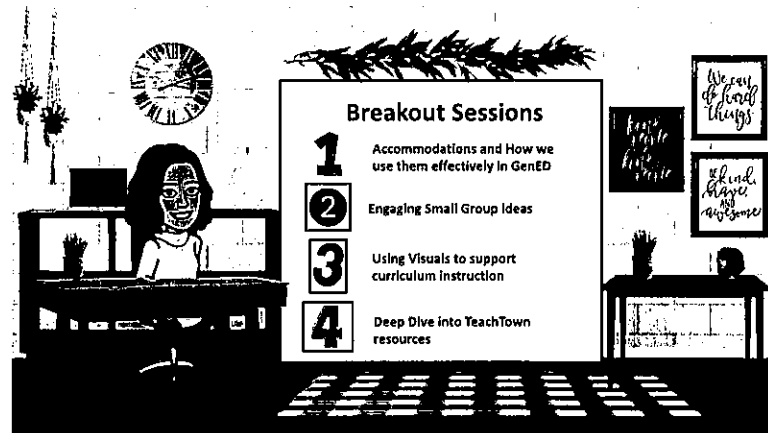
- Break Out Session 10:30 - 11:00
- Plan for Implementation 11:00 - 11:45
- Return to the main Google Meet 11:45

Questions to think about:

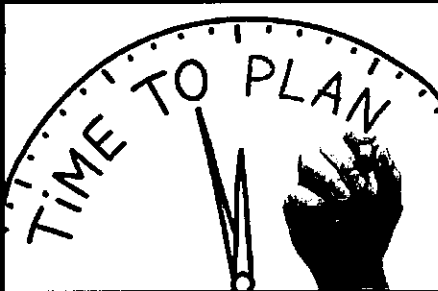
How will what I learned support my classroom and my instructional needs?

What do I need to begin implementing this new idea?

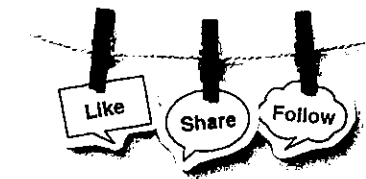
When do I want to have it in place in my classroom?



Planning for Implementation



Time to Share



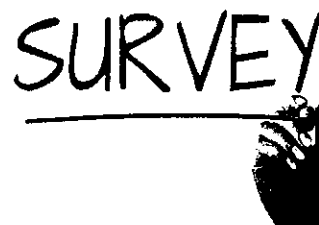
Students, write your response!

How will what I learned in my breakout session support my classroom and my instructional needs?

Learning Stream



District Survey



Please take a few moments to complete the survey about today's session. You should have received an email from Virginia Tate with the link to complete.

Review of Success Criteria

Closure

As we end our time together today, please take a moment to reflect on our conversations and think of a word or two that summarizes your take away or feeling.

Please go to www.menti.com and enter the code shown. You will be able to input your word to create a group word cloud.



Project Au-Some Shared Trainings/Discussion/Resources

- Printed - Exceptional Children's Week - 2015
- Printed - Exceptional Children's Week - 2016 - extra Folder
- Printed - Exceptional Children's Week - 2017
- Printed - Exceptional Children's Week - 2018
- Jon Stoklosa's visit - 2017
- PAALs Visit - 2016 and 2017
- Sydney LoPour's visit - 2016
- Ameer Williams Visit - 2016
- Lila Mozingo's Visit - 2016
- Wyatt Hill's visit - 2017
- Tanner Smith visit - 2019
- Dominique Visit - 2019
- Assistive Technology visit
- Printed - Updated books within the library
- Project Based Learning Units
- Classroom discussions
- Printed - Town Hall Meeting
- Printed - Resources for Schools
- LeaD5 Professional Development - District Wide PD (2017-2021)
 - Printed - 2017-2018
 - Printed - 2018-2019
 - Printed - 2019-2020
 - Printed - 2020-2021
- Young Athlete Events - paired classrooms (All About Me forms)
- Project Au-Some school based Committee - since 2017

- Special Olympics Unified Champions School
 - 1 of 13 elementary schools inducted 1st year
- Featured in the Special Olympics Playbook
- Printed - Sensory tools with menu and description for teachers
- Wonder movie premiere offered free of charge to over 650 students, families, and staff
- Kids Playing for Kids
- SC Autism
- Family Connections

Acceptance of disabilities in general

https://www.youtube.com/watch?v=ITMLzXzgB_s

<https://www.youtube.com/watch?v=rUIVxL19c0>

<https://www.youtube.com/watch?v=nD97iHzHbLs>

<https://www.youtube.com/watch?v=lvjiLmHG-I0>

<https://www.youtube.com/watch?v=P-PgdePJI94>

<https://www.youtube.com/watch?v=VCOyhqKRrv4>

<https://www.youtube.com/watch?v=zxCIDvIV0qo>

<https://www.youtube.com/watch?v=lum0J7hXQLs>

<https://www.youtube.com/watch?v=4aqV1F9KSyM>

https://www.youtube.com/watch?v=0Ejh_hb15Fc

https://www.youtube.com/watch?v=TaNM_T1d1as

Dear Teacher

We are more alike than diff

Everyone is Different

News story- special needs prom

Brother's Love for special needs

Basketball team- Mitchell

Ellen interview with Mitchell

Football team- Noah

Izzy's bike

Middle School football

Nike for Cerebral Palsy

Autism

<https://www.youtube.com/watch?v=KmDGvquzn2k>

<https://www.youtube.com/watch?v=lcS2VUoe12M>
simulation

<https://www.youtube.com/watch?v=JBQB-VdaUpI>

Carly's Cafe

Autism sensory overstimulation

Just Like You (Autism)

Down Syndrome

https://www.youtube.com/watch?v=tDjnNDRP_2o

<https://www.youtube.com/watch?v=-cA3t1HW1Ow>

10 Things you should know

More Alike Than Different (Adult)

- <https://www.youtube.com/watch?v=k65kwvFG4sY>
(kids)

More Alike Than Different

- <https://www.youtube.com/watch?v=Gulctally8g>
know

1 thing everyone should

<https://www.youtube.com/watch?v=dXmaE0041Y0>

True Colors rap

LD

<https://www.youtube.com/watch?v=wCqeFXDgacQ>

LD from kids perspective (k-3)

https://www.youtube.com/watch?v=_3ONz6TaKlk

LD overview

<https://www.youtube.com/watch?v=v2W9vuql27U>

LD animated short 10 million

<https://www.youtube.com/watch?v=8VPch4HQ1Js>

Journey through LD (animated)

<https://www.youtube.com/watch?v=be91gfYoUHW>

LD cartoon car simulation

Maybe

<https://www.youtube.com/watch?v=Q2Plizndq-g>
Everyone Fairly British"

Autism/Down Syndrome "Treat

<https://www.youtube.com/watch?v=sDUJoM2GtKQ> This is what LD looks like (Eye to Eye)

<https://www.youtube.com/watch?v=e42cVB43RQ0>

Paxton's baseball story

Disability Awareness Activity Packet

Activities and Resources for Teaching Students About Disabilities



by Bev Adcock and Michael L. Remus

Introduction

This booklet gives you some ideas for helping students understand different disabilities. Keep in mind that two people can have the same disability and still be very different. You may also have students who have some of the disabilities described here, but are not at all similar to what is described. That is not uncommon. Not all blonde 4th graders are alike either!

You may need information on disabilities that are not listed here. If that happens, please contact your Special Education Department for more ideas and check the list of resources in the back of this booklet.

Warning! Unless you have permission in writing from a student's parents, it is illegal for you to tell anyone about a student's disabilities or even that they have a disability. Some families may be willing to do this, while others will not.

2

We suggest using these activities to talk about disabilities in a general way and build understanding. Many of the activities can be used to explain more than one disability. The activity for "Autism" for example, could also be used to illustrate Attention Deficit/Hyperactivity Disorder (ADHD). The problems with being unable to concentrate are similar. People with cerebral palsy might be in a wheelchair or have problems with their hands as described under "Physical Disabilities" and also have problems speaking clearly as described under "Communication Disorders." If you don't find the exact disability you are looking for, think instead of the problems it causes.

We applaud your efforts to educate all students. We hope you find the material helpful.

Bev Adcock & Michael L. Remus

Dedicated to all the kids who live it every day and succeed anyway

We need your feedback!

We want to make sure this booklet meets your needs. Please answer the following questions and return the form to:

Kathy Wolter
DVUSD Special Education
20402 N. 15th Avenue
Phoenix, AZ 85027
Email: Kathy.Wolter@dvusd.org

1. What was helpful?

2. List anything that needed more explanation.

3. If any of the activities were unsuccessful with your students, please describe the problem.

4. Would you use these activities again next year? ☐ Yes ☐ No
If no, why not?

5. Do you have suggestions for changes or additions to this booklet?

Thank you!

Contents

Topic	Page
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Communication Disorders	5
Hearing Impairments	6-7
Learning Disabilities	8-9
Mental Retardation	10-13
Physical Disabilities	14
Vision Impairments	15-16
Disability in the Media.....	17
Other Resources	18-23

Warning! It is illegal to give out any information about a student without written permission from his/her parents.

Autism

Warning! It is illegal to give out any information about a student without written permission from his/her parents.

Autism is a developmental disability that usually appears during the first three years of life. The cause is unknown. It affects how a person's brain works, but not all people with autism are affected the same way.

When a person has autism, they may have problems:

- letting you know what they want;
- thinking;
- understanding what other people say or want;
- ignoring sounds;
- ignoring things or people that are moving;
- ignoring lights;
- being touched;
- understanding social rules;
- showing affection;
- controlling their feelings;
- knowing how to play with other kids; and
- dealing with changes.

Autism is a "spectrum disorder." That means that not everyone with autism has all the problems. One person may have three of the problems listed while another person has only one. Some people with autism struggle to learn. Other people with autism are very smart and can do complicated math when they are 3 years old. Some people with autism have trouble being touched while others like to hug.

Many people with autism like to do things in the same order all the time and have things arranged the same way. This helps them stay calm.

Other people with autism have a very hard time ignoring noises, especially if they are upset or in a new situation. They may try to calm themselves by rocking, moaning, talking loudly or even screaming. The moaning, talking or screaming helps them drown out the other noises so they can calm down. They may also try to go under a desk or in a small, dark place where they feel safer.

Activity 1

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal.

One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

- Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.
- Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.
- Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.
- Person #4 - Pat Person #1 on the head and shoulder the entire time.
- Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

Communication Disorders

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Communication disorders are disabilities that keep a person from being able to speak or makes their speech understood. This can be caused by many different disabilities or injuries.

Some people with difficulty speaking may use sign language, gestures or small pictures they carry with them.

Activity 1 - Different words

If you have students in your class who speak a different language, have them stand in front of the class and say one sentence in their language. Have the class try to guess what was said.

If you have more than one student who speaks the same foreign language, have them carry on a short conversation. Then have the class try to decide what was said.

Discuss how it feels to not be able to understand something. How quickly did the class give up? What are some other ways they could have tried to communicate? How is this similar to people with disabilities who can talk but are hard to understand?



Activity 2 - No words

Write a simple sentence on a piece of paper, for example, "The cat sat on a hot tin roof."

Show this sentence to 1 student. The student must let the rest of the class know the sentence **without writing, speaking or using any letters of the alphabet.**



Discuss:

Was it difficult to communicate using this method? What would have helped? How can we communicate with someone who can't talk back? How can we help them communicate?

If you want to give more students a chance to try this activity, here are some suggested sentences:

- I feel funny.
- I want a Coke.
- I lost my homework.
- My parents are getting a divorce.
- My foot hurts.
- I want a hamburger for lunch.
- I'm allergic to strawberries.
- I hate ketchup.

Hearing Impairments

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Hearing impairments include everything from not being able to hear certain sounds to being totally deaf. In most cases, a hearing loss doesn't simply mean that sounds are not loud enough. It usually means that sounds are garbled or unclear. A hearing aid may make speech louder, but usually will not make speech clearer.

Activity 1 - Not being able to hear

You need:

- a pair of foam ear plugs for each student
- a radio, TV, fan or anything else that can make "white noise"

What to do:

- Show students how to put in the earplugs.
- Put on the "white noise". If using a TV, put it on a station with no reception and turn up the volume — loud enough to be distracting. If using a radio, set it between stations so you only hear static. If using a fan, turn it up on high.
- Read a long newspaper article or book passage. Read rapidly, using a soft voice, mumbling monotone, runing words together and pausing in odd places.
- Ask students 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice.
- Remove ear plugs, turn off white noise and discuss (in a normal voice) how not being able to hear clearly felt.

Activity 2 - Lip-reading

Instructions for teacher:

Divide the class into pairs. One of each pair is A, and the other B. Give them the relevant instructions (page 7) and briefly explain the exercise. They should not see each other's instructions. Have them take turns lipreading, while their partner "reads" (moving their lips but making no sounds) a list of words or sentences.

In their pairs, they should:

- "say" each word or phrase once only;
- go through the whole exercise before they tell each other the answers;
- when they finish discuss what they learned about lipreading; and
- return to the main group to share their ideas.

Discussion:

Allow 15 minutes for the exercise in pairs, then have everyone return to the main group.

Ask questions like:

- How successful were you at lip-reading?
- What helped make lip-reading easier?
- What does this show about lip-reading?

Points about lipreading:

- lipreading is not easy;
- a lot of guessing is involved;
- most people can lip-read a little;
- some people are better at it than others;
- some people are easier to lip-read than others;
- it is impossible to lip-read unless you can clearly see the mouth and face of the person talking;
- some words look alike on the lips, so single words are very difficult to lip-read;
- it helps if you know the topic.

Ways to make lipreading easier:

- the person lipreading must see the speaker;
- the speaker's mouth, jaw and eyes must be clearly visible and it helps to see the speaker's eyes.
- use sentences rather than single words;
- give clues to the subject;
- speak a little slower than usual, keeping the normal rhythm of speech;
- if you are not understood, try saying the sentence another way; and
- speak clearly (but don't exaggerate mouth movements).

Instructions for person A

Don't let your partner see this page!

Read the following list of words - moving your mouth but making **NO** sounds and without moving your hands. **Say each word only once.** After each word, give your partner time to write down the word.

Word list: ship, Jim, chimp, punk, mud, bun, jeer, cheer, jib, chip

Now your partner will do the same for you but with a different list of words. Write down what you think was said.

Next, read the sentences below to your partner. Move your mouth but make **NO** sounds and don't move your hands. Say each sentence only once. Give your partner time to write each one down.

Sentences:

- Would you like tea or coffee?
- Do you take sugar?
- Here's the milk for your cereal.
- Would you like more toast?
- Do you prefer jam or marmalade?
- Would you like some eggs?

Now your partner will do the same for you with different sentences. Write down what you think was said.

This time tell your partner (really talking) that you will read sentences about breakfast. Now silently (moving your mouth but making **NO** sounds) read the sentences, again. This time you can use your hands if you want. Give your partner time to write down what you said.

Now your partner will tell you a clue and then silently read their sentences again. Write down the sentences.

Show each other the words and sentences you read out. Check how many you got right each time. What did you learn about lip-reading that you can share when you return to the main group?

Instructions for person B

Don't let your partner see this page!

Your partner will say a list of words to you. Try to lip-read your partner and write each word down.

Then read the following list of words to your partner - moving your mouth but making **NO** sounds and without moving your hands. **Say each word only once.** After each word, give your partner time to write down the word.

Word list: bad, man, pat, bat, sheep, cheese, tea, she, pound, mount

Now your partner will read you some sentences. Write down what you think was said.

Next, read the sentences below to your partner. Move your mouth but make **NO** sounds and don't move your hands. Say each sentence only once. Give your partner time to write each one down.

Sentences:

- It looks a bit cloudy.
- It might be quite hot.
- I think we're in for a storm.
- It looks like the wind's getting up.
- It looks like we're in for a good day.

Now your partner will tell you (out loud) a clue. Then they will read sentences and may use hand gestures. Write down what you think was said.

This time tell your partner (really talking) that you will read sentences about the weather. Now silently (moving your mouth but making **NO** sounds) read the sentences, again. This time you can use your hands if you want. Give your partner time to write down what you said.

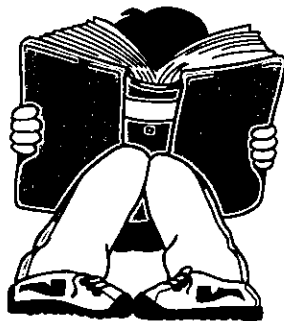
Show each other the words and sentences you read out. Check how many you got right each time. What did you learn about lip-reading that you can share when you return to the main group?

Learning Disabilities

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There are many different kinds of learning disabilities and they can range from mild to severe problems. Activity 1 gives a general idea what it is like to have to struggle against what your brain may be telling you.

Dyslexia can cause a person to see letters switched around when they read (seeing "bule" instead of "blue", for example). Activity 2 will give you an idea of what this is like.



Activity 1 - Say what?

Transfer the next page onto an overhead transparency. Have the class read it out loud. They must read the **COLOR** the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.



Activity 2 - Backwards

Write a number of different sentences backwards on a piece of paper. Giving them very little time, ask different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example:

"ehT kcalb tac tas no eht toh nit foor"

"The black cat sat on the hot tin roof."

Discuss:

What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

BLUE RED PURPLE

GREEN BLUE ORANGE

10

Mental Retardation

Warning! It is illegal to give out any information about a student without written permission from his/her parents.

When a person has mental retardation, it means that they learn slower. Because they learn more slowly, they don't learn as much as other people might. There are over 200 known causes for mental retardation. About one-third of the time, no one knows what caused it.

Not everyone with mental retardation is alike. One person can have mild problems while another may have severe problems.

A person with mental retardation may:

- have difficulty understanding what other people say or mean;
- may have difficulty saying what they mean or how they feel;
- understanding social cues (for example, if you turn away they may not know this means you don't want to talk to them);
- have difficulty learning and concentrating;
- have to do things many more times than average before they learn it;
- act younger than their age;
- not understand when someone is making fun of them;
- may find it hard to read or write;
- may not understand when someone tells them to do something wrong.

Activity 1 Difficulty understanding

Have 2 students sit back to back. Give one student a paper with an abstract shape on it (page 11). Without seeing each other, he/she must explain to the other student how to draw the shape.

Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

What were the problems? What would have helped?

Activity 2 - How it feels

Make a paper copy for each student of the "German Test" on page 12. Do the same with "Test Your Awareness" on page 13.

Hand out the "German Test."

Tell them they have 5 minutes to read the paragraph and answer the questions.

Tell them it is an easy test and all the answers are right there in the paragraph.

When students complain they can't do it, tell them to "try harder."

As soon as the time is up, take up their papers.

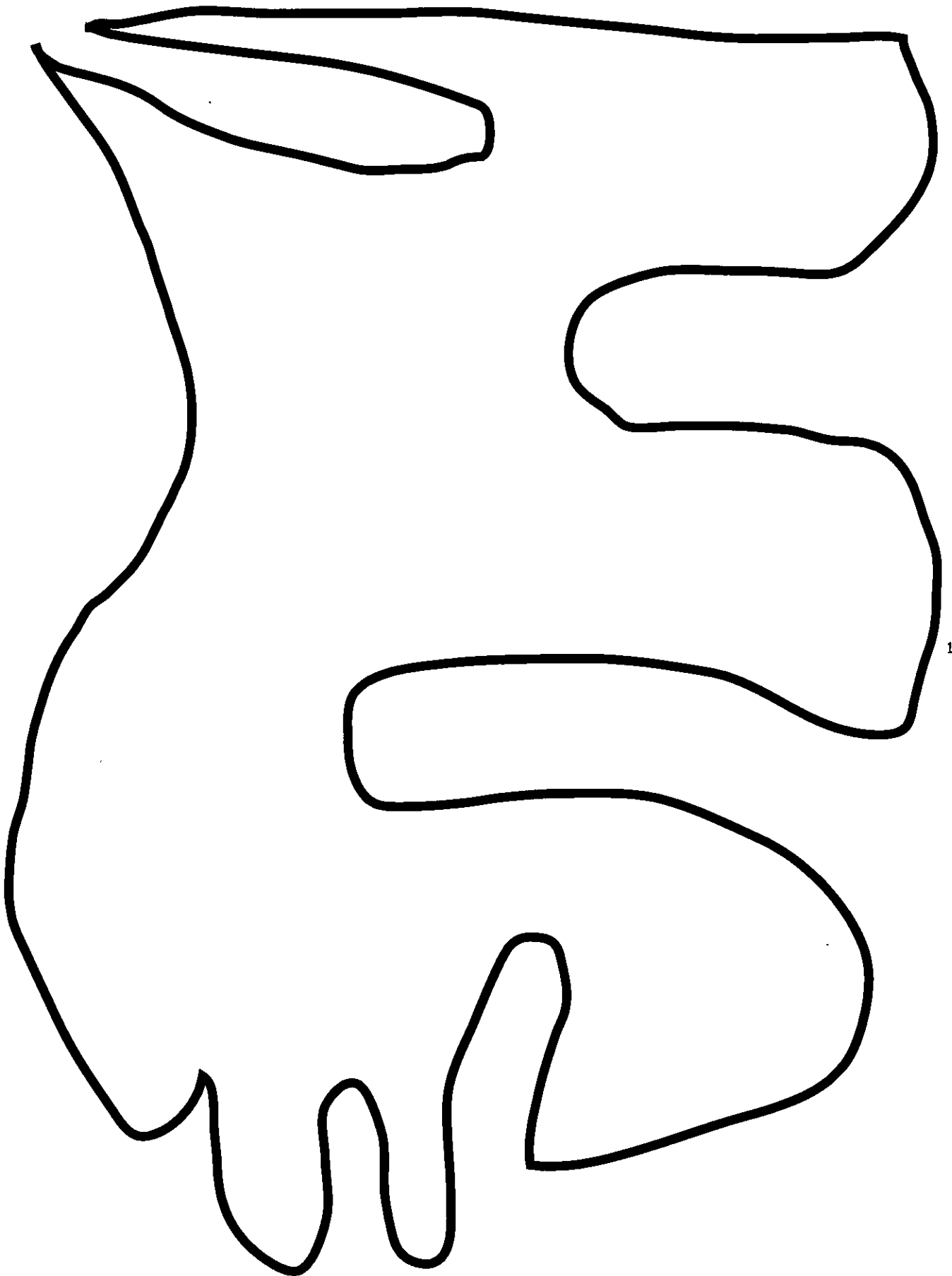
Hand out "Test Your Awareness." Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English.

When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?

The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "f."

Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was?

How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?



German Test

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiß nicht, wer von uns einen zufriedenen Landsmann kenn. Ich Kenne sehr viele Franzosen, die vollstämit ihrem Geshcick, mit ihren Eriebuissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn's möglich ist, vielleicht bis zum 45., 50. Jahre eine gewisse Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückzuziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu genie ende Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht atwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem größerem Berliner Ideal schliech Bankier, Millionär werden. Sein Ehrgeiz hat keine Gemzen.

(Im Reichstag, 9.Oktober 1887)

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1. Eine starke Neigung zur Unzufriedenheit hat der _____.
2. Nit ihrem Geschick und ihren Eriebuissen sind viele _____.
3. Sie stellen sich die _____ eine gewisse Vermögensequote zu _____.
4. Der Ehrgeiz der Deutschen ist _____.
5. Der Bäcker will Hausbesitzer, _____ werden.
6. Nach seinem größerem _____ Ideal will er Bankier, Millionär _____.
7. Keine _____ hat sein Ehrgeiz.

The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.

Test Your Awareness

First read the sentence in the box below.

FINISHED FILES ARE THE RE-
SULT OF YEARS OF SCIENTIF-
IC STUDY COMBINED WITH
THE EXPERIENCE OF MANY
YEARS.

Now count the F's in the sentence. Count them only once. Do not go back and count them again.

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Physical Disabilities

Warning! It is illegal to give out any information about a student without written permission from his/her parents.

There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility. Many people will have more than one disability, such as not being able to use their legs or hands.

Activity 1 - In a wheelchair

Borrow a wheelchair from a disability agency or see if the school nurse has one.

Have each student take a turn sitting in the chair. Have them try different activities:

- Going from one part of the building to another, pushing the wheelchair with their hands
- Going through the lunch line
- Getting a book off the top shelf in the library
- Playing a game in the gym or playground (soccer, basketball, chase, etc.)
- Going to the bathroom
- Going through an outside door
- Being in a group where everyone else is standing up

Discuss how being in the wheelchair felt. What would have made things better?

Students in wheelchairs are often left out of games or PE or given the job of keeping score. Discuss how this would feel. What if you hate keeping score?

No one likes to be treated as if they are helpless. If you see someone in a wheelchair, don't just do things for them. Ask if they want help first.



Activity 2 - Using one hand



Have students try different activities using only one hand.

- Tying their shoes;
- Going through the lunch line and eating lunch;
- Opening a jar that has a screw-on lid;
- Playing catch;
- Holding a stack of papers and handing out one at a time; and
- Going to the bathroom.

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Discuss the problems the students had. What if they couldn't use either hand? What problems would there be if they were in a wheelchair AND couldn't use their hands?

Vision Impairments

Warning! It is illegal to give out any information about a student without written permission from his/her parents.

Vision impairments include things like being short-sighted or far-sighted that are correctable with glasses. It can also mean more serious problems like blindness or problems that are only helped a little by glasses.

Activity 1- Blindness



You need:

- A good blindfold.
- A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction. Leave the door halfway open.

What to do

Explain that you will need 2 students - a "guide" and a "blind person." You will be re-arranging the room. The guide's job is to help the blind person come into the room and go to the chair without running into anything. They can tell them how to do it and can also touch them to help guide their way.

Make sure the blindfold is on and foolproof. Send the 2 volunteers into the hall and re-arrange the room. The vacant chair should not be too easy to get to.

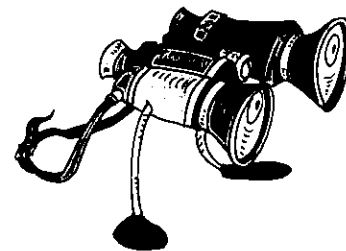
Hint: Most "guides" grab the blind person and pushes them around. This usually results in the "blind" person running into things. "Guides" usually don't describe the path, and say "look out" instead of "stop" at major obstacles. When the chair is reached, "guides" usually spin the "blind" person around and push them into the seat, then leaves without explanation.

NOTE: If you get an exceptional "guide" who does it correctly, use that as a way to talk about why their method was successful.

Discuss:

- Did the guide do a good job?
- How would it feel to be the blind person being dragged or pushed?
- What would be more helpful than saying "look out"?
- How did the 2 volunteers feel?

Repeat the activity, doing it the right way.



Activity 2 - Blurred vision

Use overhead projector. You may Transfer the text on the next page ("**More Than 60 Percent of U.S. in Drought**") to an overhead sheet or use any overhead with a lot of text.

Make sure the projector is out of focus so that the words cannot be read. Tell the class to copy the information. Then ask questions about the text. Discuss how frustrating it is when you are trying and paying attention, but can't see.

What are the ways the class could be helpful to someone who has vision problems? Be sure to point out that they should **ASK** before helping. Some people would rather do things for themselves.

More Than 60 Percent of U.S. in Drought
By JAMES MacPHERSON, AP

STEELE, N.D. (July 29) - More than 60 percent of the United States now has abnormally dry or drought conditions, stretching from Georgia to Arizona and across the north through the Dakotas, Minnesota, Montana and Wisconsin, said Mark Svoboda, a climatologist for the National Drought Mitigation Center at the University of Nebraska at Lincoln.

A farmer attempts to harvest the shriveled up wheat in his drought-stricken field near Linton, N.D. An area stretching from central North Dakota to central South Dakota is the most drought-stricken region in the nation, climatologists say.

An area stretching from south central North Dakota to central South Dakota is the most drought-stricken region in the nation, Svoboda said.

"It's the epicenter," he said. "It's just like a wasteland in north central South Dakota."

Conditions aren't much better a little farther north. Paul Smokov and his wife, Betty, raise several hundred cattle on their 1,750-acre ranch north of Steele, a town of about 760 people.

Fields of wheat, durum and barley in the Dakotas this dry summer will never end up as pasta, bread or beer. What is left of the stifled crops has been salvaged to feed livestock struggling on pastures where hot winds blow clouds of dirt from dried-out ponds.

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Some ranchers have been forced to sell their entire herds, and others are either moving their cattle to greener pastures or buying more already-costly feed. Hundreds of acres of grasslands have been blackened by fires sparked by lightning or farm equipment.

"These 100-degree days for weeks steady have been burning everything up," said Steele Mayor Walter Johnson, who added that he'd prefer 2 feet of snow over this weather.

Farm ponds and other small bodies of water have dried out from the heat, leaving the residual alkali dust to be whipped up by the wind. The blowing, dirt-and-salt mixture is a phenomenon that hasn't been seen in south central North Dakota since the Dust Bowl of the 1930s, Johnson said.

North Dakota's all-time high temperature was set here in July 1936, at 121. Smokov, now 81, remembers that time and believes conditions this summer probably are worse.

"I could see this coming in May," Smokov said of the parched pastures and wilted crops. "That's the time the good Lord gives us our general rains. But we never got them this year."

Brad Rippey, a federal Agriculture Department meteorologist in Washington, said this year's drought is continuing one that started in the late 1990s. "The 1999 to 2006 drought ranks only behind the 1930s and the 1950s. It's the third-worst drought on record - period," Rippey said.

Disability in the Media

Warning! It is illegal to give out any information about a student without written permission from his/her parents.

Following is a list of famous people with disabilities. Mix up the names, occupations and disabilities and get students to re-arrange them into the correct columns. What effect did the disability have on these people and their way of life? (This may require some research.) Do students personally know anyone with a disability? Does it keep them from doing what they want to do?

Name	Occupation	Disability
Agatha Christie	Mystery writer	Epilepsy
Beethoven	Composer	Deaf
Christopher Reeves	Actor	Quadriplegia
Ithzak Perlman	Violinist	Polio
David Helfgott	Pianist	Psychiatric disability
Douglas Bader	Fighter Pilot	Physical disability (amputee)
Handel	Composer	Epilepsy
Franklin Roosevelt	US President	Polio
Helen Keller	Teacher	Blind and deaf
Jacqueline Du Pre	Cellist	Multiple Sclerosis
Julius Caesar	Roman Emperor	Epilepsy
Louis Braille	Inventor	Vision impairment
Marli Matlin	Actress	Deaf
Napoleon	General	Epilepsy
Ray Charles	Singer	Blind
Ray Orbison	Singer	Blind
Steady Eddie	Comedian	Cerebral Palsy
Stevie Wonder	Singer	Blind
Tom Cruise	Actor	Dyslexia

Other Resources

Books

Alike and Different: Exploring Our Humanity with Young Children (1992)

Editor: Bonnie Neugebauer

Available from:

National Association for the Education of Young Children

Educational Resources and Products

P.O. Box 932569, Atlanta, GA 31193-2569

Phone: (866) 623-9248 (toll free)

E-mail: naeyc@pbd.com

Web: www.naeyc.org/onlineshop/welcome.asp



This collection of essays can be used to help teachers of young children "integrate children with special needs and children with all sorts of backgrounds into your program to make it better for everybody."

Different is Not Bad, Different is the World: A Book About Disabilities (1994)

Author: Sally Smith

Age: Elementary school

Available from: Sopris West Publishers

4093 Specialty Place, Longmont, CO 80504

Phone: (303) 651-2829

E-mail: customerservice@sopriswest.com

Web: www.sopriswest.com

This illustrated book introduces children to physical and learning disabilities. The book also introduces famous historical figures who had disabilities and succeeded despite them. The book "helps all children understand how disabilities can be 'nuisances,' but that differences are good—they add to the richness of our world."

Everybody's Different: Understanding and Changing Our Reactions to Disabilities (1999)

Authors: Nancy B. Miller & Catherine C. Sammons

Available from: Paul H. Brookes Publishing

P.O. Box 10624, Baltimore, MD 21285-0624

Phone: (800) 638-3775 (toll free)

E-mail: custserv@brookespublishing.com

Web: www.brookespublishing.com

This book "discusses mental and emotional obstacles to effective communication between people with and without disabilities and examines ways to become more at ease with the concept of disability."

Kids, Disabilities & Regular Classrooms (1997)

Author: Gary Bunch

Available from: Inclusion Press International

24 Thome Crescent

Toronto, Ontario, M6H 2S5, Canada

Phone: (416) 658-5363

E-mail: info@inclusion.com

Web: www.inclusion.com

This is an annotated bibliography of children's literature about disabilities. It is an "exciting guide to positive stories about children...[and] an excellent resource for every classroom, family, library, and human service organization."

Learning From Those We Support: A Disability Awareness Handbook (1999)

Author: Dr. Jill Wheeler

Available from:

Program Development Associates

P.O. Box 2038, Syracuse, NY 13022-2038

Phone: (800) 543-2119 (toll free)

E-mail: info@pdassoc.com

Web: www.disabilitytraining.com

This book is intended as a primer for those who provide direct services to adolescents and adults with disabilities and require in-service training. Ideal for adult service personnel, general education staff, and paraprofessionals.

Using Children's Literature to Learn about Disabilities and Illness (1996)

Author: Joan K. Blaska

Available from: Practical Press

4627 Eagle Trace Drive

Medford, OR 97504-9049

Phone: (541) 608-9108

Web: www.practicalpress.net

This book is a detailed how-to manual for using children's literature to teach children about differences, disabilities, and chronic illness. It provides general information about using books, along with annotated bibliographies categorized by subject matter, type of disability, how the disability is treated, and theme.



Children's Books

There are many children's books available on a wide range of disabilities. We have listed some below. For assistance with obtaining these books, contact the publisher, your local bookstore, or a local library. Also, the book entitled *Using Children's Literature to Learn about Disabilities and Illness*, listed under Books, offers suggestions for using children's literature to teach children about differences and disabilities and includes annotated bibliographies of disability-related children's literature.

NICHCY's Resources You Can Use on children's literature may also help you identify other children's books.

Roots & Wings Educational Catalog

Available from: Roots & Wings

P.O. Box 19678, Boulder, CO 80308-2678

Phone: (800) 833-1787 (toll free)

Web: www.rootsandwingsbooks.com

This catalog offers a large number of children's books, including:

- *Arnie and the New Kid* (physical disabilities) by Nancy L. Carlson
 - *Susan Laughs* (physical disabilities) by Jeanne Willis
 - *What It's Like to Be Me* (general) edited by Helen Exley
-

Turtle Books

Available from: Jason & Nordic Publishers

P.O. Box 441, Hollidaysburg, PA 16648

Phone: (814) 696-2920

E-mail: turtlebooks@jasonandnordic.com

Web: turtlebooks.altoona-pa.com/index_html

- *A Smile From Andy* (cerebral palsy) by Nan Holcomb
 - *Buddy's Shadow* (Down syndrome) by Shirley Becker
 - *The Night Search* (blindness) by Kate Chamberlin
 - *Patrick and Emma Lou* (cerebral palsy and spina bifida) by Nan Holcomb
 - *When I Grow Up* (deafness) by Candri Hodges
-

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Albert Whitman & Company Concept Books

Available from: Albert Whitman & Company

6340 Oakton St., Morton Grove, IL 60053-2723

Phone: (800) 255-7675 (toll free)

Email: mail@awhitmanco.com

Web: www.awhitmanco.com

Whitman & Company's Concept Books cover a wide range of topics including adoption, Down syndrome, asthma, and the loss of a loved one. Titles include:

- *Becky the Brave: A Story About Epilepsy* by Laurie Lears
 - *Ben Has Something to Say: A Story About Stuttering* by Laurie Lears
 - *Ian's Walk: A Story About Autism* by Laurie Lears
 - *I'm Tougher Than Asthma* by Alden R. Carter and Siri M. Carter
-

Woodbine House Children's Books

Available from: Woodbine House
6510 Bells Mill Rd., Bethesda, MD 20817
Phone: (800) 843-7323 (toll free)
Web: www.woodbinehouse.com

As part of its special-needs collection, Woodbine House offers a number of children's books related to disability, including:

- *Eddie Enough* (ADHD) by Debbie Zimmet
- *Josh, A Boy with Dyslexia* (ADHD/learning disabilities) by Caroline Janover
- *My Brother Matthew* (general) by Mary Thompson
- *Russ and the Almost Perfect Day* (Down syndrome) by Janet Elizabeth Rickert
- *Views from Our Shoes: Growing Up With a Brother or Sister with Special Needs* (a range of disabilities) edited by Don Meyer
- *We'll Paint the Octopus Red* (Down syndrome) by Stephanie Stuve-Bodeen

TV

Little People, Big World

Airs on TLC on Saturday nights (8:00 pm, CTS), Check local listings for exact times in your area.
Website: <http://tlc.discovery.com/fansites/lpbw/lpbw.html>

This TV show is about a family made up of both dwarves and average size people. The parents, Matt and Amy Roloff are both dwarves. They have 4 children: Jacob, age 8; Molly, age 12; and 15-year-old twins, Zach and Jeremy. Of the children, only Zach has dwarfism. This show is an excellent documentary that shows the day-to-day lives and challenges of this family told in their own words.



Videos

As I Am: Portraits of Persons with Developmental Disabilities (1990)

Age: Teenagers

Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This documentary traces the experiences of three young people with disabilities. The video offers basic information on developmental disabilities and simple guidelines for relating to people with a cognitive impairment.

Autism: Being Friends (1991)

Age: Young children

Available from:

Center for Disability Information and Referral
Indiana Institute on Disability and Community
2853 East Tenth Street
Bloomington, IN 47408-2601
Phone: (812) 855-6508
E-mail: cedir@indiana.edu
Web: www.iidc.indiana.edu/cedir/autism.html

This 8-minute video "portrays the abilities of the child with autism and describes ways in which peers can help the child to be a part of the everyday world."

Challenge (1997)

Age: Unspecified

Available from: Fanlight Productions, Inc.
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: fanlight@fanlight.com
Web: www.fanlight.com

This 28-minute video focuses on a number of determined people with a variety of disabilities whose lives have been renewed through their participation in athletics. Using minimal narration, they tell us their own stories in their own words. The athletes participate in rock climbing, wheelchair tennis, golf, and downhill and cross-country skiing.

Choices

Age: Pre-K thru junior college

Available from: Comforty Media Concepts, Inc.
2145 Pioneer Road, Evanston, IL 60201
Phone: (800) 343-5540
E-mail: comforty@comforty.com
Web: www.comforty.com

This 30-minute video profiles four students who are successfully included into preschool, elementary school, and junior college: Cami, age 3; Erin, age 5; Jackie, age 9; and Joan, 19.

A Classroom Explores Disabilities (1991)

Developed by: Kim Davis, Annamaria Mecca, and Laura Westberg

Age: Young Children

Available from: Early Childhood Center
Indiana Institute on Disability and Community
2853 East Tenth Street
Bloomington, IN 47408-2601
Phone: (812) 855-6508
E-mail: eccenter@indiana.edu
Web: www.iidc.indiana.edu/ecc/products_curriculum.htm

This videotape and companion curriculum guide provides an overview and specific examples of a disabilities awareness curriculum in action. It shows teachers, children, and parents as participants in the process of learning about disabilities, themselves, and each other.

Educating Peter (1993)

Age: Unspecified

Available from: Ambrose Video
145 W. 45th Street, Suite 1115
New York, NY 10036
Phone: (800) 526-4663 (toll free)
Web: www.ambrosevideo.com

This 30-minute, HBO prime-time documentary follows the story of Peter, a third-grader with Down syndrome, as he is included into a regular classroom. "Both Peter and his classmates go through a difficult and rewarding process of adjustment as he becomes a regular third grader."

Embers of the Fire (1992)

Age: Unspecified

Available from: Fanlight Productions, Inc.
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 29-minute documentary offers a straightforward clinical explanation of cystic fibrosis, but its primary focus is on the stories of several young people with CF during a week at camp. They talk openly about their fears of rejection, isolation, and death, but they also demonstrate the ways in which they have come to terms with their chronic illness and learned to lead fulfilling lives.

Face First (1998)

Age: Unspecified

Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 29-minute video reflects the filmmaker's own painful memories of social isolation as a child with cleft lip and palate and how it led him to the three other remarkable people profiled in this video, each with a facial birth defect. These young people developed a strong sense of self and the ability to look at their experiences with compassion and humor.

Freedom of Speech (1997)

Age: Unspecified

Available from: Attainment Company, Inc.
P.O. Box 930160, Verona, WI 53593-0160
Phone: (800) 327-4269 (toll free)
E-mail: info@attainmentcompany.com
Web: www.attainmentcompany.com

This 28-minute video examines the impact augmentative communication has on the quality of life of two individuals, one a professional, the other a preschooler.

Just Like Anyone Else (1990)

Age: Grades 7-12

Available from: Human Relations Media

41 Kensico Drive, Mt. Kisco, NY 10549

Phone: (800) 431-2050 (toll free)

Web: www.hrmvideo.com

This 30-minute video portrays individuals with physical disabilities engaging in everyday activities. It is designed to "bring your physically-challenged students a sense of power and hope," while helping typical students to "reach out with new empathy and understanding to their peers." Included is a Teacher's Resource Book.

KidAbility (1999)

Age: Grades K-12

Available from:

Program Development Associates

P.O. Box 2038, Syracuse, NY 13220-2038

Phone: (800) 543-2119 (toll free)

E-mail: info@pdassoc.com

Web: www.disabilitytraining.com

This 25-minute video shows children narrators educating themselves and the viewers about disabilities. They meet people who have visible disabilities and some that do not. They discover how adults and other children with disabilities deal with obstacles in their everyday lives from using the telephone to participating in sports activities.

KidAbility Two: Assistive Technology (2001)

Age: Grades 5-12

Available from:

Program Development Associates

P.O. Box 2038, Syracuse, NY 13022-2038

Phone: (800) 543-2119 (toll free)

E-mail: info@pdassoc.com

Web: www.disabilitytraining.com

This 24-minute video, hosted by teenagers, is designed as an introduction to assistive technology for kids with and without disabilities. It shows how assistive technology devices work and how people with disabilities use the devices in their daily lives.

Making Inclusion Work—Video and Facilitator's Guide (1999)

Age: Elementary school

Available from: Sopris West

4093 Specialty Place, Longmont, CO 80504

Phone: (303) 651-2829

E-mail: customerservice@sopriswest.com

Web: www.sopriswest.com

This video is geared for teachers, school administrators, and staff to develop inclusion skills and to impart practical strategies for teaching diverse learners. The Facilitator's Guide offers tips for using the video with groups and individuals.

No Body's Perfect...Everybody's Special!!

Age: Grades Pre-K-5

Available from: Attainment Company, Inc.

P.O. Box 930160, Verona, WI 53593-0160

Phone: (800) 327-4269 (toll free)

E-mail: info@attainmentcompany.com

Web: www.attainmentcompany.com

This 21-minute video profiles three children with different disabilities. Students are introduced to signing, prosthetics, assistive technology, and Braille. The teacher's guide includes role-playing, drawing, completing worksheets, and discussing issues that extend to all disabilities.

One of Us: Four Stories of Inclusion (1992)

Age: Unspecified

Available from: Fanlight Productions

4196 Washington Street, Boston, MA 02130

Phone: (800) 937-4113 (toll free)

E-mail: info@fanlight.com

Web: www.fanlight.com

This 27-minute video showcases four individuals with developmental disabilities and their inclusion into mainstream society.

Raymond's Portrait (1997)

Age: High school

Available from: Fanlight Productions
4196 Washington Street, Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

This 30-minute video profiles Raymond, a talented young artist who has Down syndrome. The video covers the challenges of growing up with Down syndrome and the experience of being included in high school.

Small Differences (1995)

Age: Unspecified

Available from:

Program Development Associates
P.O. Box 2038, Syracuse, NY 13220-2038
Phone: (800) 543-2119 (toll free)
E-mail: info@pdassoc.com
Web: www.disabilitytraining.com

This 20-minute video was shot by elementary and middle school children and professionally edited. The children interviewed and recorded each other, their parents and other adults, and children with various types of physical and sensory disabilities.

Something Magical

Age: Elementary school

Available from: Ed-Pro, Inc.

9000 S.W. Gemini Drive
Beaverton, OR 97008-7151
Phone: (800) 950-4949 (toll free)
Web: www.edpro.com

This 30-minute video shows the bonds that developed between typical third and fourth grade students and children from a special school for children with cerebral palsy during preparations for a musical.

Twitch and Shout (1994)

Age: Unspecified

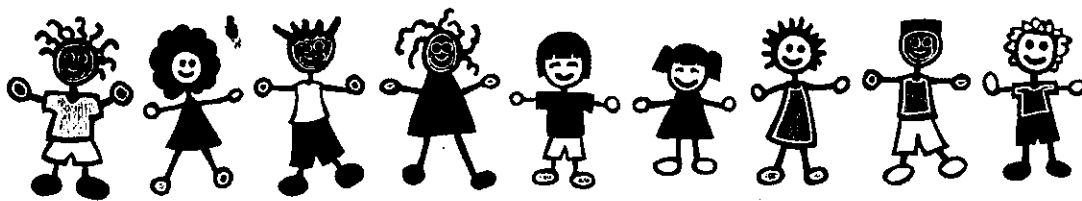
Available from: Fanlight Productions

4196 Washington Street
Boston, MA 02131
Phone: (800) 937-4113 (toll free)
E-mail: info@fanlight.com
Web: www.fanlight.com

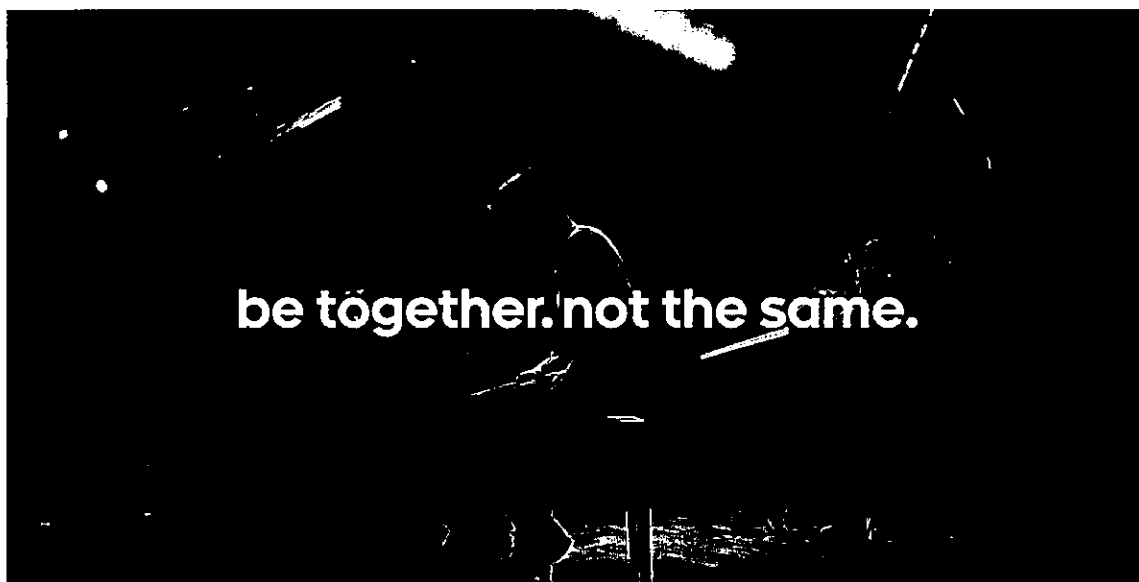
This 57-minute video looks through the eyes of a photojournalist with Tourette's Syndrome and introduces viewers to others who have this disorder, including a professional basketball player, an artist, an actress, and a lumberjack.

Exceptional Students Week

March 21st - 24th



Click on picture and link will appear at bottom



Be Together. Not the Same.

Poster Competition

Give your students time throughout the week to draw a picture using the theme:

Be Together. Not the Same.

*Entries must be made on regular size computer
paper

Turn entries into Abby Dreher on Thursday, March 24th.
Winner will be announced Monday, April 4.

Hands Activity

1. Have each student place their hand on a piece of paper/construction paper
2. Cut it out
3. Write what makes them exceptional/unique
4. Decorate
5. Give to Beth Riley by Thursday, March 24

Monday - Down Syndrome

Extra Video Resources:

https://www.youtube.com/watch?v=tDinNDRP_2o

10 Things you should know

<https://www.youtube.com/watch?v=-cA3t1HW1Ow>

More Alike Than Different (Adult)

<https://www.youtube.com/watch?v=k65kwvFG4sY>

More Alike Than Different (kids)

<https://www.youtube.com/watch?v=Gulctally8g>

1 thing everyone should know

<https://www.youtube.com/watch?v=dXmaE0041Y0>

True Colors rap

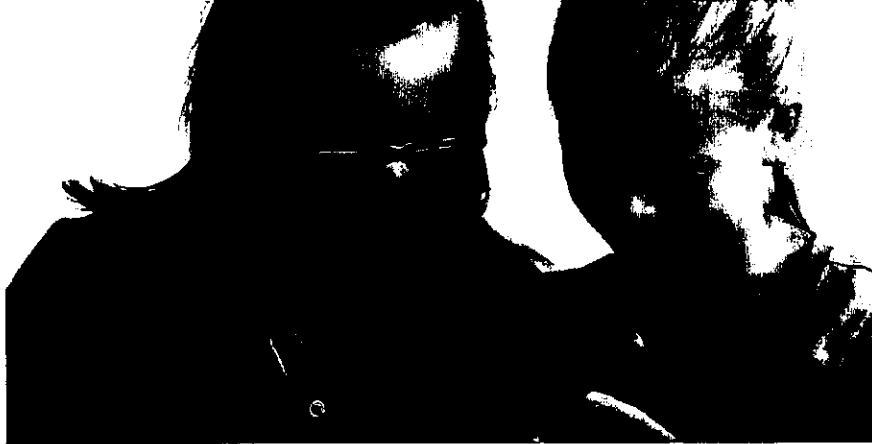
Kid Friendly Websites and Articles:

http://kidshealth.org/kid/health_problems/birth_defect/down_syndrome.html

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=282&id=2266>

Click on picture and link will appear at bottom

Down Syndrome Video

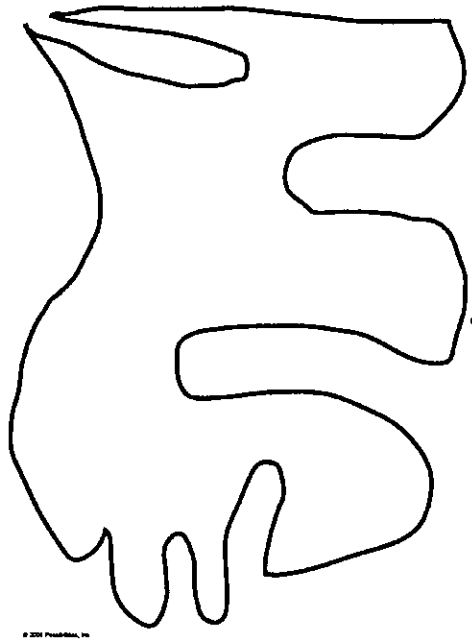


Simulation #1

Have 2 students sit back to back. Give one student a paper with an abstract shape on it. Without seeing each other, he/she must explain to the other student how to draw the shape.

Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

What were the problems? What would have helped?



Simulation #2

Have each student look at the "German Test" (make copies if you would like). Do the same with "Test Your Awareness".

Hand out the "German Test".

Tell them they have 5 minutes to read the paragraph and answer the questions.

Tell them it is an easy test and all the answers are right there in the paragraph.

When the students complain they can't do it, tell them to "try harder."

As soon as the time is up, take up their papers and hand out "Test Your Awareness" (or switch slides)

Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English.

When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?

The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "f".

Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was?

How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?

German Test

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiß nicht, wer von uns einen zufriedenen Landsmann kennt. Ich kenne sehr viele Franzosen, die vollständig mit ihrem Geschick, mit ihren Erlebnissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn's möglich ist, vielleicht bis zum 45., 50. Jahre eine gewisse Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückzuziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu geniesende Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht etwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem größeren Berliner Ideal schließlich Bankier, Millionär werden. Sein Ehrgeiz hat keine Grenzen.

(Im Reichstag, 9. Oktober 1887)

1. Eine starke Neigung zur Unzufriedenheit hat der _____.
2. Mit ihrem Geschick und ihren Erlebnissen sind viele _____.
3. Sie stellen sich die _____ eine gewisse Vermögensquote zu _____.
4. Der Ehrgeiz der Deutschen ist _____.
5. Der Bäcker will Hausbesitzer, _____ werden.
6. Nach seinem größeren _____ Ideal will er Bankier, Millionär _____.
7. Keine _____ hat sein Ehrgeiz.

The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.

A 1997 translation by

Test Your Awareness

First read the sentence in the box below.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once. Do not go back and count them again.

Tuesday - Autism

Extra Video Resources:

<https://www.youtube.com/watch?v=KmDGvquzn2k>

Carly's Cafe

<https://www.youtube.com/watch?v=lcS2VUoe12M>

Autism sensory overstimulation simulation

<https://www.youtube.com/watch?v=JBQB-VdaUpI>

Just Like You (Autism)

Kid Friendly Websites and Articles:

http://kidshealth.org/kid/health_problems/brain/autism.html

http://www.bridges4kids.org/pdf/Growing_Up_Booklet.pdf

Click on picture and link will appear at bottom

Autism Video



Simulation

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal. One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.

Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.

Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

Person #4 - Pat Person #1 on the head and shoulder the entire time.

Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

Wednesday - Learning Disabilities

Extra Video Resources:

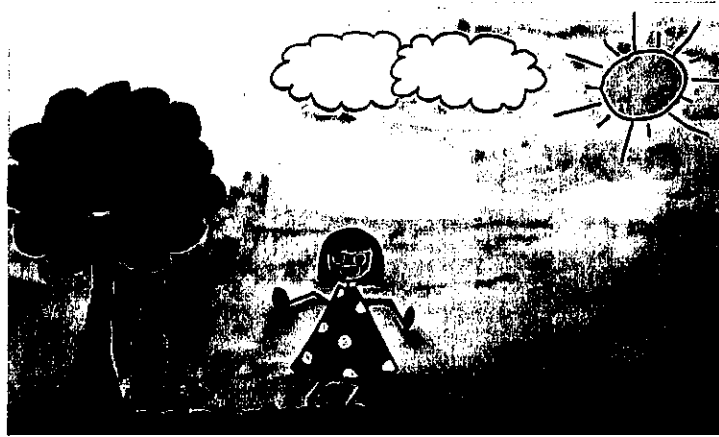
https://www.youtube.com/watch?v=wCqeFxDgacQ	LD from kids perspective (k-3)
https://www.youtube.com/watch?v=_3ONz6TaKIk	LD overview
https://www.youtube.com/watch?v=v2W9vucl27U	LD animated short 10 million
https://www.youtube.com/watch?v=8VPch4HQ1Js	Journey through LD (animated)
https://www.youtube.com/watch?v=be91qfYoUHw	LD cartoon car simulation

Kid Friendly Websites and Articles:

<http://daamerica.org/types-of-learning-disabilities/>
http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf

Click on picture and link will appear at bottom

Learning Disability Video



Simulation #1

Have the class read the next page out loud. They must read the COLOR the word is written in, no the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficulty it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK¹⁰

BLUE RED PURPLE

GREEN BLUE ORANGE

Simulation #2

Write a number of different sentences backwards on a piece of paper. Giving them very little time, as different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example: "ehT kcalb tac tas no eht toh nit foor." (The black cat sat on the hot tin roof.)

Discuss:

What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

Example Sentences:

1. ehT god nar.
2. slriG evol ot yalp htiw sllod.
3. gnirpS si ereh.
4. stl tsomla emit rof rennid.
5. ehT yob tnew ot eht erots ot yub klim.

GROWING UP Together



Our world is made up of many different kinds of people.

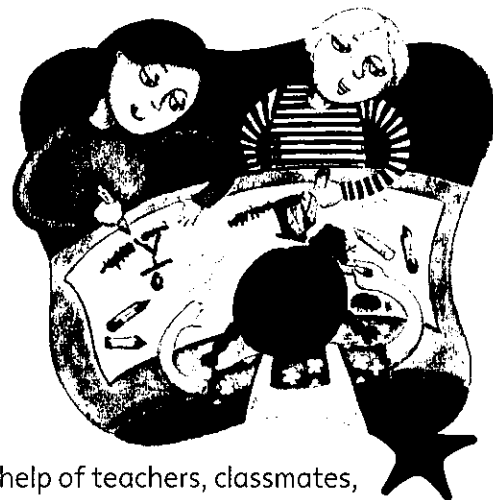
Each one of us is special in our own way, but we are all very much alike. We all have friends and families, go to school, and have hobbies such as soccer, art, or music.

Children with autism may look like other kids, but if you met them you would find they are different in some ways. It may be hard for them to play, to make friends or to learn new things. Some may have trouble talking or understanding what people say. Some may talk too much about a favorite topic. But, just like you, children with autism are very special in many ways. They have families who love them very much, they go to school, and they have special interests.

This booklet is about people you may meet who have autism and how you can be their friend.

What Is Autism?

Autism affects the way a person's brain and body works. It is not a disease and is not contagious. You cannot catch autism from a classmate or friend. A person with autism may have a hard time communicating with other people, making friends, or following directions. However, with the help of teachers, classmates, families, and friends, children with autism often can find it easier to learn in spite of these challenges.



How Do Kids with Autism Act?

Children with autism may act in some unusual ways. Some may have difficulties with certain activities, but they may have strengths in other areas. For instance, a child with autism may be a math whiz, a great artist or unbeatable at computer games. Still, they may have trouble putting their thoughts into words or understanding what you say.

Some children with autism prefer that schedules stay the same or that people always sit in the same seats. They may have a difficult time when things change. Changes may be scary for them, so they may try telling others what to do or where to sit. You may think they are being "bossy" but it is really them trying to adjust to the changes. When schedules change and they do not know what is coming next, they can be very upset, sad or angry.



Some kids with autism may:

- Have trouble talking, make strange sounds, or not talk at all;
- Flap their hands, spin, or laugh a lot;
 - Sit quietly and not look at others;
 - Play or behave differently than other friends;
 - Be very active or be very quiet and like to spend time alone;
 - Have trouble looking directly at you; or
 - Do or say the same things over and over again (like lining up toys or repeating a line from a movie).

Why Do Children with Autism Act This Way?

Some children with autism do not see, hear, or feel things the same way we do. For instance, the sound of the school bell or the noise of a parade may hurt their ears. Some may have trouble eating certain foods because of the way they taste. Others may be very sensitive to certain smells. Smells you like, such as cookies baking, may make them feel sick. On the other hand, things that bother most of us, like a bee sting, may not appear to be as painful to them.

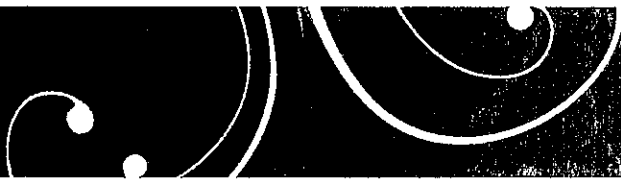
It is hard for some children with autism to understand what we say or what our facial and body expressions mean. For example, if you are frowning or showing an angry expression on your face, your classmate with autism may not be able to understand that you are angry. However, this does not mean you should stop trying to talk to them.

Sometimes showing them a picture or an object helps them understand things better. For example, if you are talking about baseball, pointing to a baseball card or a bat may help your friend know what you mean. Just because someone with autism may not be able to use words, it does not mean he can't understand your words. Please talk to him as you do with your other friends.

Like all people, sometimes kids with autism can get frustrated and angry but they often cannot tell us why. Instead of words, they may use actions to express their feelings. When they are upset, confused, or bored, they may make noises or spin around. When they are excited or happy, they may flap their hands, jump up and down, or run in circles. Or they may do all these things at once to help them calm down.

Many children with autism get upset when their surroundings or schedules change because new or different things can be very difficult or scary for them. They may cry, hold their hands over

Just because someone with autism may not be able to use words, it does not mean he can't understand your words.



their ears, or run away. They are not choosing to misbehave. Children with autism may have a hard time controlling their behavior because they have difficulty understanding or dealing with the world around them.

What Causes Autism?

No one knows why some people have autism, and there may be many different causes. Scientists are still trying to find out just what those causes are and how to best help people with autism. Approximately 1,500,000 people in the United States have autism, and it is more common in boys than girls.

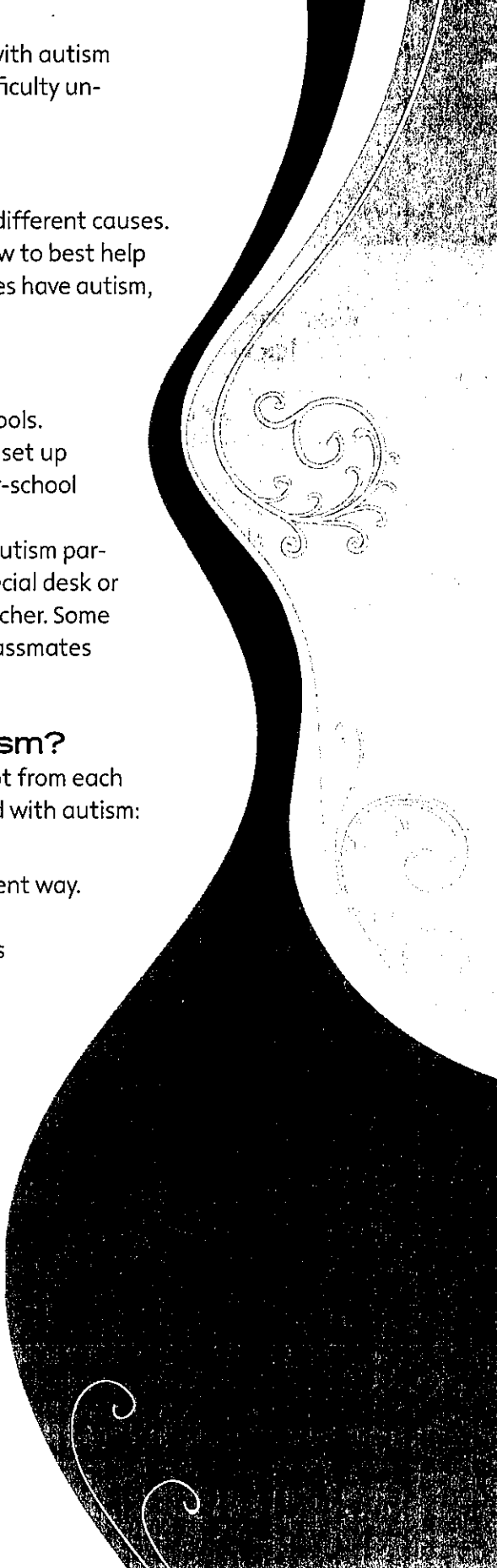
Where Do Kids with Autism Go To School?

Kids with autism can be in many different types of classrooms and schools. They may be a member of your class or may be in a classroom that was set up especially for them. Many children with autism also participate in after-school activities with classmates, friends, and neighbors.

You may see some special arrangements used to help a child with autism participate in your class. He or she may have a special “coach,” sit at a special desk or table, or use pictures or symbols to communicate with you and the teacher. Some kids may even have special computers that “talk” for them. Friendly classmates can be the best help of all to a child with autism.

How Can I Be a Friend To Someone with Autism?

When you become a friend to a person with autism, you both learn a lot from each other. Here are some ideas that can help you be a better friend to a kid with autism:

- Accept your friend’s differences.
 - Know that some kids with autism are really smart, just in a different way.
 - Protect your friend from things that bother him or her.
 - Talk in small sentences with simple words and use simple gestures like pointing.
 - Use pictures or write down what you want to say to help your friend understand.
 - Join your friend in activities that interest him or her.
 - Be patient – understand that your friend doesn’t mean to bother you or others.
 - Wait - give him or her extra time to answer your question or complete an activity.
 - Invite your friend to play with you and to join you in group activities. Teach your friend how to play by showing him or her what to do in an activity or game.
 - Sit near your friend whenever you can, and help him or her do things if they want you to.
 - Never be afraid to ask your teacher questions about your classmates with autism.
 - Help other kids learn about autism.
- 

**For more information about autism, written by or for kids,
look for these and other books in your local library:**

Amenta, C. (1992). *Russell is extra special: A book about autism for children*. New York, NY: Magination Press.

Bishop, B. (2002). *My friend with autism*. Arlington, TX: Future Horizons, Inc.

Bleach, F. (2001). *Everybody is different: A book for young people who have brothers or sisters with autism*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Edwards, A. (2001). *Taking autism to school*. Plainview, NY: JayJo Books, LLC.

Ely, L. & Dunbar, P. (2004.) *Looking after Louis*. Morton Grove, IL: Albert Whitman & Company.

Keating-Velasco, J. (2007). *A is for autism, F is for friend*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Lowell, J. & Tuchel, T. (2005). *My best friend Will*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Messner, A. W. (1995). *Captain Tommy*. Stratham, NH: Potential Unlimited Publishing.

Murrell, D. (2001). *Tobin learns to make friends*. Arlington, TX: Future Horizons, Inc.

Simmons, K. (1997). *Little rainman: Autism through the eyes of a child*. Arlington, TX: Future Horizons, Inc.

Thompson, M. (1996). *Andy and his yellow frisbee*. Bethesda, MD: Woodbine House.



7910 Woodmont Avenue, Suite 300, Bethesda, Maryland 20814-3067
Phone: 301.657.0881 or 1.800.3AUTISM | Fax: 301.657.0869
Web: www.autism-society.org

The Growing Up Together information was developed by the Autism Society of America and revised by Brian Ketzner (Indiana Resource Center for Autism) and Kristie Lofland (Hamilton-Boone Madison Special Services Cooperative).

Additional funding was provided by the Indiana Department of Education, Center for Exceptional Learners, Office of Special Education.



What We Already Know:

People are born with disabilities

Medical concerns like heart defects

Can be in special needs or regular ed. classroom

D.S. born with an extra chromosome

May need hearing aids, glasses, wheel chair, etc.

May be paralyzed or need prosthetic

Physical and intellectual disabilities

Harder time learning or communicating

Speech (stutter, robot, non-verbal)

ADHD gets frustrated

Could need medication

Calming strategies might be used

Physical features may be different (facial)

Might not grow as fast or as much as others

Reaction time may be slower

Friendly

Have feelings just like us

Interests like running, playing

Participate in Special Olympics

May not like loud noises (wear headphones)

Disabilities are a spectrum

Questions we have

What are other disabilities?

Can you lose your disability?

Are disabilities contagious?

How do you get a disability?

What is a disability?

What do people with disabilities do to manage their disability?

How do you get rid of a disability?

How do people with disabilities feel about?

How do disabilities affect growth?

What kinds of activities can people with a disability do?

How does it feel to have a disability?

Do people with disabilities look different?

Do disabilities affect people's bodies?

Do people with disabilities get bullied in school?

How do people with disabilities learn?

Do people with disabilities have friends with disabilities?

How do you treat a disability?

What causes a disability?

Autism

Down Syndrome

Spina bifida - over 60 surgeries

Cerebral Palsy - Brothers

Muscular Dystrophy- wheelchair and uelele

Learning Disabilities - cartoon

What We've Learned; Lamprey

Some of them don't like loud noises

Some of them get scared of the dark

Kids with disabilities are the same

Some may have trouble walking

You may have to wait a while if you ask them a question

They may have trouble learning

Some people with a disability can learn faster/be smarter than others

Some of them may have trouble writing

They are not all alike

You may have to calm them down when they're upset

You may hold them by the wrist because they run away

They think differently than we do

Just because they have a disability doesn't mean they're not the same as us

They get happy sometimes

Some can't hear

They have trouble seeing sometimes

Depending on what disability they have they can be smarter than others

When they get aggravated they bite their wrists

Some of them are non-verbal

You have to get down on their level when you talk to them so they understand better

They have different sensory needs (textures, etc)

You have to take time and work with them

Some of them get laughed at because they have a disability

Their brain works differently than ours

Some of them have heart defects

Someone with Down Syndrome has 47 chromosomes

Some like to play a lot

You have to listen carefully to what they are trying to say

Some of them have to work on their fine motor skills more than others

People with down syndrome- their eyes are almond shaped and slanted

Some have to be supervised

Some people may have Autism and Down Syndrome at the same time

Some that have disabilities may have cool abilities (like Jon)

What We've Learned about Disabilities List - Murray

They learn

Slow movements

Some can't move

Intellectual vs. physical disabilities

No eye contact

Trouble talking

Social trouble/peers

Emotional

Motor Skills

Developmentally delayed

Behavior issues

Sign language

Non-speaking

Impulse control- run away- fearful

Have fun

Happy

Unique ideas

Smart/Funny

Eat, sleep, walk, run

What We've Learned - Vaughn

- People with Down Syndrome have an extra 21st chromosome (3)
- People with Down Syndrome have different features: bigger eyes, pushed in nose, flat face, different-shaped ears, short, chunky hands, flexible muscles, thicker tongue
- Their speech can be hard to understand
- Sometimes they may have drool from their tongue hanging out
- Some people with Down Syndrome need more help to do things: Speech Therapist, Physical Therapist, Occupational Therapist
- Just because a person has Down Syndrome, doesn't mean they can't do things other kids do: play basketball, swim, cheer, fix computers, drive, be in pageants, act on TV
- Some people with Down Syndrome go to special classes to help them learn
- Some people in a family have Down Syndrome, but some people don't

After talking with Luke

- *He likes things that we like
- *He doesn't act different than we do; he likes to do things that we like to do: basketball, soccer, frisbee, Scooby Doo, Harry Potter, going to mall, playing with friends, visit family, he has chores, he's shy around new people, play with nieces and nephews, play horseshoes, dance
- *Luke's Basketball Team: Dorchester Dragons

*He speaks English

*He's nice

*He stuttered when he spoke, he stopped while speaking, Mom helped him talk

*He didn't look different, but he sounded different

*He had a deep voice

*He said he felt different because he has Down Syndrome

What We've Learned - Wahrmond

Disabilities Are.....

Not who you are it just something you have. Just because someone has disabilities doesn't mean they can't be your best friends. We should not treat them that they need extra special care and they are in another world.

Many different types of disabilities. Mental things that happen. Not that you did something wrong. It is how God made us. It is not because we spilled a scientific thing on us. Everyone has something special about us. It gives us something to be jealous of.

Part of you. Everyone has 46 strings but some people have one more. It is just part of you. Everyone is special.

Things that make you you. Doesn't mean you should get teased, treated differently or shouldn't be able to go to college.

Nothing to be ashamed of

Make you look a little more different or act a little different. It's not like you are weird. You don't deserve to be thrown out or abandoned. You don't call them special.

Something you can be born with or develop over time. People shouldn't be treated differently. IF you have a different face they are still the same on the inside. You should treat them with respect.

It means that everyone is different. It doesn't really matter if you can't do something. You just have to be yourself. It hurts them inside if you treat them mean.

The world is like a giant pie That pie is made of different ingredients. All the ingredients are different. All people are different. God made everyone different.

Something you are born with. There is not a cure for disabilities. Some people need a little more help in some things but not everything.

Not a disease it is just part of who you are. It is not contagious and cannot be spread. God wanted us to be different.

Something you are born with. Some of them you can rid of it. Down syndrome is not contagious. God made us to be different. No one should make fun of the people with disabilities.

It is a part of you. It doesn't matter what is on the outside of you it is the inside you. You shouldn't make fun because you look different or speak different.

Part of who they are. WE should have everyone in the same world. WE are sections of an orange. The orange will not be complete if we didn't have all the sections.

You need to be yourself. You like what you like. You are yourself.

1. When I see you I see many different stripes
2. I see someone that learns
3. I see that just because someone has disabilities doesn't mean they can't be your best friends
4. I see some people with Down Syndrome go to special classes to help them learn
5. I see some people with a disability can learn faster or are smarter than others
6. I see some may have developmental delays or move slower than we do
7. I see someone may look a little more different or act a little different. It's not like you are weird. You don't deserve to be thrown out or abandoned.
8. I see you may have to calm someone down when they're upset
9. I see some people didn't look different, but they may sound different
10. I see this is Something you are born with. There is not a cure for disabilities. Some people need a little more help in some things but not everything.
11. I see the difference between physical and intellectual disabilities.
12. I see some people's speech may be hard to understand
13. I see some brains work differently than ours
14. I see someone may have a hard time with impulse control and may run away because they're fearful
15. I see You have to get down on their level when you talk to them so they understand better
16. I see that it's Not a disease it is just part of who you are. It is not contagious and cannot be spread.
17. I see everyone has unique ideas
18. I see you have to take time and work with them
19. I see It is a part of you. It doesn't matter what is on the outside of you it is the inside you. You shouldn't make fun because you look different or speak different.
20. I see some people may have trouble talking, so they use sign language
21. I see some people get laughed at because they have a disability

22. I see Some people with Down Syndrome need more help to do things:
Speech Therapist, Physical Therapist, Occupational Therapist
23. I see that is Part of who they are. WE should have everyone in the same world. WE are sections of an orange. The orange will not be complete if we didn't have all the sections.
24. I see sometimes people have social issues and have trouble with their peers
25. I see not all people are not all alike, but everyone can choose to be nice
26. When I see you I see many different stripes - Pre K

Speakers

Exceptional Students Week

April 3rd-7th

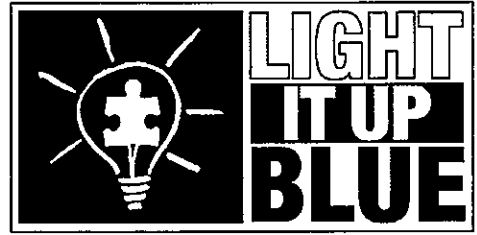
Our theme this year: All My Stripes



Each pod will have a copy of the book.
Please coordinate with the team leader in the
pod for time to share the book.

Please read this book to your students ASAP or before
your scheduled Art time. They will be doing an art project
with Mrs. Dunlap. We want to make sure they have the
background knowledge to understand what is being asked of
them.

Please wear blue on Monday,
April 3rd to celebrate World
Autism Awareness Day!



Light It Up Blue, annually observed on April 2, is dedicated to raising awareness of Autism. The initiative is generally associated with Autism Speaks. It is intended to raise international awareness of autism in support of both World Autism Awareness Day and Autism Awareness Month in the United States.

Poster Competition

Give your students time throughout the week to draw a picture using the theme:

All My Stripes

Prompts you may want to use:

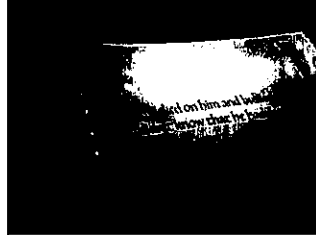
"When I look at you, I see many different stripes."

"There's more to me than just my _____ stripe."

*Entries must be made on regular size computer paper
Turn entries into Brenna Lamprey on Thursday, April 6th.
Winner will be announced after Spring Break

Monday - Introduction to Book

Read book and conduct conversations



In All My Stripes, Zane worries that his "autistic stripe" is all that anyone sees. His mother points out that he is much more than that in a way that young children will understand.

Suggested Questions to lead to conversations

1. What are some of Zane's struggles in school?
2. What did Zane's mother mean when she said "I see many different stripes"?
What were some of Zane's stripes?
3. What are some of your stripes? Do we all have the same stripes? Look at a friend and name one stripe they have.

Group Activity: Work in small groups to create a different, more positive school day for Zane.

Individual activity: Draw a picture of one of your stripes.

Videos

Acceptance of disabilities in general

<https://www.youtube.com/watch?v=ITMLzXzgB-s>

https://www.youtube.com/watch?v=_rUIVxLl9c0

<https://www.youtube.com/watch?v=nD97IHhBLs>

<https://www.youtube.com/watch?v=lyjLmHG-I0>

<https://www.youtube.com/watch?v=P-PgdePJl94>

<https://www.youtube.com/watch?v=VCOyhqKRv4>

<https://www.youtube.com/watch?v=zxCIDvV0ao>

<https://www.youtube.com/watch?v=lumQJThXQLs>

<https://www.youtube.com/watch?v=4agVIF9KSyM>

https://www.youtube.com/watch?v=0Ejh_hb5Fc

Dear Teacher

We are more alike than diff

Everyone is Different

News story- special needs prom

Brother's Love for special needs

Basketball team- Mitchell

Ellen interview with Mitchell

Football team- Noah

Izzy's bike

Middle School football

Tuesday - Physical Disabilities

Be A STAR
around people with a
physical disability

<https://www.youtube.com/watch?v=Bnki3clZLKQ>

Simulations for Physical Disabilities

Simulations

- Pick and Clip - put on gardening gloves and carry out fine motor activities
- Mouth writing - students will write their name with pencil in mouth, coloring with a crayon in your mouth

Activity - Using one hand have students try different activities using only one hand. Tying their shoes; Going through the lunch line and eating lunch; Opening a jar that has a screw-on lid; Playing catch; Holding a stack of papers and handing out one at a time; and Going to the bathroom. Discuss the problems the students had.

What if they couldn't use either hand?

What problems would there be if they were in a wheelchair AND couldn't use their hands?

Simulations

- Finger Reading (visual)** - Student will identify money, letters and different items while blindfolded.
- Blind Snack (visual)** - Student will spread icing on a vanilla wafer while blindfolded.
- I Can't Hear You (hearing)** - Student places cotton in ears then listens and follows directions given when playing "Simon Says".
- Trust Walk (visual impairment)** - Student must follow monitor's lead in folding shirts, finding a seat, and identifying objects while blindfolded.
- Muffled Directions (hearing impairment)** - Student will listen to muffled directions (another student talking into shirt) and follow the directions using paper and markers.

***More simulations are available in the Disabilities Awareness Packet you can find located in this folder shared with you.

Resources and Articles

Cerebral Palsy

http://kidshealth.org/kid/health_problems/brain/cerebral_palsy.html
http://www.cvln.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335*np=285*id=2683
<https://www.cerebralpalsy.org.au/what-is-cerebral-palsy/facts-about-cerebral-palsy/>
<http://ucp.org/wp-content/uploads/2013/02/cp-fact-sheet.pdf>
http://www.cbm.org/article/downloads/54741/Cerebral_Palsy_Toolkit_-_Part_1_Flipcharts_English.pdf

Muscular Dystrophy

http://kidshealth.org/kid/health_problems/bone/muscular_dystrophy.html
http://kidshealth.org/parent/medical/bones/muscular_dystrophy.html
http://www.rch.org.au/kidsinfo/fact_sheets/Duchenne_Muscular_Dystrophy_DMD/
<http://www.mda.org.au/information/publications/md01.asp>
<http://www.healthline.com/health/muscular-dystrophy>

Resources and Articles

Spina Bifida

<http://kidshealth.org/en/kids/spina-bifida.html>

<http://kidshealth.org/en/parents/spina-bifida.html>

<http://www.cdc.gov/ncbddd/spinabifida/school-age.html>

<http://www.myspinabifidabook.org/>

http://www.myspinabifidabook.org/Story/story_Eng.html

Craniofacial Difference

<http://www.ccakids.com/syndromes.html>

<http://www.ccakids.com/wonder.html>

<https://www.youtube.com/watch?v=yiXmfM0XcBQ>

<https://www.youtube.com/watch?v=Dmyj3s5mFvk>

Resources and Articles

Vision Impairment

<http://kidshealth.org/en/teens/visual-impairment.html>

<http://kidshealth.org/en/kids/blindstory.html>

<http://braillebug.afb.org/>

<http://pbskids.org/arthur/print/braille/>

<https://www.cdc.gov/ncbddd/kids/vision.html>

Hearing Impairment

<http://kidshealth.org/en/teens/hearing-impairment.html>

<http://kidshealth.org/en/kids/hearing-impairment.html>

<http://asl-kids.com/>

<https://www.cdc.gov/ncbddd/kids/hearing.html>

Videos

Videos for physical disabilities

https://www.youtube.com/watch?v=TaNM_Tldas	Nike for Cerebral Palsy
https://www.youtube.com/watch?v=Hv3liaDDtSY	Story of a runner with Cerebral Palsy
https://www.youtube.com/watch?v=b_Lax4zFFoA#t=46s	Sports Kids of the Year (CP)
https://www.youtube.com/watch?v=OzHvVouGTOM	Sesame Street + Christopher Reeve
https://www.youtube.com/watch?v=buCd72CioGA#t=1s	Derrick Coleman NFL- Hearing Impaired
https://www.brainpop.com/health/diseasesinjuriesandconditions/duchenneamusculardystrophy/	
Brain Pop- Muscular Dystrophy	
https://www.youtube.com/watch?v=jHB_SldPEY	Madeline's Story (Muscular Dystrophy)
https://www.youtube.com/watch?v=r9yJKvqZzfc	Brothers with Spina Bifida
https://www.youtube.com/watch?v=aXTX88WKHaE	Sesame Street- Service dogs

PAALS Assembly

A group will be presenting to the PK, K, 1st and 2nd graders on service dogs and how they support students with disabilities in the classroom and community.

This assembly will be in Performers Paradise on Tuesday (4/4) from 8:30 - 9:00 am.

For more information visit <https://www.paals.org/>

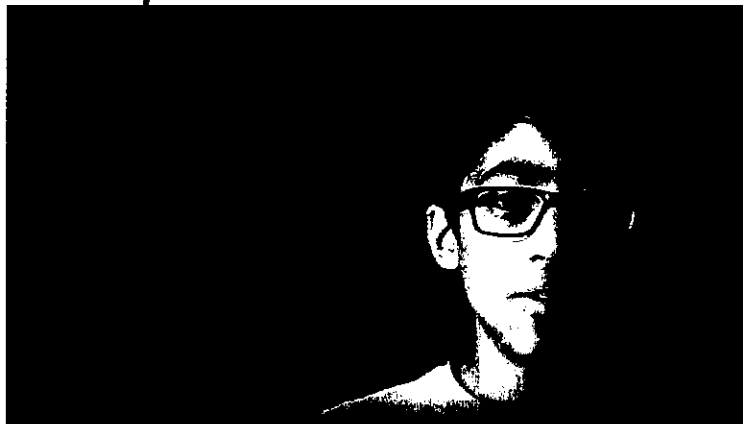
Assistive Technology Assembly

A group will be presenting to the 3rd, 4th and 5th graders on assistive technology and how it supports students with disabilities in the classroom and community.

This assembly will be in Performers Paradise on Tuesday, April 4th from 11:15-11:45am.

For more information visit <http://scatp.med.sc.edu/>

Wednesday - Intellectual Disabilities



https://www.youtube.com/watch?v=ITMLzXzgB_s

Simulations for Intellectual Disabilities

Simulations

- **Mirror Reading** - Student will attempt to complete a maze without looking at the paper and using only a mirror.
- **Slow Down...** - students will attempt to complete a number of oral instruction given in rapid succession. Students may also be asked to follow technical written directions.
- **Are you Finished Yet?** - Students are asked to complete a worksheet in two minutes time. As they work, they are distracted.

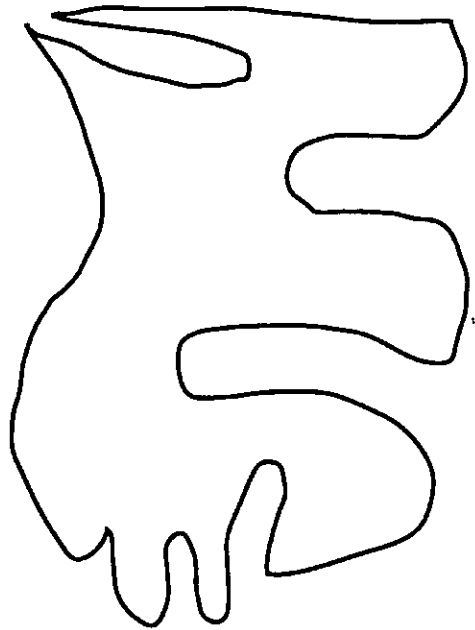
Difficulty understanding - Have 2 students sit back to back. Give one student a paper with an abstract shape on it (page 11). Without seeing each other, he/she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions. What were the problems? What would have helped?

Simulation #1

Have 2 students sit back to back. Give one student a paper with an abstract shape on it. Without seeing each other, he/she must explain to the other student how to draw the shape.

Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

What were the problems? What would have helped?



Simulation #2

Have each student look at the "German Test" (make copies if you would like). Do the same with "Test Your Awareness".

Hand out the "German Test".

Tell them they have 5 minutes to read the paragraph and answer the questions.
Tell them it is an easy test and all the answers are right there in the paragraph.
When the students complain they can't do it, tell them to "try harder."

As soon as the time is up, take up their papers and hand out "Test Your Awareness" (or switch slides)

Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English.

When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?
The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "F".

Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was?
How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?

German Test

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiß nicht, wer von uns einen zufriedenen Landsmann kennt. Ich kenne sehr viele Franzosen, die vollständig mit ihrem Geschick, mit ihren Erlebnissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn's möglich ist, vielleicht bis zum 45., 50. Jahre eine gewisse Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückzuziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu genießende Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht etwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem größeren Berliner Ideal schlecht Bankier, Millionär werden. Sein Ehrgeiz hat keine Grenzen.

(Im Reichstag, 9. Oktober 1887)

11

1. Eine starke Neigung zur Unzufriedenheit hat der _____.
2. Mit ihrem Geschick und ihren Erlebnissen sind viele _____.
3. Sie stellen sich die _____ eine gewisse Vermögensquote zu _____.
4. Der Ehrgeiz der Deutschen ist _____.
5. Der Bäcker will Hausbesitzer, _____ werden.
6. Nach seinem größeren _____ Ideal will er Bankier, Millionär _____.
7. Keine _____ hat sein Ehrgeiz.

The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.

Test Your Awareness

First read the sentence in the box below.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once. Do not go back and count them again.

14

Simulation #3

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal. One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.

Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.

Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

Person #4 - Pat Person #1 on the head and shoulder the entire time.

Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

Simulation #4

Have the class read the next page out loud. They must read the COLOR the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficulty it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK¹⁰

BLUE RED PURPLE

GREEN BLUE ORANGE

Simulation #5

Write a number of different sentences backwards on a piece of paper. Giving them very little time, as different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example: "ehT kcalb tac tas no eht toh nit foor." (The black cat sat on the hot tin roof.)

Discuss:

What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

Example Sentences:

1. ehT god nar.
2. slriG evol ot yalp htiw sllod.
3. gnirpS si ereh.
4. stl tsomla emit rof rennid.
5. ehT yob tnew ot eht erots ot yub klim.

Resources and Videos

Down Syndrome

Extra Video Resources:

https://www.youtube.com/watch?v=tDjnNDRP_2o	10 Things you should know
https://www.youtube.com/watch?v=-cA3t1HW1Ow	More Alike Than Different (Adult)
https://www.youtube.com/watch?v=k65kwvEG4sY	More Alike Than Different (kids)
https://www.youtube.com/watch?v=GuIctally8g	1 thing everyone should know
https://www.youtube.com/watch?v=dXmaE0041Y0	True Colors rap

Kid Friendly Websites and Articles:

http://kidshealth.org/kid/health_problems/birth_defect/down_syndrome.html
<http://www.cvh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=282&id=2266>

Click on picture and link will appear at bottom

Down Syndrome Video



Autism

Extra Video Resources:

<https://www.youtube.com/watch?v=KmDGvquzn2k>

Carly's Cafe

<https://www.youtube.com/watch?v=lcS2VUoe12M>

Autism sensory overstimulation simulation

<https://www.youtube.com/watch?v=JBQB-VdaUpI>

Just Like You (Autism)

<https://www.brainpop.com/health/geneticsgrowthanddevelopment/autism/>

Brain Pop about Autism

Kid Friendly Websites and Articles:

http://kidshealth.org/kid/health_problems/brain/autism.htm

http://www.bridges4kids.org/pdf/Growing_Up_Booklet.pdf

Click on picture and link will appear at bottom

Autism Video



Learning Disabilities

Extra Video Resources:

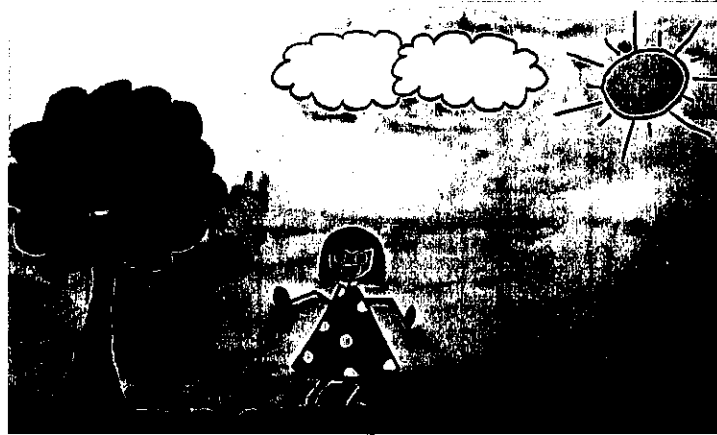
https://www.youtube.com/watch?v=wCqeFxDgacQ	LD from kids perspective (k-3)
https://www.youtube.com/watch?v=_3ONz6TaKIk	LD overview
https://www.youtube.com/watch?v=v2W9vuq127U	LD animated short 10 million
https://www.youtube.com/watch?v=8VPch4HQ1Js	Journey through LD (animated)
https://www.youtube.com/watch?v=be91qfYoUHw	LD cartoon car simulation

Kid Friendly Websites and Articles:

- <http://ldaamerica.org/types-of-learning-disabilities/>
http://www.parentcenterhub.org/wp-content/uploads/repo_items/fs7.pdf

Click on picture and link will appear at bottom

Learning Disability Video



Extra Simulations Available in Disabilities Awareness Packet shared with you in this folder

Topic	Page
Autism.....	4
Communication Disorders.....	5
Hearing Impairments.....	6-7
Learning Disabilities.....	8-9
Mental Retardation.....	10-13
Physical Disabilities.....	14
Vision Impairments.....	15-16
Disability in the Media.....	17
Other Resources.....	18-23

Thursday - Just Like You Video

Building Acceptance & Understanding

Today we want to focus on building acceptance and understanding...

Disabilities Library

- Please take a look at the Disabilities Library List attached in the folder. The Disability Library is located in Ms. Lamprey's classroom. Each book has a pocket with an index card in it - please write your name on the index card and place in the pocket on the side of the bookcase.
**This will help us keep track of the books.
- Take a look at the Disabilities Awareness packet, videos and resources and implement these today.

PLEASE SHARE

Please share pictures, stories and any Ah Ha moments that you and/or your students have this week.

Please place pictures in the Exceptional Students Week folder that was shared with you on Google Drive.

THANK YOU!

Thank you to everyone for your participation this week.

The community that we are building for acceptance and understanding of all students with exceptionalities is amazing.

Autism

David's Story

<https://www.youtube.com/watch?v=mtRYKjucDHk>
https://www.youtube.com/watch?v=s9eATBV-_lg
https://www.youtube.com/watch?v=fl-Sk7_ykzU
https://www.youtube.com/watch?v=wn-a10Ko_38
<https://www.youtube.com/watch?v=S0wbcarvS8k>

What's up with Nick
Asperger's Explained
Sesame Street Autism
Sesame Street- Julia
Just Like You- Autism

Cerebral Palsy

https://www.youtube.com/watch?v=b_Lax4zFFoA
<https://www.youtube.com/watch?v=wJQGfM6240s&t=146s>
https://www.youtube.com/watch?v=CL8GMxRW_5Y&t=58s

Sportskid of the Year
I Believe (Instrumental)
Talk to Me (Phoebe)

Craniofacial Difference

Down Syndrome

<https://www.youtube.com/watch?v=5M--xOyGUX4>
Syndrome

<https://www.youtube.com/watch?v=aV6Av4WdCOc>

Down Syndrome Isn't Scary At All (Sophia)

<https://www.youtube.com/watch?v=k65kwwFG4sY>

<https://www.youtube.com/watch?v=Jg2ZBPw2LyE>

Different (different version)

<https://www.youtube.com/watch?v=z26dOdzbjBI>

<http://www.thedrum.com/news/2017/03/20/psa-world-down-syndrome-day-humorously-redefine-what-special-needs-are>

<https://www.youtube.com/watch?v=Y0wDfnoek6E>

Just Like You- Down

Sofia's Story

More Alike than Different
More Alike Than

David's Story

Special Needs?

Don't Limit Me- Megan

Hearing Impairment

<https://www.youtube.com/watch?v=dIWnLebdwIM>

<https://www.youtube.com/watch?v=6P9QHdNbinU>

<https://www.youtube.com/watch?v=H3KSKS3TTbc>

Derrick Coleman (NFL)

10 Kids- I Message

Happy (signed)

<https://www.youtube.com/watch?v=mleuokFfufY>
<https://www.youtube.com/watch?v=abU3oPnpTaw>

Road (signed)
Caroline's Story

Learning Disabilities

Muscular Dystrophy

Spina Bifida

Vision Impairment

Disabilities in General

<https://www.youtube.com/watch?v=ekLpn4zKINU>

Ezra's Story

This is a **find document** and the book you come to find may not be there - You can grab another book or take a look at the index cards to see if you could borrow the book after they are done.

Title	Author	# of Copies	Type	Send Group Set	Topic covered in book
Wonder	R.J. Palacio	1	Chapter	5 copies	Emotional abnormalities and acceptance of others
Fish in a Tree	Lynne Murray Hart	1	Chapter		Learning Disability - bullying
Because of Mr. Terman	Rob Boyce	6	Chapter	5 copies	School-based acceptance of differences
Out of My Mind	Sharon Draper	6	Chapter	5 copies	Carrollan Riley - nonverbal in a wheelchair (assistive technology)
All of My Stripes	Sharon Ralbach	1	Read Aloud		Autism
Red A Campers' Story	Michael Hall	1	Read Aloud		Differences and acceptance
A Friend Like Simon	Kate Gornall	1	Read Aloud		Autism
Space We're Friends An Autism Picture Book	Cassie Gandy	2	Read Aloud		Autism
Wish We Were A Story About Autism	Laure Leary	1	Read Aloud		Autism
View from Our Shoes Growing Up with a Brother or Sister with Special Needs	Donald Joseph Meyers	1	Short Stories	45 stories share their experiences as the brother or sister of someone with a disability	
Different Like Me: My Book of Autism Heroes	Jennifer Elzer	1	Short Stories		Autism
The Brand New Kid	Kate Gornall	1	Read Aloud		Acceptance of those who are different
The Aynard War	Dore Burton Robb	1	Read Aloud		Dyslexia
The Preter	Myron Uhlberg	1	Read Aloud		Deaf
My Friend with Autism	Poetry Bishop	1	Read Aloud		Autism
Jungled Wonders	Patricia Ribeiro	1	Read Aloud		Children with disabilities in a special needs classroom - acceptance
My Friend has Autism	Amanda Deering Torante	1	Read Aloud		Autism
Don't Call Me Special	Rai Thomas	1	Read Aloud		A first look at disabilities - acceptance/understanding
I See Things Differently	Rai Thomas	1	Read Aloud		A first look at Autism
Special People, Special Ways	Alicia Mayne	1	Read Aloud		Acceptance and journey into different disabilities
Different Just Like Me	Lori Mitchell	1	Read Aloud		Acceptance
My Friend has Down Syndrome	Jennifer Moore-Milnes	1	Read Aloud		Down Syndrome
What's Wrong with Tommy	Maria Serrano-Mendez	1	Read Aloud		Intellectual Disabilities - acceptance
My Sister is Special My Sister has Down Syndrome	Stephanie Stone-Belton	1	Read Aloud		Down Syndrome
477 Strays	Betsy Carey	1	Read Aloud		Down Syndrome
We'll Rat the Outcasts Red	Hilly Robinson Reels	1	Read Aloud		Autism
My Brother Charlie	Robbi Jane Kates	1	Read Aloud		Acceptance
We're Different, We're the Same	P.K. Williams	1	Read Aloud		Acceptance
A Rainbow of Friends	Angy Gomes May	1	Read Aloud		Speech Disorder - Autism - Acceptance
My Brother is Very Special	Travis Lufftten	1	Read Aloud		Autism
Andy Takes a Stand	Daniel Mitchell	1	Chapter		Acceptance - Student is repeating 5th grade and is called special - until a new teacher comes
The Reason I Jump	Esme Ray Gabel	1	Chapter		Acceptance - Mr. Brown's prospects
Season Special	R.J. Ribeiro	1	Chapter		Acceptance - A young boy wants to be normal, but it is never impossible when you have a brother with autism and a family that reaches around the disability
365 Days of Wonder	Cynthia Lord	1	Chapter		Autism
Rules	Trinne Wagnon Zimmer	1	Chapter		Acceptance
Reading for the Sun	Nora Kaseigh Bodan	1	Chapter		The trip - a son enters school in the 6th grade and a boy transfers in his 6th grade - brings a unique friendship when they put up to create are friendship when first
Anything But Typical	Daniel Mayne	1	Chapter		Acceptance - High Functioning Autism
Some Wonders Are Different	Robson Pfenk	2	Read Aloud		It's everyone understands each's experience, her rules, and the other things that make her different
Freckle The Mighty	Kathryn Eissner	1	Chapter		Down Syndrome - friendships between two children one with a disability and one without
Madagascar	Ann M. Martin	1	Chapter		Gifted students, ADHD, and Autism - Why Twice-Exceptional Children Are Sluck and How to Help Them
Rain Reign	Eliza Wilson	1	Read Aloud		The story about boy with only one strong leg - "disability does not mean inability"
My Friend Isabelle	and Rebecca S. Boyles w	1	Teacher Resource		Send aids of kindness to make someone feel special
Bright Not Broken	Ann Thompson and Sean	1	Read Aloud		Communication Disorder - stuttering
Emmanuel's Dream	Trudy Ludwig	1	Read Aloud		
The Invisible Boy	Ann Remondtitz	1	Read Aloud		
A Boy and a Jaguar		1	Read Aloud		

Exceptional Students' Week

I see your

and that's why

March 26th-29th



A Peak at the Week

- Monday: Shared reading of Red: A Crayon's Story (classroom)
- Tuesday: Introduction of Project Au-Some Disabilities Library
- Wednesday:
 - PAALS assembly for PK-2nd at 8:30 am
 - PAALS assembly for 3rd-5th grade at 9:15 am

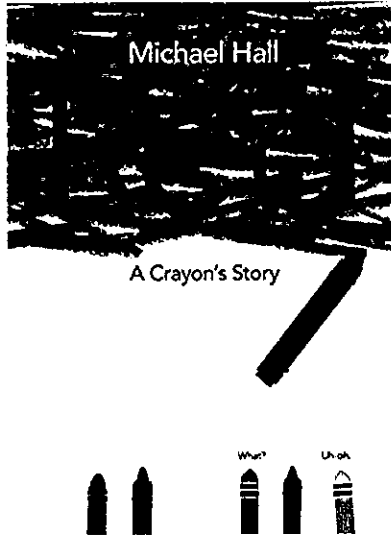
**** This assembly is not mandatory. Please sign up on the attached form if you would like to attend**

https://docs.google.com/spreadsheets/d/1cpcxYVpYb_9bXP90maRkFWO20PdtF18UoG-WgZ_Cr0/edit?usp=sharing

- Thursday: Wear Exceptional Students' Week Shirt or Blue Shirt
 - Turn in Posters for Poster competition

You may wear jeans if you participate in wearing blue or the ESW shirt

Our book this year: Red: A Crayon's Story



Each teacher will receive a copy of the book to add to your classroom library.

Please read on Monday (3/26).

Please read this book to your students to kick off Exceptional Students' Week. There are links to classroom activities, lesson extensions, and much more further down.

Our theme this year:

"I see your true colors, and that's why I love you."



The theme was inspired by the book Red: A Crayon's Story by Michael Hall. We hope for students to gain an understanding of each other's true colors, and learn why we are all exceptional in unique way.

*Every student will be completing an art project with Mrs. Dunlap during their art time in the weeks leading up to Exceptional Students' Week to a school-wide representation of our TRUE COLORS.



PAALS Assembly

PAALS Website

Introduction to PAALS

Sesame Street Service
Dogs

A Day in the Life of a
PAALS Service Dog

Palmetto Animal Assisted Life Services (PAALS) trains animals to assist people with varying abilities to live more independent and enriched lives by providing them with assistance dogs. Some of our specially trained canines are taught to turn lights on and off, tug open doors, pick up dropped items and alert for help to assist individuals in wheelchairs. Other dogs go on to assist children with autism and soldiers with PTSD to accomplish therapeutic and real life goals

Poster Competition

Give your students time throughout the week to draw a picture using the theme:

"I see your true colors, and that's why I love you."

*Entries must be made on regular size computer paper

Turn entries into Brenna Lamprey on March 29th.

Winner will be announced after Spring Break

Monday - Introduction to Book



Double click on picture and video will begin

In Red: A Crayon's Story, everyone tries to help Red, since he colors blue, but they finally accept him for his true colors and appreciate the gifts he has to share.

Author's Page

Tuesday Morning News Show Video + Conversation Starters

"Brotherly Love" video conversation starters for **PreK-2 students**:

- How does Spina Bifida affect their daily lives?
- What kind of attitude did Cameron and Murray have about Spina Bifida?
- How would you feel if you were in a wheelchair?

"Brotherly Love" video conversation starters for **3rd-5th students**:

- How does Spina Bifida affect their daily lives?
- How can you relate to Cameron and Murray? How are you similar to them?
- In what ways did Cameron and Murray demonstrate their good attitudes?
- What kind of attitude would you have in their positions?
- How can you benefit from having an attitude like Cameron and Murray?



"Brotherly Love"

Wednesday Morning News Show Video + Conversation Starters

"Sports Illustrated Kids" video conversation starters for PreK-2 students:

- What did the brothers look like? How were they similar? Different?
- What CARES skills did Conner show by including his younger brother in the race?

"Sports Illustrated Kids" video conversation starters for 3rd-5th students:

- Why do you think these brothers won an award so big?
- Why do you think Conner gets mad when he hears the "R" word?
- How do you think the brothers' relationship changed after racing together?
- Is there someone you could include? How would including someone change your relationship?



"Sportskid of the Year"

Resources for the book

Classroom Activity Guide

Guiding Questions

Teaching Guide (K-2)

Teaching Guide (3rd-5th)

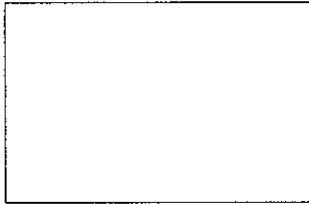
But he couldn't, really.



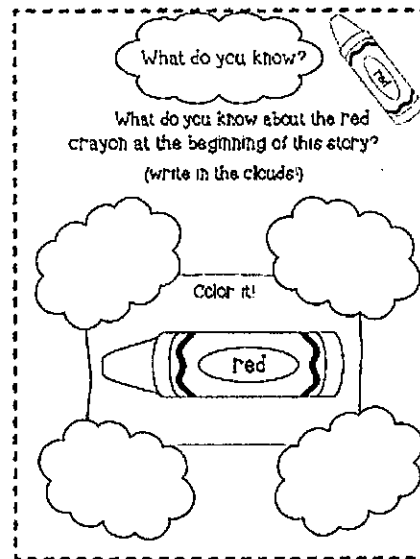
Student Reflection Opportunity

Name: _____ Date: _____

Red was not good at drawing red things, but he was GREAT at drawing blue things!



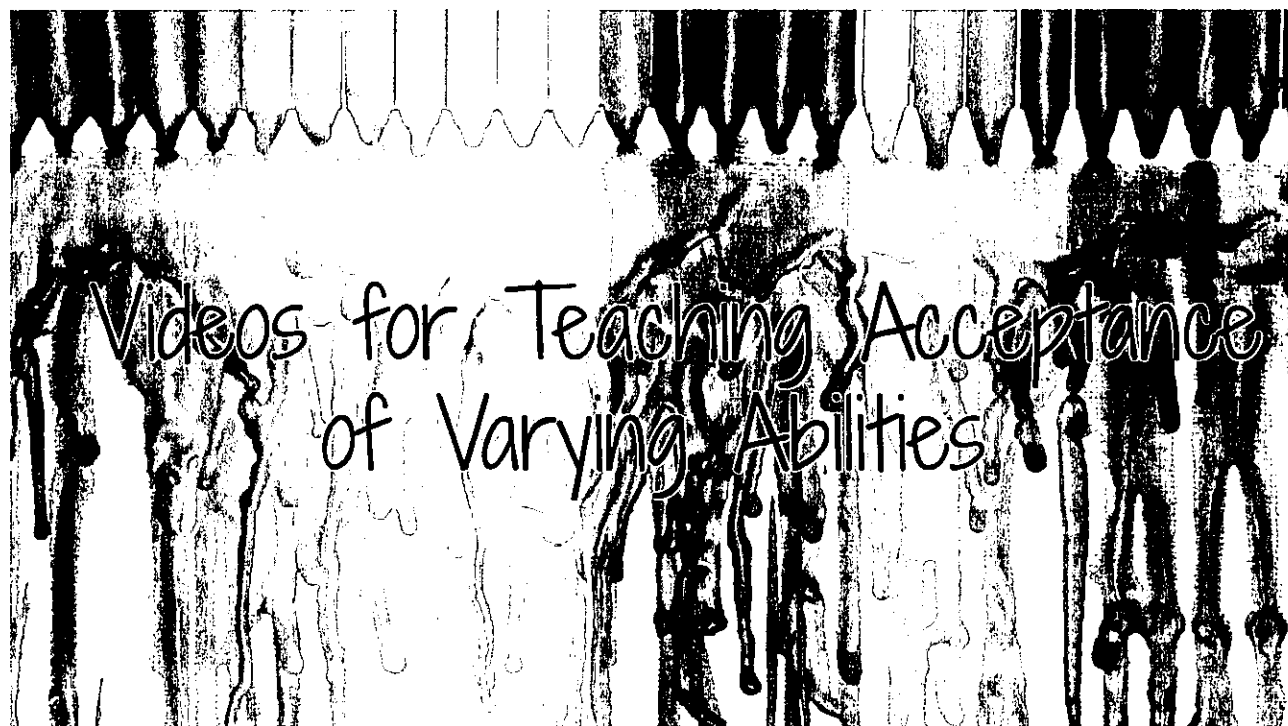
I am GREAT at _____.



Resources

Please take a look at the resources below to incorporate into your lessons during Exceptional Students' Week.

- Videos about acceptance and different abilities
- Kid-friendly articles about different abilities
- Simulations to experience different abilities



Acceptance

All About Acceptance Song

Being Different is Beautiful

Respect Rap

Respecting Differences

Sesame Street: Lupita and Elmo

Sesame Street: Whoopi and Elmo

Stanley the Dog's Story



Accepting Disabilities (General)

Dear Teacher

Everyone is Different

Ezra's Story

Interview with Mitchell (Ellen Show)

Izzy's Bike

Middle School Football Team

Mitchell's Basketball Team

Noah's Football Team

Special Needs Prom (News Story)

We Are More Alike Than Different



Autism

Arthur Cartoon (Explains Asperger's Syndrome)

Asperger's Explained

David's Story

Just Like You (Autism)

Sesame Street (Autism- general)

Sesame Street- Meet Julia

What's up with Nick



Cerebral Palsy

I Believe (Instrumental)

My Life with Cerebral Palsy Cartoon (Real Interview)

Nike FLYEASE Shoe

Sports Illustrated: Sportskid of the Year

Talk to Me (Phoebe)



Down Syndrome

David's Story

Don't Limit Me (Speech by Megan)

Just Like You

More Alike than Different

More Alike than Different (Alternate Version)

Sophia's Story

Special Needs?



Hearing Impairment

10 Kids...! Message

Caroline's Story (Hearing)

Derrick Coleman NFL Commercial (Hearing)

"Happy" by Pharrell (Sign Language)

"Roar" by Katy Perry (Sign Language)



Learning Disabilities

10 Million Kids: An Animated Short

Cartoon about Learning Disabilities

"Different is Good"

Famous People with Learning Disabilities

What is a Learning Disability? (Kid's perspective)



Physical Disabilities

Be A Star: Physical Disabilities in General

Brotherly Love (Spina Bifida)

Cassidy's Kindness (Craniofacial Difference)

Madeline's Story (Muscular Dystrophy)

No Arms, No Legs, No Worries

Artist with Muscular Dystrophy



Vision Impairment

Blind Child Learning Center News Story

Kids Describe Colors to a Blind Person

Matt Steven: Free Throw Shooter (Visual)

Sesame Street: Lauren Goes to School (Visual)

What It's Like to Be Blind (Chris)





Kid-friendly Articles

Autism

<https://www.autismnj.org/file/KidsBook.pdf>

http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335*np=282*id=2305

<http://kidshealth.org/en/kids/autism.html>

<http://www.autism.org.uk/16223>

https://www.bridges4kids.org/pdf/Growing_Up_Booklet.pdf

Cerebral Palsy

http://kidshealth.org/kid/health_problems/brain/cerebral_palsy.html

http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335*np=285*id=2683

<https://www.cerebralpalsy.org.au/what-is-cerebral-palsy/facts-about-cerebral-palsy/>

<http://ucp.org/wp-content/uploads/2013/02/cp-fact-sheet.pdf>

http://www.cbm.org/article/downloads/54741/Cerebral_Palsy_Toolkit_-_Part_1_-_Flipcharts_-_English_.pdf

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<https://www.ndss.org/about-down-syndrome/down-syndrome/>

<https://www.ndss.org/about-down-syndrome/down-syndrome/>

<http://www.ducksters.com/science/biology/chromosomes.php>

Hearing Impairments

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<https://www.readworks.org/article/The-Wizard-of-Menlo-Park/1889c333-ebf7-4d53-9bb2-9f0084741a4b#article.Tab:content/>

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<http://kidshealth.org/en/kids/learning-disabilities.html>

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http://www.rch.org.au/kidinfo/fact_sheets/Duchenne_Muscular_Dystrophy_DMD/

<http://www.mda.org.au/information/publications/md101.asp>

<http://www.healthline.com/health/muscular-dystrophy>

Kid-friendly Articles

Spina Bifida

<http://kidshealth.org/en/kids/spina-bifida.html>

<http://kidshealth.org/en/parents/spina-bifida.html>

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335+np=285+id=287>

<http://www.chop.edu/conditions-diseases/spina-bifida>

<http://www.aboutkidshealth.ca/En/HealthAZ/ConditionsandDiseases/BrainandNervousSystemDisorders/Pages/spina-bifida.aspx>

Visual Impairments

<https://kidshealth.org/en/kids/visual-impaired.html>

<https://www.cdc.gov/ncbddd/kids/vision.html>

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114+np=306+id=1873>

<https://www.cdc.gov/ncbddd/kids/vision.html>

http://raisingchildren.net.au/articles/vision_impairment.html



Simulations for Physical
Disabilities

Simulations

- Pick and Clip - put on gardening gloves and carry out fine motor activities
- Mouth writing - students will write their name with pencil in mouth, coloring with a crayon in your mouth

Activity - Using one hand have students try different activities using only one hand. Tying their shoes; Going through the lunch line and eating lunch; Opening a jar that has a screw-on lid; Playing catch; Holding a stack of papers and handing out one at a time; and Going to the bathroom. Discuss the problems the students had.

What if they couldn't use either hand?

What problems would there be if they were in a wheelchair AND couldn't use their hands?

Simulations

Finger Reading (visual) - Student will identify money, letters and different items while blindfolded.

Blind Snack (visual) - Student will spread icing on a vanilla wafer while blindfolded.

I Can't Hear You (hearing) - Student places cotton in ears then listens and follows directions given when playing "Simon Says".

Trust Walk (visual impairment) - Student must follow monitor's lead in folding shirts, finding a seat, and identifying objects while blindfolded.

Muffled Directions (hearing impairment) - Student will listen to muffled directions (another student talking into shirt) and follow the directions using paper and markers.

***More simulations are available in the Disabilities Awareness Packet you can find located in this folder shared with you.

Simulations for Intellectual Disabilities

Simulations

- Mirror Reading - Student will attempt to complete a maze without looking at the paper and using only a mirror.
- Slow Down... - students will attempt to complete a number of oral instruction given in rapid succession. Students may also be asked to follow technical written directions.
- Are you Finished Yet? - Students are asked to complete a worksheet in two minutes time. As they work, they are distracted.

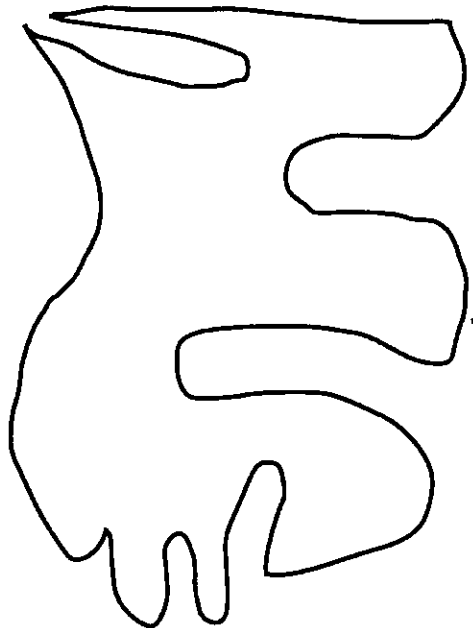
Difficulty understanding - Have 2 students sit back to back. Give one student a paper with an abstract shape on it (page 11). Without seeing each other, he/she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions. What were the problems? What would have helped?

Simulation #1

Have 2 students sit back to back. Give one student a paper with an abstract shape on it. Without seeing each other, he/she must explain to the other student how to draw the shape.

Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

What were the problems? What would have helped?



Simulation #2

Have each student look at the "German Test" (make copies if you would like). Do the same with "Test Your Awareness".

Hand out the "German Test".

Tell them they have 5 minutes to read the paragraph and answer the questions.

Tell them it is an easy test and all the answers are right there in the paragraph.

When the students complain they can't do it, tell them to "try harder."

As soon as the time is up, take up their papers and hand out "Test Your Awareness" (or switch slides)

Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English.

When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?

The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "f".

Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was?

How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?

Discuss how it felt to be given a German test and told to "try harder."

Did that help you do it?

Did you stop trying when you saw what the test was?

German Test

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiß nicht, wer von uns einen zufriedenen Landsmann kennt. Ich kenne sehr viele Franzosen, die vollständig ihrem Geschick, mit ihren Erlebnissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn's möglich ist, vielleicht bis zum 45., 50. Jahre eine gewisse Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückzuziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu genießende Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht etwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem größeren Berliner Ideal schließlich Bankier, Millionär werden. Sein Ehrgeiz hat keine Grenzen.

(Im Reichstag, 9. Oktober 1887)

1. Eine starke Neigung zur Unzufriedenheit hat der _____.
2. Mit ihrem Geschick und ihren Erlebnissen sind viele _____.
3. Sie stellen sich die _____ eine gewisse Vermögensquote zu _____.
4. Der Ehrgeiz der Deutschen ist _____.
5. Der Bäcker will Hausbesitzer, _____ werden.
6. Nach seinem größeren _____ Ideal will er Bankier, Millionär _____.
7. Keine _____ hat sein Ehrgeiz.

The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.

© 1999 Blackboard Inc.

Test Your Awareness

First read the sentence in the box below.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once. Do not go back and count them again.

Simulation #3

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal. One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.

Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.

Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

Person #4 - Pat Person #1 on the head and shoulder the entire time.

Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

Simulation #4

Have the class read the next page out loud. They must read the COLOR the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK¹⁰

BLUE RED PURPLE

GREEN BLUE ORANGE

Simulation #5

Write a number of different sentences backwards on a piece of paper. Giving them very little time, as different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example: "ehT kcalb tac tas no eht toh nit foor." (The black cat sat on the hot tin roof.)

Discuss:

What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

“ehT kcalb tac tas no eht toh nit foor.

Example Sentences:

1. ehT god nar.
2. slriG evol ot yalp htiw sllod.
3. gnirpS si ereh.
4. stl tsomla emit rof rennid.
5. ehT yob tnew ot eht erots ot yub klim.

PLEASE SHARE

Please share pictures, stories and any Ah Ha moments that you and/or your students have this week.

Please place pictures in the Exceptional Students Week folder that will be shared with you on Google Drive.



thank you!

Thank you to everyone for your participation this week.

The community that we are building for acceptance and understanding of all students with exceptionalities is amazing.

Shining a Light on Autism

April 2 is a day to recognize all different learners.



Benjamin Giroux and his poem

Do you know someone with autism? You probably do, even if you don't know what autism is. After all, people with autism look like everyone else. One out of every 68 kids has it. That's why April 2 is World Autism Awareness Day (WAAD). Many buildings will light up in blue for support!

So, what *is* autism, anyway? "It is a disorder that occurs when someone's brain grows differently," explained Andrew Davis from the Geneva Centre for Autism. "When people have autism," Davis added, "their brains don't always work like everyone else's." Autism begins when people are babies. You cannot catch it from another person.

There is no cure. People with autism may be affected in a few main ways:

- Communication: “They may speak differently or not talk at all,” said Davis. “They may not understand what you’re saying, and you may not understand them.”
- Social: They may not know how to act or what to say around other people.
- Senses: They may feel things differently from other people. The light and noise in a classroom may seem fine to everyone else, but it may be too bright or loud for them.

Last year, a boy named Benjamin Giroux wrote a poem about having autism. Thousands of people shared the 10-year-old’s words.

I am odd, I am new
I wonder if you are too
I hear voices in the air
I see you don't, and that's not fair
I want to not feel blue
I am odd, I am new
I pretend that you are too
I feel like a boy in outer space
I touch the stars and feel out of place
I worry what others might think
I cry when people laugh, it makes me shrink
I am odd, I am new
I understand now that so are you
I say I "feel like a castaway"
I dream of a day that that's okay
I try to fit in
I hope that someday I do
I am odd, I am new.

Benjamin told *News-O-Matic* why he wrote the poem. "I wanted people to know how I felt at school," he said. The 6th-grader is from Plattsburgh, New York. He said he wants others to "learn that it's okay to be odd or different."

"Be understanding of people that aren't like you," added Benjamin. "Odd is different, and different is awesome!"

Updated March 29, 2017, 5:02 P.M. (ET)

By Russell Kahn (Russ)

Credits: Cover: Shutterstock. Article background: Shutterstock. Article inset: Giroux Family.

Slideshow: Autism Speaks Citations: Interview with Benjamin Giroux. March 27, 2017. E-mail.

Interview with Andrew Davis from the Geneva Centre for Autism. March 30, 2015. E-mail. Interview with Nancy Bent from the Geneva Centre for Autism. April 1, 2015. Phone

Name _____ Number _____

Shining a Light on Autism

How many children have autism? _____

What day is World Autism Awareness Day? _____

List one thing buildings may do to support WAAD? _____

What is autism? _____

List two facts you learned about autism in paragraph two:

1. _____

2. _____

What are the three main ways people with autism may be affected?

1. _____

2. _____

3. _____

List one way someone's communication may be affected by autism.

List one way someone's socialization skills may be affected by autism.

List one way someone's senses may be affected by autism.

Explain three facts you can infer about Benjamin after reading his poem about having autism.

1. _____

2. _____

3. _____

Why did Benjamin write this poem? _____

On the back of this paper write at least five sentences explaining how you can be a friend to someone with autism.

Disabilities Book List

All of My Stripes: A Story for Children with Autism by Shaina Rudolph and Danielle Royer

Because of Mr. Terupt by Rob Buyea

Counting by 7's by Holly Goldberg Sloan

Fish in a Tree by Linda Mullaly Hunt

Freak the Mighty by Rodman Philbrick

Mockingbird by Kathryn Erskine

My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete

Out of My Mind by Sharon Draper

Rain Reign by Ann M. Martin

Red by Michael Hall

Rules by Cynthia Lord

The Reason I Jump by Naoki Higashida (Adult reading)

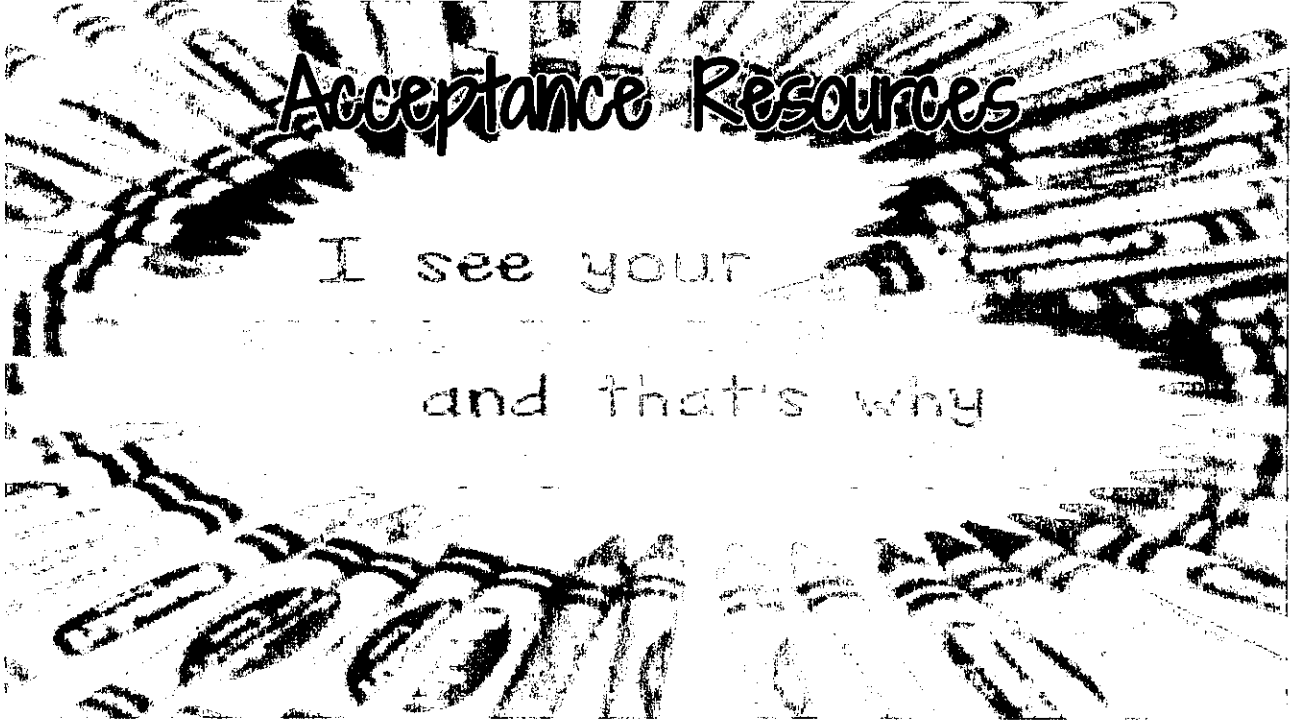
The War That Saved My Life by Kimberly Brubaker Bradley

There's Something Wrong With Timmy by Maria Shriver

Understanding Sam by Clarabelle van Niekerk & Liezl Venter, MA CCC-SLP

We'll Paint the Octopus Red by Stephanie Stuve-Bodeen

Wonder by R.J. Polacio



Acceptance Resources

I see your
differences
and that's why
I love you



Videos for Teaching Acceptance of Varying Abilities

Accepting Disabilities (General)

Dear Teacher

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Interview with Mitchell (Ellen Show)

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Middle School Football Team

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"Roar" by Katy Perry (Sign Language)



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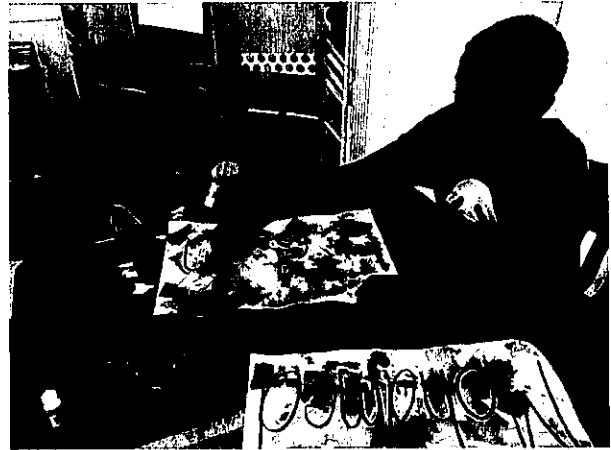
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[Kids Describe Colors to a Blind Person](#)

[Matt Steven: Free Throw Shooter \(Visual\)](#)

[Sesame Street: Lauren Goes to School \(Visual\)](#)

[What It's Like to Be Blind \(Chris\)](#)



Kid-friendly articles for teaching
about varying abilities

Kid-friendly Articles

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<https://www.cerebralpalsy.org.au/what-is-cerebral-palsy/facts-about-cerebral-palsy/>

<http://ucp.org/wp-content/uploads/2013/02/cp-fact-sheet.pdf>

http://www.cbm.org/article/downloads/54741/Cerebral_Palsy_Toolkit_-_Part_1_Flipcharts_English.pdf

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<http://kidshealth.org/en/kids/learning-disabilities.html>

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<http://www.mda.org.au/information/publications/mdio.asp>

<http://www.healthline.com/health/muscular-dystrophy>

Kid-friendly Articles

Spina Bifida

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<http://www.chop.edu/conditions-diseases/spina-bifida>

<http://www.aboutkidshealth.ca/En/HealthAZ/ConditionsandDiseases/BrainandNervousSystemDisorders/Pages/spina-bifida.aspx>

[na-bifida.aspx](http://www.aboutkidshealth.ca/En/HealthAZ/ConditionsandDiseases/BrainandNervousSystemDisorders/Pages/spina-bifida.aspx)

Visual Impairments

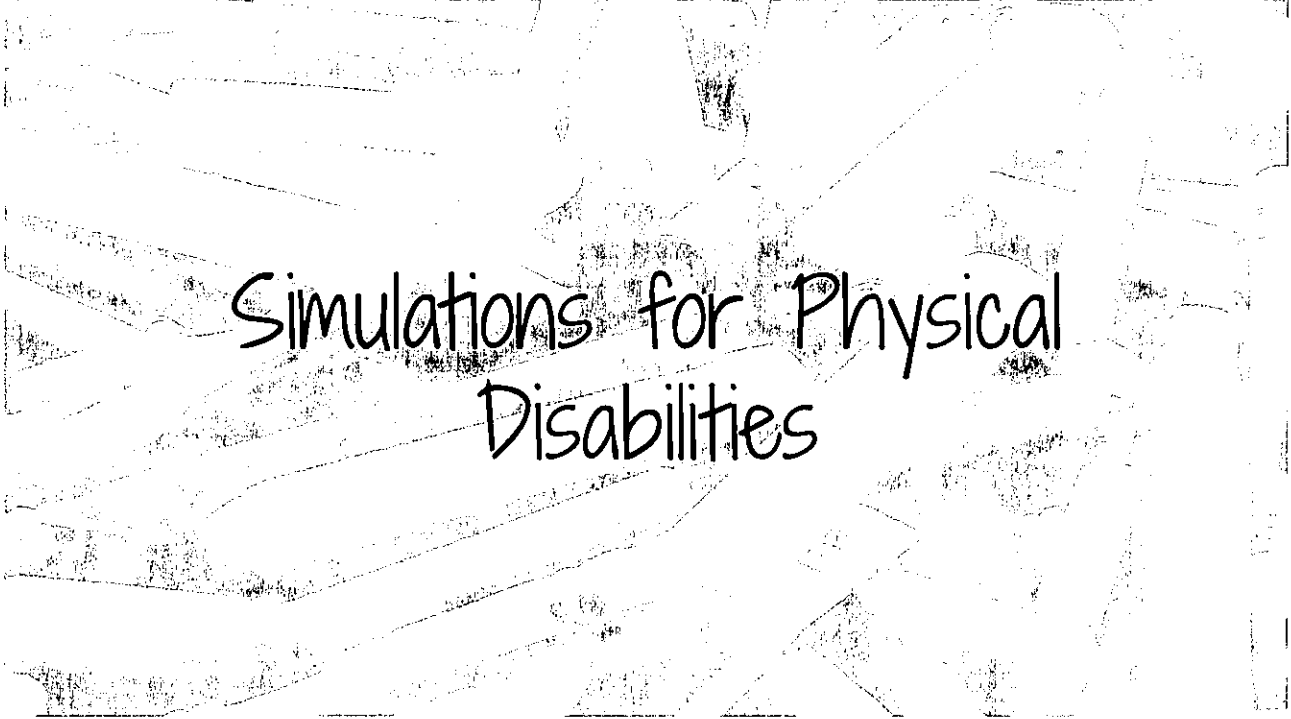
<https://kidshealth.org/en/kids/visual-impaired.html>

<https://www.cdc.gov/ncbddd/kids/vision.html>

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114+np=306+id=1873>

<https://www.cdc.gov/ncbddd/kids/vision.html>

http://raisingchildren.net.au/articles/vision_impairment.html



Simulations for Physical Disabilities

Simulations

- Pick and Clip - put on gardening gloves and carry out fine motor activities
- Mouth writing - students will write their name with pencil in mouth, coloring with a crayon in your mouth

Activity - Using one hand have students try different activities using only one hand. Tying their shoes; Going through the lunch line and eating lunch; Opening a jar that has a screw-on lid; Playing catch; Holding a stack of papers and handing out one at a time; and Going to the bathroom. Discuss the problems the students had.

What if they couldn't use either hand?

What problems would there be if they were in a wheelchair AND couldn't use their hands?

Simulations

Finger Reading (visual) - Student will identify money, letters and different items while blindfolded.

Blind Snack (visual) - Student will spread icing on a vanilla wafer while blindfolded.

I Can't Hear You (hearing) - Student places cotton in ears then listens and follows directions given when playing "Simon Says".

Trust Walk (visual impairment) - Student must follow monitor's lead in folding shirts, finding a seat, and identifying objects while blindfolded.

Muffled Directions (hearing impairment) - Student will listen to muffled directions (another student talking into shirt) and follow the directions using paper and markers.

***More simulations are available in the Disabilities Awareness Packet you can find located in this folder shared with you.



Simulations for Intellectual Disabilities

Simulations

- Mirror Reading - Student will attempt to complete a maze without looking at the paper and using only a mirror.
- Slow Down... - students will attempt to complete a number of oral instruction given in rapid succession. Students may also be asked to follow technical written directions.
- Are you Finished Yet? - Students are asked to complete a worksheet in two minutes time. As they work, they are distracted.

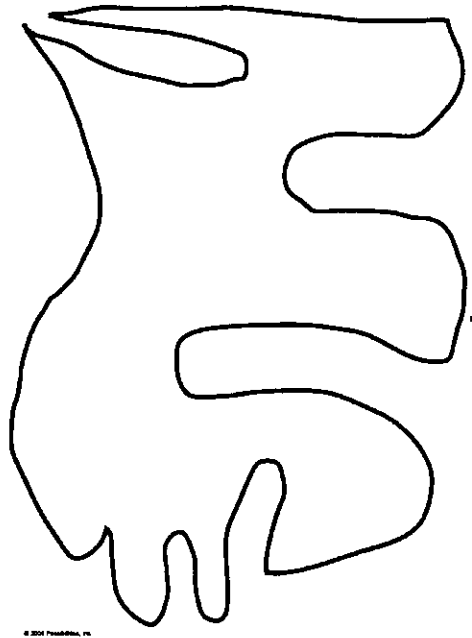
Difficulty understanding - Have 2 students sit back to back. Give one student a paper with an abstract shape on it (page 11). Without seeing each other, he/she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions. What were the problems? What would have helped?

Simulation #1

Have 2 students sit back to back. Give one student a paper with an abstract shape on it. Without seeing each other, he/she must explain to the other student how to draw the shape.

Give the second student a pencil and piece of paper. He/she must draw the shape following the first student's directions.

What were the problems? What would have helped?



Simulation #2

Have each student look at the "German Test" (make copies if you would like). Do the same with "Test Your Awareness".

Hand out the "German Test".

Tell them they have 5 minutes to read the paragraph and answer the questions.

Tell them it is an easy test and all the answers are right there in the paragraph.

When the students complain they can't do it, tell them to "try harder."

As soon as the time is up, take up their papers and hand out "Test Your Awareness" (or switch slides)

Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English.

When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?

The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "f".

Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was?

How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?

Discuss how it felt to be given a German test and
told to “try harder.”
Did that help you do it?
Did you stop trying when you saw what the test
was?

German Text

Der Deutsche hat an und für sich eine starke Neigung zur Unzufriedenheit. Ich weiß nicht, wer von uns einen zufriedenen Landsmann kennt. Ich kenne sehr viele Franzosen, die vollständig mit ihrem Geschick, mit ihren Erlebnissen zufrieden sind. Wenn sie ein Handwerk ergreifen, so stellen sie sich die Aufgabe, durch dasselbe, wenn's möglich ist, vielleicht bis zum 45., 50. Jahre eine gewisse Vermögensquote zu erreichen; haben sie die, so ist ihr ganzer Ehrgeiz, sich als Rentier bis zu ihrem Lebensende zurückziehen. Vergleichen Sie damit den Deutschen; dessen Ehrgeiz ist von Hause aus nicht auf eine nach dem 50. Jahre zu genießende Rente gerichtet, sein Ehrgeiz ist schrankenlos. Der Bäcker, der sich etabliert, will nicht etwa der wohlhabendste Bäcker in seinem Ort werden, nein, er will Hausbesitzer, Rentier, er will nach seinem größeren Berliner Ideal schlech Bankier, Millionär werden. Sein Ehrgeiz hat keine Grenzen.

(Im Reichstag, 9. Oktober 1887)

13

1. Eine starke Neigung zur Unzufriedenheit hat der _____.
2. Mit ihrem Geschick und ihren Erlebnissen sind viele _____.
3. Sie stellen sich die _____ eine gewisse Vermögensquote zu _____.
4. Der Ehrgeiz der Deutschen ist _____.
5. Der Bäcker will Hausbesitzer, _____ werden.
6. Nach seinem größeren _____ Ideal will er Bankier, Millionär _____.
7. Keine _____ hat sein Ehrgeiz.

The above text is from a speech by Otto von Bismarck before the German Reichstag on 9 October 1887.

Test Your Awareness

First read the sentence in the box below.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

Now count the F's in the sentence. Count them only once. Do not go back and count them again.

14

Simulation #3

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal. One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.

Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.

Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

Person #4 - Pat Person #1 on the head and shoulder the entire time.

Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

Simulation #4

Have the class read the next page out loud. They must read the **COLOR** the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficulty it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

BLUE RED PURPLE

GREEN BLUE ORANGE

Simulation #5

Write a number of different sentences backwards on a piece of paper. Giving them very little time, as different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them "This should be easy for you."

Example: "ehT kcalb tac tas no eht toh nit foor." (The black cat sat on the hot tin roof.)

Discuss:

What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

"ehT kcalb tac tas no eht toh nit foor.

Example Sentences:

1. ehT god nar.
2. slriG evol ot yalp htiw sllod.
3. gnirpS si ereh.
4. stl tsomla emit rof rennid.
5. ehT yob tnew ot eht erots ot yub klim.

PLEASE SHARE

Please share pictures, stories and any Ah Ha moments that you and/or your students have this week.

Please place pictures in the Exceptional Students Week folder that will be shared with you on Google Drive.



thank you!

Thank you to everyone for your participation this week.

The community that we are building for acceptance and understanding of all students with exceptionalities is amazing.

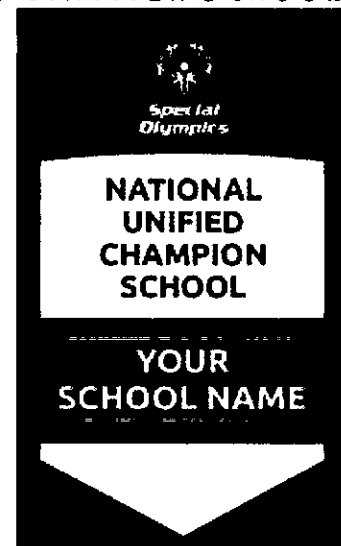
PROJECT AU-SOME UPDATES

2018-2019

SPECIAL OLYMPICS UNIFIED CHAMPIONS BANNER SCHOOL

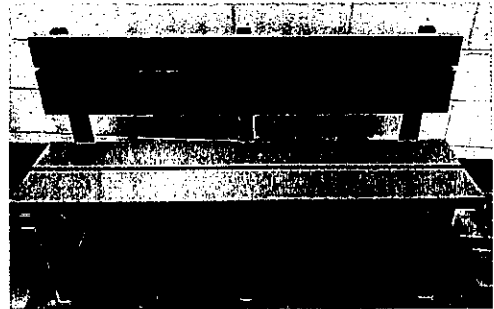
- INCLUSIVE SPORTS
- YOUTH LEADERSHIP & ADVOCACY
- WHOLE SCHOOL ENGAGEMENT

*FIRST YEAR OPEN TO ELEMENTARY SCHOOLS, SO IF WE ARE CHOSEN WE WILL BE ONE OF THE FIRST ELEMENTARY SCHOOLS IN THE NATION!!!



BUDDY BENCHES

- RECEIVED MCEC BRIGHT IDEAS GRANT TO FUND BENCHES FOR THE LOWER AND UPPER PLAYGROUNDS
- STUDENTS THAT WANT TO PLAY OR ARE IN NEED OF A BUDDY CAN GO SIT AND IT WILL SERVE AS A HINT FOR OTHER STUDENTS TO ENGAGE WITH THEM
- SHORT VIDEO WILL BE COMING SOON TO HELP EXPLAIN THE CONCEPT TO STUDENTS



SENSORY TOOLS AVAILABLE

- PURCHASED THROUGH A DONORS CHOOSE PROJECT LAST YEAR
- AVAILABLE FOR TEACHER CHECKOUT FOR SPECIAL ED. AND REGULAR ED STUDENTS
- LOCATED IN MRS. HARDKOVER'S OFFICE
- VARIETY OF TOOLS TO MEET THE NEEDS OF ALL STUDENTS AND HELP ENHANCE CLASSROOM PERFORMANCE



Sensory Tool	Amount
Bitty Bottoms Seat Cushion	2
Squellet filled Seat Cushion	2
Noise Cancelling Headphones	3
Theraputty	6
Rattle Ball Fidgets	6
Bouncy Bands for Chairs	5

EXCITING HAPPENINGS FOR THE 2018-2019 SCHOOL YEAR

- KINDNESS CAMPAIGN WILL LAUNCH SCHOOLWIDE IN NOVEMBER
- MURAL IN CAFETERIA OF A "WISHTREE" FOR STUDENTS TO HANG WISHES ON
- SCHOOLWIDE SEND OFFS FOR SPECIAL OLYMPICS GAMES
- EXCEPTIONAL STUDENTS' WEEK WITH SHARED TEXT, RESOURCES, AND PROGRAMS



R-E-S-P-E-C-T

Town Hall Meeting
November 19, 2018

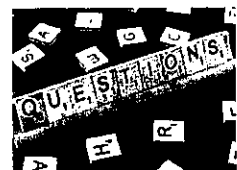


Expectations

- I WILL be **HARD-WORKING** by practicing self-control and be a leader for my peers
- I WILL be **EMPATHETIC** by thinking about the impact of my words on others
- I WILL be **RESPECTFUL** by actively listening and following the expectations for Performer's Paradise
- I WILL be **OPEN-MINDED** to new ideas and will not laugh, joke, or play during the Town Meeting

Questions

After our experience today, you are welcome to write questions on the index cards. We will read and answer as many as we can during our time together.



Hook

- Have you ever had your feelings hurt because of something someone said to you?
- Have you ever said something to someone that you felt bad about later?



History



For nearly 200 years after the United States was established in 1776, nothing was done to help students with disabilities. In fact, over 4.5 million children were denied the right to go to school.

In 1935, a statement was issued that "Mentally Retarded" children were a menace to society and normal people should be protected from them.

Educational opportunities didn't begin for special education children until the early 1970s. These opportunities were made possible by families coming together to fight for their children.

Disabilities

If a kid has an intellectual disability, it means that he or she learns and develops differently than other kids. At one time, intellectual disabilities were called "mental retardation," but that term is not used as much anymore because it hurts people's feelings.

Someone who has an intellectual disability can have trouble learning and functioning in everyday life.

But having an intellectual disability doesn't mean a person can't learn. Ask anyone who knows and loves a person with an intellectual disability.

Just like other health problems, an intellectual disability can be mild (smaller) or major (bigger). The bigger the disability, the more trouble someone will have learning and becoming an independent person.

Person First Language



We can be Heroes

- Did you know that you change the world everyday?
- By ignoring songs and others that use the "R-Word"- you can change the way that people think about each other



*Are you brave enough to step up and
#BeTheChange?



Respect Pledge



Today, we will be uniting as a Harbison West family by being brave and pledging to end the R-word. You all are examples for the younger students and have the opportunity to continue a community built on love, understanding and acceptance.

By signing the banner, you are agreeing to not use the R-word, but more importantly set an example for everyone that respect is important. We are so proud of you for your leadership!

Questions



AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY CENTERS

Trust Walk (visual)- Student must follow monitor's lead in folding shirts, finding a seat, identifying objects while blindfolded.

Muffled Directions (auditory)- Student will listen to muffled directions on tape and follow the directions using paper and markers.

Mirror Reading (learning)- Student will attempt to complete a maze without looking at the paper and using only a mirror.

Pick & Clip (physical)- Student must put gardening gloves on and attempt to do several fine motor activities.

Blind Snack (visual)- Student will spread icing on a vanilla wafer while blindfolded.

I Can't Hear You (auditory)- Student places cotton in ears then listens and follows directions given when playing "Simon Says".

Slow Down... (learning)- Students will attempt to complete a number of oral instructions given in rapid succession. Students may also be asked to follow technical written directions.

Ramp Rolling (physical)- Student will attempt to maneuver a wheelchair up a ramp or around cones with assistance as needed.

Finger Reading (visual)- Student will identify money, letters and different items while blindfolded.

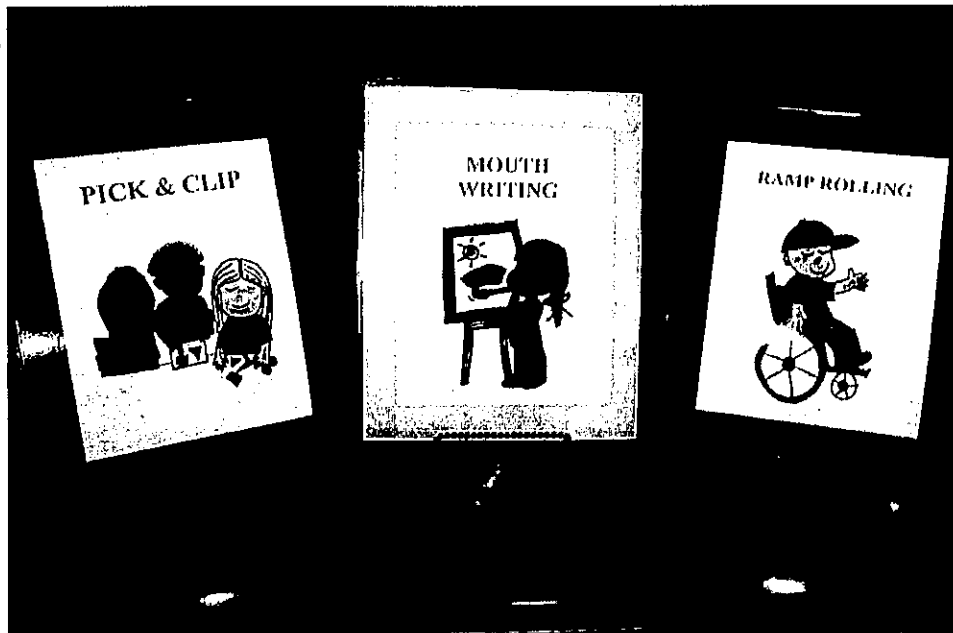
Signing (auditory)- Monitor will sign a message. Student will use the sign language chart to decode the message and also learn several words in sign language.

Are You Finished Yet? (learning) - Students are asked to complete a worksheet in two minutes time. As they work, they are distracted.

Mouth Writing (physical)- Student will write their names on art paper holding a Q-tip in their mouth.

AWARENESS: THE KEY TO FRIENDSHIPS

Activity Center Signs



- Activity center signs should be prominently displayed at each activity so the name of the activity is visible (use easels to display signs).
- The background of the sign (poster board) should be color coordinated with activity center cards (red, yellow blue).
- The pictures should be colorful and appropriate for the activity (pictures are available in Section 6).
- A description of each activity should be mounted to the back of each sign (descriptions are available in Section 5).
- The signs should be laminated and durable for heavy use.

ACTIVITY CENTER DESCRIPTIONS

(Two copies of each activity center description should be made and laminated. Mount one copy on the back of the activity center sign and place one copy in the activity center bag for the volunteers.)

AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Trust Walk" (*Red Section*)

DISABILITY: Visual

MATERIALS/RESOURCES:

Chairs	T-Shirts
Blindfolds	Books
Kleenex	Plastic Alphabet Letters

DESCRIPTION OF ACTIVITY: Blindfold students by folding a tissue in half and placing it over the student's eyes before putting on the blindfold. Blindfold all students at one time and ask them to sit in one of the chairs in your area. Then hand them a T-shirt to fold neatly and to give it back to you when they are finished. Then hand them a book and ask them to turn to a certain page number. (Look at their books and tell them which page they are on) Then have students pick a letter of the alphabet and try to identify which letter it is while still blindfolded.

QUESTIONS TO DISCUSS:

1. Do you know someone who is blind? Do they need assistance? If so, who assists them?
2. Have you ever seen a person who is blind use a cane? What color was it? How did they use it?

COMMENTS: Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.

Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

BE A FRIEND!!



AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Muffled Directions" (*Red Section*)

DISABILITY: Auditory

MATERIALS/RESOURCES: Paper (half sheets) CD Player
Pencils(6) Tape of Directions

DESCRIPTION OF ACTIVITY: Students will listen to directions on CD and follow the directions using paper and pencil. Note the two different examples of interference on cover of CD. The first example is "muffled directions" and illustrates how one who has a hearing impairment may hear someone talking. Explain they may talk this way also because of what they hear, the same way we pick up accents. The second example is a "defective hearing aid". Ask students to pretend they have on a hearing aid that has a low battery or is not working properly. Listen carefully and follow the directions.

QUESTIONS TO DISCUSS:

1. Have you ever tried to understand someone who has a bad sore throat or tried to listen to someone talk to you while you are wearing a walkman?
2. Have you ever been talking on the phone and could hardly hear the other person?
3. Remember coming out of the mountains and your ears close up? You could hardly hear.

COMMENTS: Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people. Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

BE A FRIEND!!

FamilyConnection
South Carolina



South Carolina
Department of Education

Together, we can.

**The following page is to be used for the
“Muffled Directions” activity center.**

**(Make a copy of the directions, laminate the copy and keep in
activity center bag)**

CD

**(A CD with directions, illustrating two different kinds of
interference causing hearing impairments, has been provided for
your school.)**

MUFFLED DIRECTIONS

Write your name in the upper right hand corner. Draw a line underneath it. Draw a square in the middle of the page. Draw a circle around it. Write the number "1" in the lower left hand corner. Write the letter "Z" in the upper left hand corner. Raise your hand when you are finished.

AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Mirror Reading" (Red Section)

DISABILITY: Learning

MATERIALS/RESOURCES: Mirrors Stools
Mazes Pencils (4)

DESCRIPTION OF ACTIVITY: Place stool on tabletop and a copy of the maze under it, on table, face up. Student then cannot see maze, only top of stool. Place the mirror at top of maze page (elevate mirror on books if needed). Student will then look at the mirror's reflection. **Give each student only about 1 minute to try (never let a student finish - let them feel the frustration!)**

If time permits: Have students read ("mixed up") instruction sheet aloud together. (Explain some people may see the alphabet this way because their brains "mix up" the letters and this is why they have trouble reading or may not be able to read, but that doesn't mean they cannot learn other things.)

QUESTIONS TO DISCUSS:

1. Do you know someone who seems to be slower than other students in the class?
2. Have you ever noticed the word ambulance on a rescue truck?

COMMENTS: Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people. Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

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**The following pages are to be used for the
“Mirror Reading” activity center:**

MAZE

**(Make enough copies of this page for each student
to use at this activity center)**

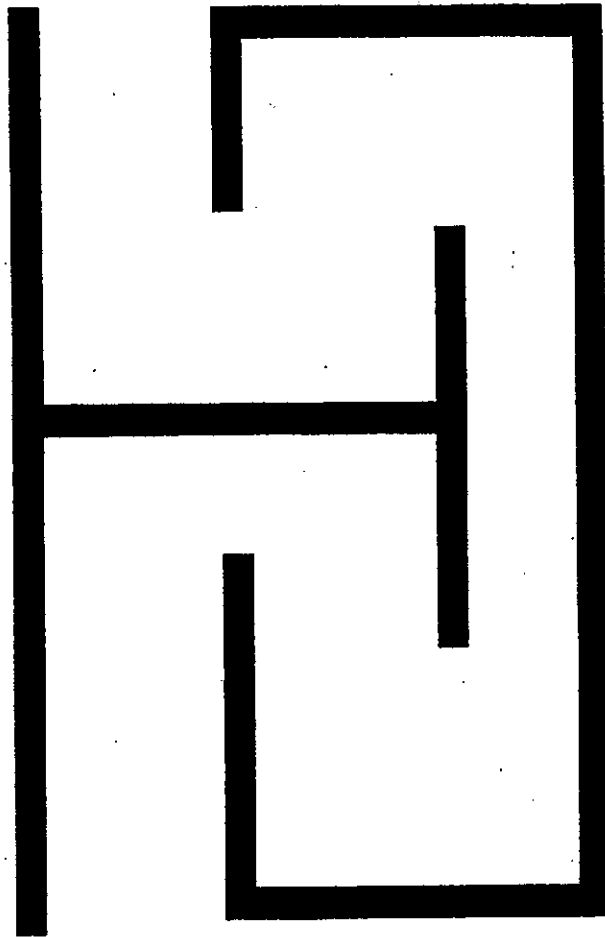
**INSTRUCTION SHEET FOR
STUDENTS TO READ**

**(Make three copies of this page, laminate the copies and keep
in the activity center bag)**

Mirror Maze

Place the mirror on the line.

Draw a line through the maze by looking at the mirror, not at your hand or the page. Try to write your name.



1. Print your name at the top of a piece of paper.
2. Draw a circle around it.
3. Write the numbers 1, 3, 6, and 7 in the middle of the page.
4. Clap your hands when you are finished.

----- CUT HERE -----

1. Print your name at the top of a piece of paper.
2. Draw a circle around it.
3. Write the numbers 1, 3, 6, and 7 in the middle of the page.
4. Clap your hands when you are finished.

AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Pick & Clip" (Red Section)

DISABILITY: Physical

MATERIALS/RESOURCES: Gardening Gloves/Socks Medicine Bottles w/Peas
Paper Clips Index Cards
Nuts & Bolts

DESCRIPTION OF ACTIVITY: Have students stand in front of you and lay a pair of socks or gloves on the floor in front of them. Then with their upper arms "glued" to their sides have them pick up the gloves or socks. (This simulates dwarfism) Have students put gloves or socks on their hands and do the following activities: 1) pick up peas one by one and place them in a medicine bottle; 2) get a paper clip out of the box and clip it on an index card one at a time; and 3) pick up a bolt and screw a nut on to it.

QUESTIONS TO DISCUSS:

1. Have you ever had a broken or sprained finger?
2. Do you know someone who has arthritis?
3. Have you ever tried to button your shirt with a cut or burn on your finger?

COMMENTS:

Some students may not be able to tie their shoes or zip their coat. It is not because they don't want to or know how, but their hands and fingers just won't do what they want them to do.

Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.

Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

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AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Blind Snack" (Blue Section)

DISABILITY: Visual

MATERIALS/RESOURCES: Icing
Vanilla Wafers
Plastic Knives (2 or 3 just in case need extra)
Paper Towels & Wipes
Blindfolds
Kleenex

DESCRIPTION OF ACTIVITY: Blindfold students by folding a tissue in half and placing it over the student's eyes before putting on the blindfold. **Only blindfold one or two students at a time so they will have others watching.** Students will fix a peanut butter cracker or wafer with icing while blindfolded. Students may eat the snack! Discuss what it felt like being different and having people watch you.

QUESTIONS TO DISCUSS:

1. Do you know someone who is blind? How old are they? What kind of things can they do? Do they live by themselves?
2. How would you pour a glass of water, if you were blind? How would you know when it was full? (Place finger inside rim of glass and pour water until you feel it touch your finger - demonstrate with cup)

COMMENTS: Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.

Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

BE A FRIEND!!



AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "I Can't Hear You" (Blue Section)

DISABILITY: Auditory

MATERIALS/RESOURCES: Cotton Balls Instruction Cards
Paper (half sheets) Pencils (6)
Sign Language Chart

DESCRIPTION OF ACTIVITY: Student places cotton in ears then listens and follows directions given. (Give directions similar to those when playing "Simon Says")

- 1) Alternate normal voice level with just mouthing instructions.
- 2) Then stop and remind student that they will hear more if they watch your mouth.
- 3) Repeat Step 1.
- 4) Stop and ask students to listen with eyes closed. (They may be able to hear better - less distraction)

If time permits may have students try to spell their names using the alphabet chart and then make up a word to spell for a fellow student and have them tell them what it is (or) have students get a partner and follow instruction cards.

QUESTIONS TO DISCUSS:

1. Which way did you hear best?
2. Have you ever had an ear infection? Remember how hard it was to hear others?

COMMENTS:

When you know someone is hard of hearing, do not talk extremely loud, just talk directly to them in a clear voice and don't walk away or turn away from them if you are still talking. Do Not Scream!

Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.

Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

BE A FRIEND!!

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Together, we can.

**The following pages are to be used for the
“I Can’t Hear You” activity center:**

SIGN LANGUAGE ALPHABET

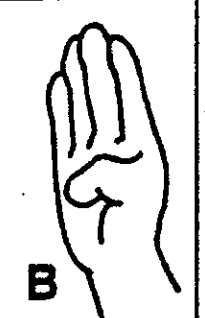
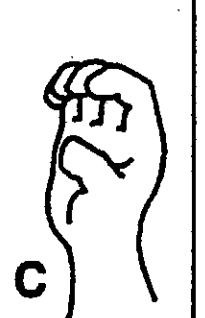
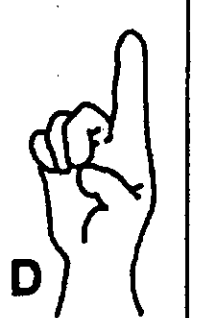
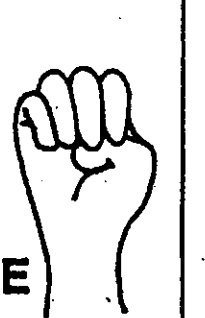
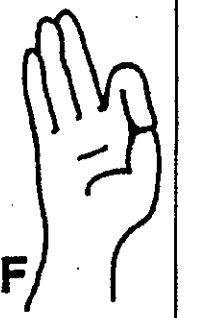
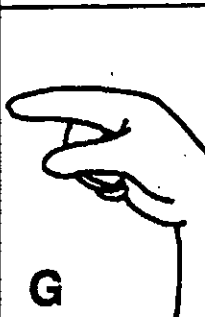
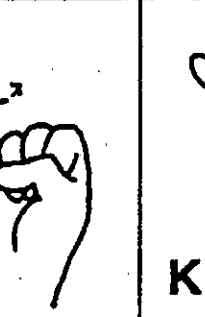
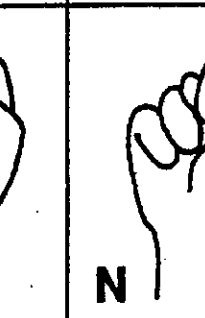
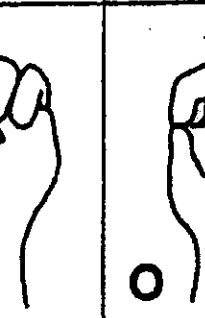
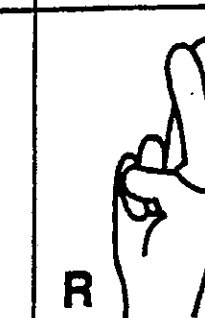
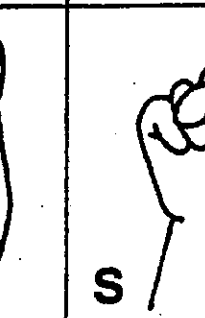
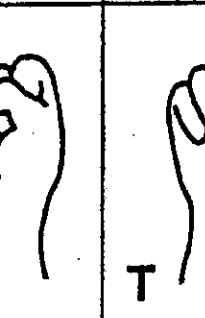
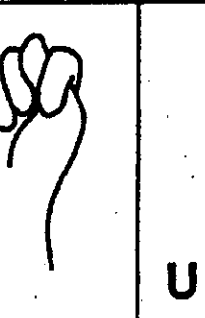
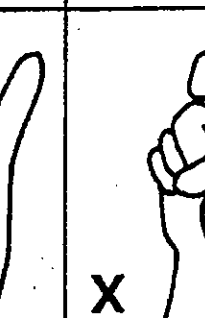
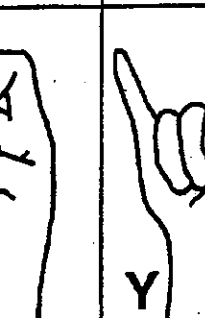
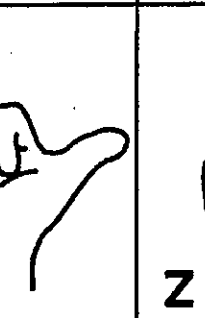
**(Make three copies of this page,
lamine the copies and keep in activity center bag.)**

INSTRUCTION CARDS

**(Make a copy of the instruction cards, laminate them, cut them into individual
cards and keep them in the activity center bag.)**

Sign Language Alphabet

Name _____

 A	 B	 C	 D	 E	 F
 G	 H	 I	 J	 K	
 L	 M	 N	 O	 P	
 Q	 R	 S	 T	 U	
 V	 W	 X	 Y	 Z	

Ask your partner to **draw a snowman**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **draw a sailboat**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **draw a football**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **write the alphabet**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **write 1-10**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **draw a flower**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **draw a bicycle**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

Ask your partner to **draw a moon and stars**.

Remember: Do not talk out loud – you may use your hands and body to communicate.

AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Slow Down" (Blue Section)

DISABILITY: Learning

MATERIALS/RESOURCES:: Activity Instruction Card
"Mixed Up" Instruction Sheets to Read
Instruction sheet for Making Airplane
Paper (8-1/2 x 11)

DESCRIPTION OF ACTIVITY:

- 1) Monitor will read activity instructions from card to students. Ask students to listen to all instructions before doing them and they must be done in the order given. (Explain after trying, that in order to follow instructions or understand, some people need very simple instructions given one step at a time.)
- 2) Have students read ("mixed up") instruction sheet aloud together. (Explain some people may see the alphabet this way because their brains "mix up" the letters and this is why they have trouble reading or may not be able to read, but that doesn't mean they can not learn other things.)
- 3) Let students read the half sheet of instructions and try to follow the instructions and make what it says with the paper provided on the table. After a minute of trying – show them or tell them that these instructions make a paper airplane. (Ask: If someone **cannot** read or **understand** written instructions, how could you communicate what they need to do? TELL - - SHOW - - HELP)

QUESTIONS TO DISCUSS:

1. Do you know someone who has a developmental disability?
2. Do you know about Special Olympics or someone who participates in Special Olympics?

COMMENTS:

Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people. Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

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**The following pages are to be used for the
“Slow Down” activity center:**

ACTIVITY INSTRUCTION CARD

(Laminate this page and keep in “Slow Down” activity center bag)

**INSTRUCTION SHEET FOR
STUDENTS TO READ**

**(Make four copies of this page, laminate the copies and keep in the
activity center bag)**

**INSTRUCTIONS FOR MAKING
PAPER AIRPLANE**

**(Make two copies of this page, cut in half, as there are two to a page,
and laminate them to keep in the activity center bag)**

SLOW DOWN

Activity Instruction Card

LISTEN FIRST – THEN DO WHAT I SAY IN THE ORDER GIVEN:

- **Clap your hands 5 times**
- **Turn around**
- **Touch your toes**
- **Pat your head twice**
- **Raise your hands and wiggle them**
- **Whistle**
- **Say your ABC's**
- **Sit on the floor**
- **Say your name**

(You may want to laminate these instructions and keep in the bag for “Slow Down” activity)

1. Print your name at the top of a piece of paper.

2. Draw a circle around it.

3. Write the numbers 1, 2, 3, and 4 in the middle of the page.

4. Clap your hands when you are finished.

----- CUT HERE -----

4. Clap your hands when you are finished.

of the page.

3. Write the numbers 1, 2, 3, and 4 in the middle

2. Draw a circle around it.

paper.

1. Print your name at the top of a piece of

SLOW DOWN
Directions

1. TAKE A SINGULAR SHEET OF PAPER FROM THE STACK.
2. PLACE PAPER ON THE TABLE WITH LONG SIDES PARALLEL TO THE SIDE OF THE TABLE.
3. PICK UP LOWER CORNER OF THE PAPER ON LEFT SIDE AND MOVE TOWARD MIDDLE OF PAPER UNTIL YOU HAVE CREATED A TRIANGULAR FOLD WITH THE INNER SIDE ON THE MID-LINE OF THE PAPER.
4. PERFORM MIRROR IMAGE OF ABOVE TASK SO THAT THE 2 TRIANGLES ARE SIDE BY SIDE.
5. FOLD PAPER SUCH THAT CREASE IS ALONG THE MIDLINE.
6. FOLD EACH SIDE BACK SUCH THAT A CHANNEL IS CREATED ALONG THE MID-LINE APPROXIMATELY 2 CENTIMETERS IN DEPTH.
7. UPON COMPLETION OF THE ABOVE TASKS, MOBILIZE THE RESULTS IN SINGULAR FASHION.

SLOW DOWN
Directions

1. TAKE A SINGULAR SHEET OF PAPER FROM THE STACK.
2. PLACE PAPER ON THE TABLE WITH LONG SIDES PARALLEL TO THE SIDE OF THE TABLE.
3. PICK UP LOWER CORNER OF THE PAPER ON LEFT SIDE AND MOVE TOWARD MIDDLE OF PAPER UNTIL YOU HAVE CREATED A TRIANGULAR FOLD WITH THE INNER SIDE ON THE MID-LINE OF THE PAPER.
4. PERFORM MIRROR IMAGE OF ABOVE TASK SO THAT THE 2 TRIANGLES ARE SIDE BY SIDE.
5. FOLD PAPER SUCH THAT CREASE IS ALONG THE MIDLINE.
6. FOLD EACH SIDE BACK SUCH THAT A CHANNEL IS CREATED ALONG THE MID-LINE APPROXIMATELY 2 CENTIMETERS IN DEPTH.
7. UPON COMPLETION OF THE ABOVE TASKS, MOBILIZE THE RESULTS IN SINGULAR FASHION.

AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Ramp Rolling" (Blue Section)

DISABILITY: Physical

MATERIALS/RESOURCES: Wheelchair
Cones

DESCRIPTION OF ACTIVITY:

Student will attempt to maneuver the wheelchair around the cones (make sure feet do not touch ground) with assistance as needed. If a door is nearby, you may ask them to try to open it while in the wheelchair to see how heavy or awkward it is to open or you may want to place a book or something on a high shelf and ask them to touch it or reach for it. (You will be surprised how many will just stand up to get it - remind them they are in a wheelchair for a reason)

(This can be used to keep students busy while waiting to experience the wheelchair) Talk about physical disabilities... Example: Dwarfism - Have students untie a shoe; then with their arms "glued" to their sides have them tie their shoes or pick something up off the floor.

QUESTIONS TO DISCUSS:

1. Do you know someone who can not walk or who uses a wheelchair?
2. What would you do if your wheelchair would not fit through the doorway?
3. How can a person in a wheelchair get a book from a high library shelf or something from a high grocery shelf?
4. If you were building a new building what changes would you make for people in wheelchairs? (Have you ever noticed that most seats and places to park wheelchairs at coliseums and ballparks are usually at the back? Do you think they may want to sit closer to the front?)

COMMENTS:

Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people. Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ballgames, etc.).

BE A FRIEND!!

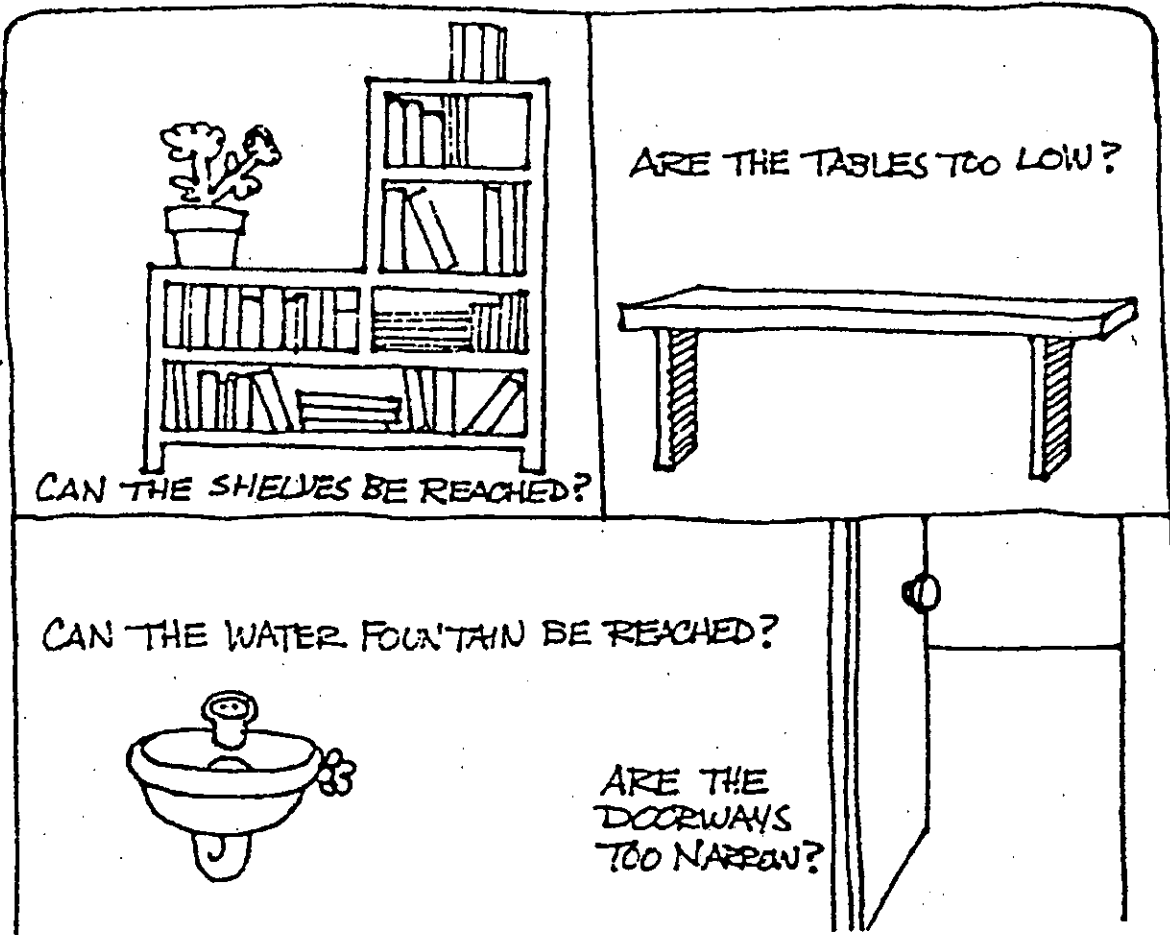
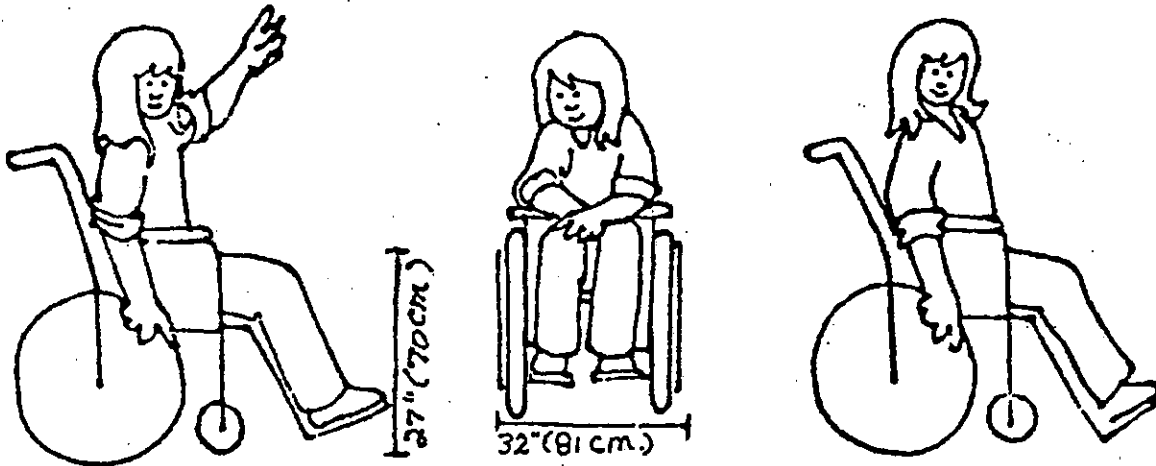
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The following page may be copied and used as a handout for the “Ramp Rolling” activity center.

Could Tracy Get Around Your School?



AWARENESS: THE KEY TO FRIENDSHIPS

- ACTIVITY:** "Finger Reading" (Yellow Section)
- DISABILITY:** Visual
- MATERIALS/RESOURCES:** Braille Menu or Books (optional) "Play" money (\$5 and \$1 bills), two cans of soup, box of brownie mix and cake mix, plastic alphabet letters, Kleenex and blindfolds
- DESCRIPTION OF ACTIVITY:** Blindfold students by folding a tissue in half and placing it over the student's eyes before putting on the blindfold. Blindfold all students at the same time. While blindfolded, students will feel Braille menu or book, try to identify letters of alphabet using plastic letters, identify the difference between a \$5 bill and a \$1 bill (give each student a \$5 bill and a \$1 bill and then ask them to give you back the \$1 bill), also ask the students to identify the mixes and kinds of soups and ask them to tell you how many eggs to add to the mixes and how much water to add to the soup. Remove the blindfolds and emphasize how someone who is blind must **trust** other people and depend on other people.
- QUESTIONS TO DISCUSS:**
1. Do you know someone who is blind?
 2. If you were blind, how would you know someone gave you the right change? (many people who are blind fold their money a certain way in the corners)
- COMMENTS:**
- Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.
- Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ball games, etc.).
- BE A FRIEND!!**



AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Signing" (Yellow Section)

DISABILITY: Auditory

MATERIALS/RESOURCES: Sign Language Alphabet
Sign Language Words

DESCRIPTION OF ACTIVITY: Monitor will sign a message. Student will use the sign language chart to decode the message. Students will use sign language words to create a sentence or message. Be sure to tell them signs for everyday words that children may use ("cool words", how to order at McDonalds, etc.)

QUESTIONS TO DISCUSS:

1. Do you know someone who uses sign language or speaks a different language like Spanish, German or French?
2. Do you know any sign language or words in another language?
3. What would you do if you couldn't talk and didn't know sign language? How would you feel if you were not able to communicate with others? What would you do if you were in Russia and couldn't speak Russian?

COMMENTS:

Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.

Don't be afraid to ask or talk to someone about their handicap or disability (they may want to tell you about it), but also talk about something you both have in common (school, movies, ball games, etc.).

BE A FRIEND!!



**The following pages are to be used for the
“Signing” activity center:**

SIGN LANGUAGE ALPHABET

**(Make three copies of this page,
lamine the copies and keep in activity center bag.)**

SIGN LANGUAGE WORDS

**(Make one copy of each page, lamine the copies and keep in activity
center bag)**

Source: *Learn to Sign the Fun Way!* by Penny Warner

you

Point to the person
you're talking to.



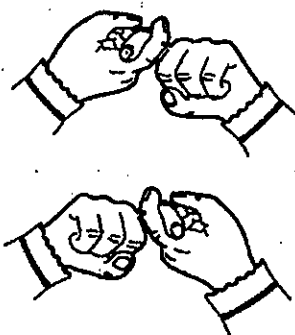
me

Point to yourself.



friend

Hook index fingers; reverse.



girl

Brush cheek with A.



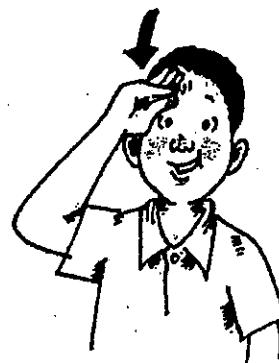
yes

Make S nod like head.



boy

Make flat O on forehead.



no

Make U touch thumb twice.

stop

Move side of flat hand
down on open palm.



face

Circle face with index finger.



eyes

Point to each eye with index finger.



nose

Touch nose with index finger.



mouth

Touch mouth with index finger.



talk

Move four fingers forward and back at mouth.



telephone

Make Y pick up "telephone;" bring to ear.



school

Clap your hands.



library

Make L in a small circle.



book

Place palms together;
open "book."



computer

Tap C on forehead.



read

Swipe V down across open
palm.



study

Wiggle open hand at palm.



paper

Open palms, facing
opposite ways; tap.



write

"Write" on open palm.



Recess

Shake two Rs.



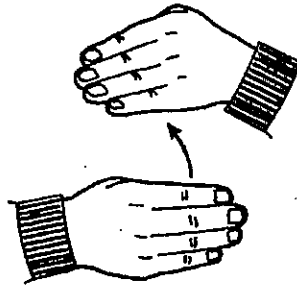
throw

"Throw" flat O to open hand.



walk

Make two fingers "walk."



soccer

Kick B underneath B.



run

Make thumbs touch; wiggle index fingers, move forward.



baseball

Imitate swinging a baseball bat.

football

Open fingers interlaced like a football.



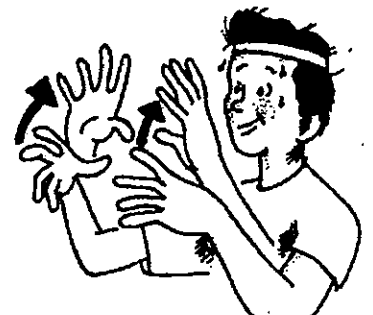
swim

Imitate swimming.



basketball

Imitate tossing a basketball.



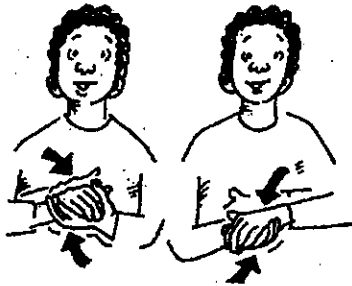
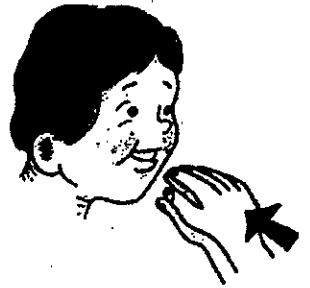
food/eat

Tap mouth with flat O.



sandwich

Press hands together;
lift toward mouth.



hamburger

Clasp hands; reverse.

french fries

Bounce two Fs.



pizza

Bend V and shape Z in air.

hot dog

Squeeze fingers open and
close, moving apart like
sausage links.





drink

Imitate pouring drink in mouth.

water

Tap W at chin.



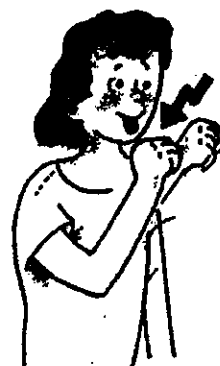
cookies

Cut out cookies on palm with C claw.



ice cream

Lick an ice cream cone.



thank you

Touch lips with fingertips of flat hand; move out.



AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Are You Finished Yet?" (Yellow Section)

DISABILITY: Learning

MATERIALS/RESOURCES: Timer Pencils (6)
Math Worksheets Keys to Jingle

DESCRIPTION OF ACTIVITY: Students are asked to complete the worksheet in 2 minutes. Tell them to turn their paper over when they are finished. As they work, continually ask "Are You Finished Yet?", jingle keys, tap a pencil, make sure they hear and see timer. Never let a student finish - they need to feel the frustration of running out of time. (Students with learning disabilities or Attention Deficit Disorder often work slower and face many frustrations when working under pressure and with distractions.) Don't be overly distracting, but just enough to get the point across.

QUESTIONS TO DISCUSS:

1. Do you know someone who seems to never get through with a test?
2. Have you ever felt like you were slower than others? (Sometimes it takes others longer to do things. It's not that they cannot do it - it just takes them a little longer. We should encourage them to keep trying.)
3. Do you know what it feels like to be last finishing something?
4. Have you ever had trouble paying attention or working in a noisy room?

COMMENTS:

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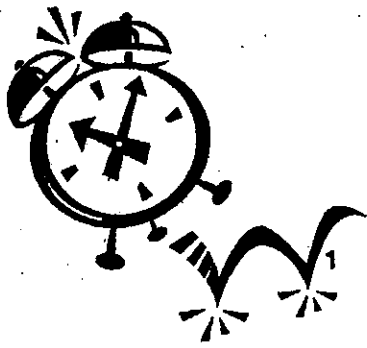
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**The following page is to be used for the
“Are You Finished Yet?” activity center:**

Math Worksheet

**(Make enough copies of the worksheet for each student to use at this
activity center)**



Are You Finished Yet?

	a	b	c	d	e
	$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 0 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 3 \\ + 2 \\ \hline \end{array}$
2	$\begin{array}{r} 42 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ + 14 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 103 \\ + 25 \\ \hline \end{array}$
3	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 92 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ - 21 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ 13 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ 91 \\ + 4 \\ \hline \end{array}$
4	$\begin{array}{r} 45 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ 24 \\ + 40 \\ \hline \end{array}$
5	$\begin{array}{r} 75 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ + 19 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ - 19 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ 10 \\ + 41 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ 43 \\ + 13 \\ \hline \end{array}$
6	$\begin{array}{r} 75 \\ - 21 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ + 43 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ + 38 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ - 84 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ - 15 \\ \hline \end{array}$
7	$\begin{array}{r} 76 \\ - 28 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ - 26 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ - 15 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ + 50 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ + 68 \\ \hline \end{array}$

AWARENESS: THE KEY TO FRIENDSHIPS

ACTIVITY: "Mouth Writing" (*Yellow Section*)

DISABILITY: Physical

MATERIALS/RESOURCES: Paper (half sheets)
Paint
Q-Tips
Paper Plates
Wipes

DESCRIPTION OF ACTIVITY: Put paint on 2 or 3 plates to have available in front of students for dipping. Student will pick up Q-tip and place it in their mouth. Then student will be told they do not have hands or arms up to their elbows. They must then write their names on the paper using the Q-tip in their mouth and holding the paper only with their elbows. Be sure we can read your name!

QUESTIONS TO DISCUSS:

1. What would you do if someone gave you an ice cream cone and you had no hand to hold it with?
2. How would you dress yourself?
3. How would you eat?
4. What kind of things have you seen on TV or in magazines that help people drive, type, etc. when they have no arms or legs?

COMMENTS: Nobody can do everything well. Everyone is handicapped or disabled in some ways and talented in others. Things that are easy for some people are very hard for other people.

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Video Resources

Autism

David's Story

<https://www.youtube.com/watch?v=mtRYKjucDHk>
https://www.youtube.com/watch?v=s9eATBV-_lg
https://www.youtube.com/watch?v=fl-Sk7_ykzU
https://www.youtube.com/watch?v=wn-aIOKo_38
<https://www.youtube.com/watch?v=SOw6carvS8k>

What's up with Nick
Asperger's Explained
Sesame Street Autism
Sesame Street- Julia
Just Like You- Autism

Cerebral Palsy

https://www.youtube.com/watch?v=b_Lax4zFFoA
<https://www.youtube.com/watch?v=wJQQHM6240s#t=146s>
https://www.youtube.com/watch?v=CL8GMxRW_5Y#t=58s

Sportskid of the Year
I Believe (Instrumental)
Talk to Me (Phoebe)

Craniofacial Difference

Down Syndrome

<https://www.youtube.com/watch?v=5M--xOyGUX4>
Syndrome
<https://www.youtube.com/watch?v=aV6Av4WdCOc>
Down Syndrome Isn't Scary At All (Sophia)
<https://www.youtube.com/watch?v=k65kwwFG4sY>
<https://www.youtube.com/watch?v=Jg2ZBPwZLyE>
Different (different version)
<https://www.youtube.com/watch?v=z26dOdzbjBI>
<http://www.thedrum.com/news/2017/03/20/psa-world-down-syndrome-day-humorously-redefine-what-special-needs-are>
<https://www.youtube.com/watch?v=YOWDfnoek6E>

Just Like You- Down

Sofia's Story

More Alike than Different
More Alike Than

David's Story

Special Needs?

Don't Limit Me- Megan

Hearing Impairment

<https://www.youtube.com/watch?v=dIWnLebdwIM>

Derrick Coleman (NFL)

<https://www.youtube.com/watch?v=6P9QHdNbinU>
<https://www.youtube.com/watch?v=H3KSKS3TTbc>
<https://www.youtube.com/watch?v=mleuokFfufY>
<https://www.youtube.com/watch?v=abU3oPnpTaw>

10 Kids- 1 Message
Happy (signed)
Road (signed)
Caroline's Story

Learning Disabilities

Muscular Dystrophy

Spina Bifida

Vision Impairment

Disabilities in General

<https://www.youtube.com/watch?v=ekLpn4zKINU>

Ezra's Story

Acceptance of disabilities in general

https://www.youtube.com/watch?v=iTMLzXzgB_s

https://www.youtube.com/watch?v=_rUIVxL19c0

<https://www.youtube.com/watch?v=nD97iHzHbLs>

<https://www.youtube.com/watch?v=lvjiLmHG-I0>

<https://www.youtube.com/watch?v=P-PgdePJl94>

<https://www.youtube.com/watch?v=VCOyhgKRrv4>

<https://www.youtube.com/watch?v=zxCIDvIV0qo>

<https://www.youtube.com/watch?v=lum0J7hXQLs>

<https://www.youtube.com/watch?v=4aqV1F9KSyM>

Dear Teacher

We are more alike than different

Everyone is Different

News story- special needs prom

Brother's Love for special needs

Basketball team- Mitchell

Ellen interview with Mitchell

Football team- Noah

Izzy's bike

https://www.youtube.com/watch?v=0Ejh_hb15Fc

Middle School football

https://www.youtube.com/watch?v=TaNM_T1d1as

Nike for Cerebral Palsy

Autism

<https://www.youtube.com/watch?v=KmDGvquzn2k>

Carly's Cafe

<https://www.youtube.com/watch?v=lcS2VUoe12M>
simulation

Autism sensory overstimulation

<https://www.youtube.com/watch?v=JBQB-VdaUpl>

Just Like You (Autism)

Down Syndrome

https://www.youtube.com/watch?v=tDjnNDRP_2o

10 Things you should know

<https://www.youtube.com/watch?v=-cA3t1HW1Ow>

More Alike Than Different (Adult)

<https://www.youtube.com/watch?v=k65kwwFG4sY>

More Alike Than Different (kids)

<https://www.youtube.com/watch?v=Gulctally8g>

1 thing everyone should know

<https://www.youtube.com/watch?v=dXmaE0041Y0>

True Colors rap

LD

<https://www.youtube.com/watch?v=wCqeFxDgacQ>

LD from kids perspective (k-3)

https://www.youtube.com/watch?v=_3ONz6TaKIk

LD overview

<https://www.youtube.com/watch?v=v2W9vuql27U>

LD animated short 10 million

<https://www.youtube.com/watch?v=8VPch4HQ1Js>

Journey through LD (animated)

<https://www.youtube.com/watch?v=be91gfYoUHW>

LD cartoon car simulation

Maybe

<https://www.youtube.com/watch?v=Q2Plizndq-g>
Everyone Fairly British"

Autism/Down Syndrome "Treat

<https://www.youtube.com/watch?v=sDUJoM2GtKQ> This is what LD looks like (Eye to Eye)

<https://www.youtube.com/watch?v=e42cVB43RQ0>

Paxton's baseball story

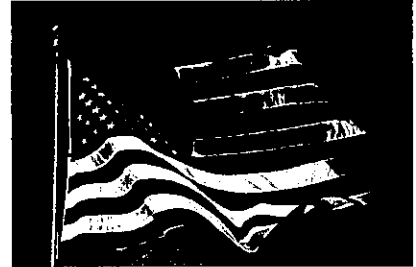
Welcome to Harbison West Elementary



Believe, Grow, Soar

Pledge of Allegiance

I pledge allegiance to the flag
of the United States of
America, and to the Republic
for which it stands, one Nation
under God, indivisible, with
liberty and justice for all.



Special Olympics Athlete's Oath

Let me win. But if
I cannot win, let me
be brave in the
attempt.



Welcome and Opening Remarks

Brenna Lamprey

Beth Reilly

Co-Founders of Project
Au-Some

Est. 2015



Special Olympics Nationally Recognized Unified Champion Schools

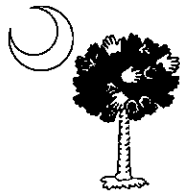
Barry Coats, CEO Special Olympics
South Carolina

Barbara Oswald, Vice President of
Programs



Closing Remarks

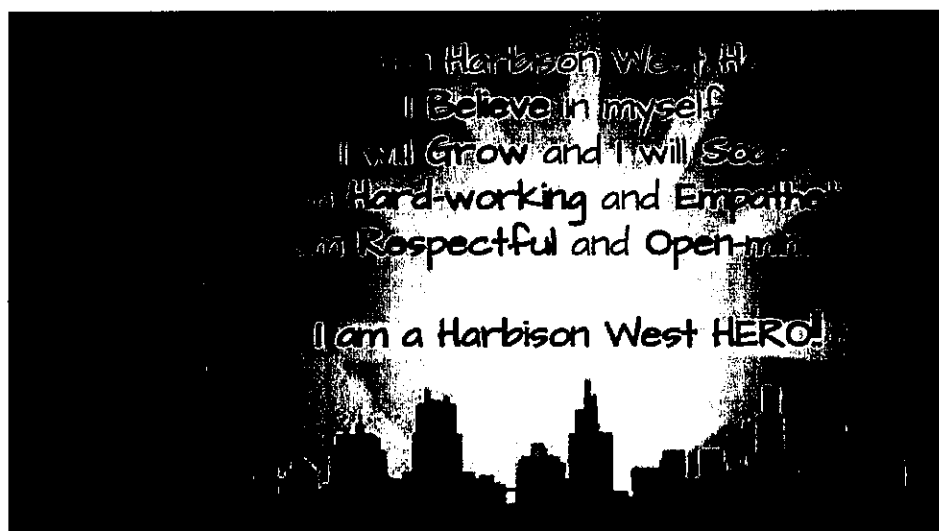
Ed Davis, Principal of
Harbison West
Elementary



Harbison West
Elementary School



HERO Pledge



Thank you all for joining us today as we
celebrate becoming one of the first
elementary schools to receive the Unified
Champions Banner Recognition in the Nation!

#BeTheChange



Kindness/ Wishtree Plans

2018-2019

Date	Event Details	Materials
Oct. 1-5	Wishtree Rollout- Reilly and Hardy will introduce through news show. Hardy will have students make wish during classroom guidance during month of Oct.	Hooks Fabric Scraps Magazine cut outs Fine tip sharpies
Oct. 22-26	Red Ribbon Week- Be A Hero Say NO to Drugs Monday- <u>Be A Hero</u> – Dress like a Hero (no Masks)/ Hero shirt Tuesday- <u>I Mustache You not to do Drugs</u> - Wear red or mustache Wednesday- <u>Lei Off Drugs</u> – Wear Hawaiian clothing Thursday- <u>Don't let Drugs Ruin Your Dreams</u> - wear Pajamas Friday- <u>Team Up Against Drugs</u> – Wear your team colors	
Oct. 26	Benedict College Homecoming court- Bullying / Smart Choices/ Peer Pressure?	
Nov. 12-16	Give Thanks Week- Mon. 11/12- Veterans Day- Write Thank You Notes to Veterans Tue. 11/13- World Kindness Day- Kindness Dance? Wed. 11/14- I am Thankful for...- Thursday 11/15- Give a kind note to a friend Friday 11/16- Thank a staff member-	Cards Glue sticks Paper Markers Crayons Colored Pencils.
Jan.28-Feb 1	Great Kindness Challenge- Monday- <u>Sweet Things bring Sweet Dreams</u> – Pajama Day Tuesday- <u>I've Got Your Back</u> – Twin Day- offer anyone who doesn't have a twin to wear white shirt and jeans. Wednesday- <u>Wild About Kindness</u> - Dress like an animal/ wear animal print Thursday- <u>Being Kind is No Sweat</u> - Wear sweatpants Friday- Kindness Shirt?- Kindness is my Superpower?- Dress like a Hero -	GKC forms
Feb 12-18	Random Acts of Kindness Week- ?	
April 3-12	Exceptional Students Week Spirit Week? Cards and posters for Exceptional Athletes.	
May 1-3	May Day is May 1 st - Remove items from tree on 2 nd and 3 rd .	

Kindness Club

Kindness Dance –November-

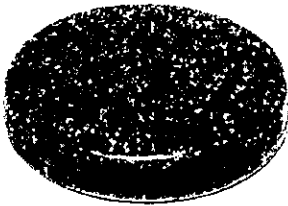
Wishtree Book Club-

Sensory Tools Available



Bitty Bottoms Seat Cushion (2 available)

- Use on a chair for form-fitting stability
- Improve balance, flexibility and circulation
- Helps with focus and concentration



Squellet Seat Cushion (2 available)

Abilitations inflatable cushion provides varying degrees of stability for developing positioning and balance skills and trunk strength. The cushion is versatile for sitting or standing on, and has a vinyl exterior with a filling of small, colored plastic pellets for durability. Positioning and mobility products can help individuals improve gross motor, balance, active seating, and postural control skills, and strengthen core muscles. This can also be used as a concentration cushion for students to increase focus.

- This cushion is useful for students with attention difficulties



Noise Canceling Headphones (8 available)

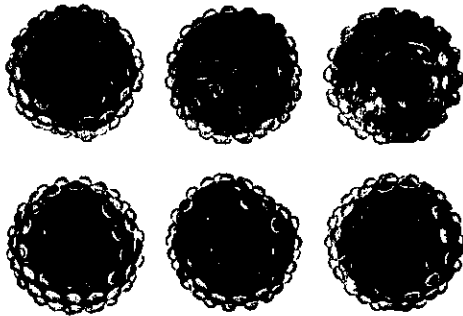
- Can be used for students that are unfocused/highly distractible
- Useful for students with hearing sensitivities



Theraputty (6 available)

- CanDo TheraPutty is the leader in resistive hand exercise material

- Squeeze, pinch, stretch or twist CanDo TheraPutty to strengthen hand muscles and improve fine motor skills
- Can be used as a stress break activity for students that are anxious



Rattle Ball Fidgets (6 available)

- Tactile, bumpy surface with beads on the inside
- Easy to catch and throw
- Can be used as a fidget to improve concentration/focus



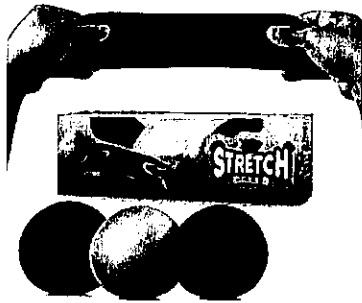
Bouncy Bands (5 available)

- For our students who need movement while working at desk



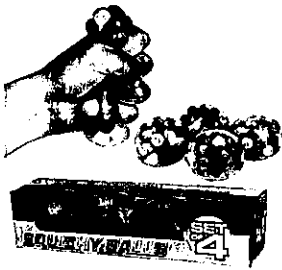
Disability Awareness Felt board Set (1 available)

- For teaching about differences



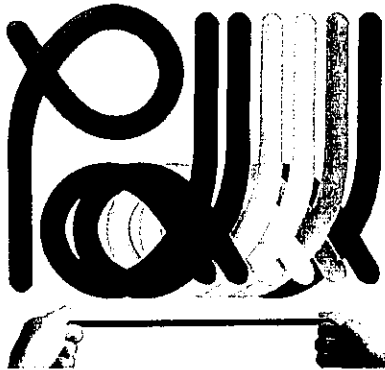
Stretch Balls (3 available)

- Stress relief
- Stimulate fine motor skills
- Quiet fidget



Stretch Balls (4 available)

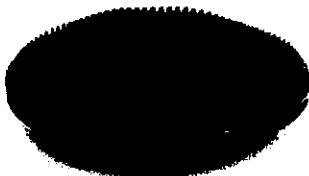
- Quiet fidget for students that are excessively seeking movement
-



Stretchy String Fidget Sensory Toys

(16 available)

- Relieve Stress
- Increase Patience
- Build Resistance



Air Stability Wobble Cushion (1 available)

- Muscle strengthening
- Active sitting, kneeling and standing
- Increase feet, knee, ankles and hip stability
- Can be inflated and deflated to vary difficulty



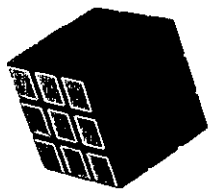
Liquid Motion Bubbler (4 available)

- Visually soothing

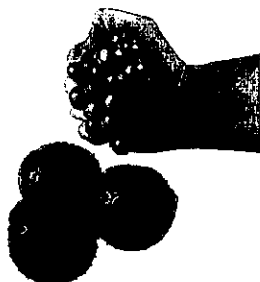


Monkey Ring (3 available)

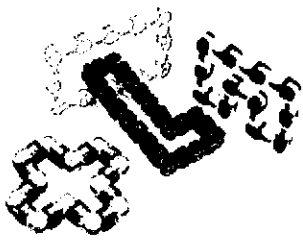
- Spikey, flexy, bendy ring for fidgeters
- Awesome fidget toy
- Excellent tactile stimulation



Magic Cube (1 available)



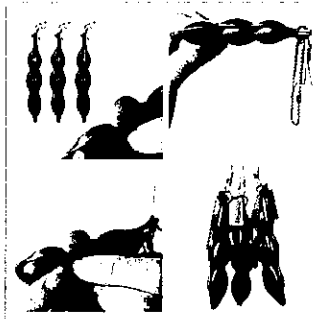
Stress balls (3 available)



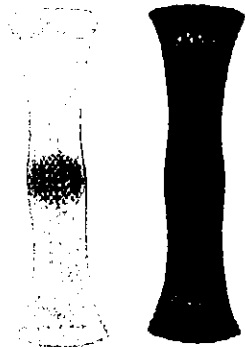
Nelible Wacky Tracks Snap and Click Fidget Toys

(9 available)

- help promote a sense of calm, reduce stress, anxiety and can increase focus and attention
- BUILDS FINE MOTOR SKILLS, eye and hand coordination skills, problem solving skills and expands the mind while sharpening your powers of deduction.



Soy Bean Fidget (5 available)



Mesh and Marble Fidget (10 available)



Bike Chain Fidget (4 available)

Peanut Shaped Fitness Balls (2 available)

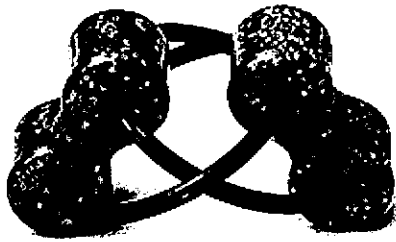


Two sizes available

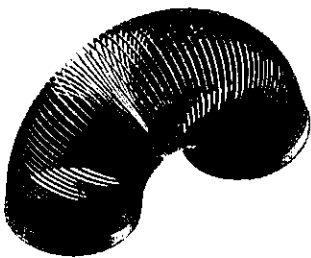
- Small for young children PK, K, and 1st (maybe 2nd)
- Medium for older/bigger students

Helps improve posture
Improves core strength

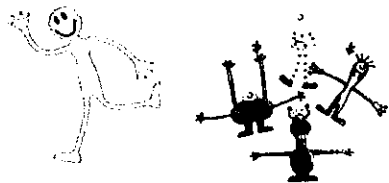
Loopeeze (2 available)

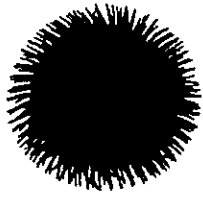


Mini Metal Slinky (3 available)



Bendy Man & Monsters (9 available)





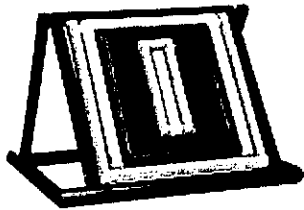
Puffer ball (1 available)



Fiddle Sticks (1 available)



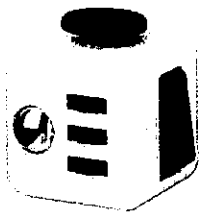
Gyrobi (2 available)



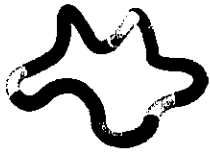
Jeliku (2 available)



Furry fidget stick (2 available)



Fidget Cube (1 available)



Tangles (2 available)

Videos:

Respect Rap <https://www.youtube.com/watch?v=DOvZLOL9zd0>
5th Graders Words https://www.youtube.com/watch?v=qvuEu8N_KJc
McGruff Anti Bullying https://www.youtube.com/watch?v=EvhIdB_8WXE
Anti-Bullying Rap <https://www.youtube.com/watch?v=LrorCWpvlxE>
Making Friends <https://www.youtube.com/watch?v=a7j4NMch6J4>
We All Fit Rap <https://www.youtube.com/watch?v=YQYjiSMcVnc>
The Bridge https://www.youtube.com/watch?v=X_AfRk9F9w
The Ugly Otter https://www.youtube.com/watch?v=wK8_alrsk8Y
For the Birds <https://www.youtube.com/watch?v=81JucXo8Yqg>
Matty B Rap <https://www.youtube.com/watch?v=dXmaE0041Y0>

Empathy Videos:

Amazing Kids of Character <https://www.youtube.com/watch?v=yJocKAe-Rqs>
Pay it Forward <https://www.youtube.com/watch?v=GJeWFoKZ63U>
Mitchell's Game <https://www.youtube.com/watch?v=vPAYIAW92g>
A Love of sports <https://www.youtube.com/watch?v=ekLpn4zKiNU>
Nick Vujicic <https://www.youtube.com/watch?v=zOzsJEmjjHs>
ParaOlympics <https://www.youtube.com/watch?v=CgRrHkCJZmE>
Para Olympics Trailer <https://www.youtube.com/watch?v=locLkk3aYIk>
Marlena's Anthem <https://www.youtube.com/watch?v=JfOfBbe2Mi0>
Gabby's Voice <https://www.youtube.com/watch?v=EnRAFxwVEQU>

PAL Library Book List

47 Strings: Tessa's Special Code	Becky Carey	Read Aloud	Down Syndrome	Fiction
365 Days of Wonder	R.J. Polacio	Poetry	Acceptance	
A Boy and a Jaguar	Alan Rabinowitz	Read Aloud	Disabilities (General)	Non-Fiction
A Friend like Simon	Kate Gaynor	Read Aloud	Autism	Fiction
A Friend Like You	Andrea Schomburg	Read Aloud	Acceptance	Fiction
A is for Autism, F is for Friend	Joanna Keating-Velasco	Chapter	Autism	Non-Fiction
A Picture Book of Helen Keller	David Adler	Read Aloud	Physical Disabilities	Non-Fiction
A Rainbow of Friends	PK Hallinan	Read Aloud	Acceptance	Fiction
A Very Special Critter	Gina & Mercer Mayer	Read Aloud	Physical Disabilities	Fiction
A Very Special Friend	Dorothy Hoffman Levi	Read Aloud	Visual/Hearing	Fiction
All About My Brother	Sarah Peralta	Read Aloud	Autism	Non-Fiction
All My Stripes	Shaina Rudolph	Read Aloud	Autism	Fiction
Ally the Accepting Alligator	Kam Trumbo	Read Aloud	Acceptance	Fiction
And Here's To You	David Elliott	Read Aloud	Acceptance	Fiction
Andy and His Yellow Frisbee	Mary Thompson	Read Aloud	Autism	Fiction
Andy Takes a Stand	Travis Luthren	Read Aloud	Acceptance	Fiction
Arnie and the New Kid	Nancy Carlson	Read Aloud	Physical Disabilities	Fiction
Because I Am	Dee Smith	Read Aloud	Acceptance	Fiction
Because of Mr. Terupt	Rob Buyea	Chapter	Acceptance	Fiction
Big Al	Andrew Clements	Read Aloud	Acceptance	Fiction
Captain Tommy	Abby Ward Messner	Read Aloud	Autism	Fiction
Cory Stories	Jeanne Kraus	Read Aloud	Learning Disabilities	Fiction
Different is Awesomel	Ryan Haack	Read Aloud	Physical Disabilities	Fiction
Different Just Like Me	Lori Mitchell	Read Aloud	Acceptance	Fiction
Different Like Me	Jennifer Elder	Read Aloud	Autism	Non-Fiction

Don't Call Me Special	Pat Thomas	Read Aloud	Disabilities (General)	Fiction
Each Kindness	Jacqueline Woodson	Read Aloud	Acceptance	Fiction
El Deafo	Cece Bell	Chapter	Visual/Hearing	Fiction
Emmanuel's Dream	Laurie Ann Thompson	Read Aloud	Physical Disabilities	Non-Fiction
Ethan's Story: My Life with Autism	Ethan Rice	Read Aloud	Autism	Non-Fiction
Eukee the Jumpy Jumpy Elephant	Clifford Corman	Read Aloud	Learning Disabilities	Fiction
Everybody is Different	Fiona Bleach	Chapter	Autism	Non-Fiction
Firegirl	Tony Abbott	Chapter	Acceptance	Fiction
Fish in a Tree	Lynda Mullaly Hunt	Chapter	Learning Disabilities	Fiction
Freak the Mighty	Rodman Philbrick	Chapter	Acceptance	Fiction
Giraffes Can't Dance	Giles Andreade	Read Aloud	Acceptance	Fiction
Horace and Morris but Mostly Dolores	James Howe	Read Aloud	Acceptance	Fiction
How I Learn	Brenda S. Miles	Read Aloud	Learning Disabilities	Non-Fiction
How to Speak Dolphin	Ginny Rorby	Chapter	Autism	Fiction
I Accept You as You Are	David Parker	Read Aloud	Acceptance	Fiction
I am Sheriauna	Sherylee Honeyghan	Read Aloud	Physical Disabilities	Non-Fiction
I'm Like You, You're Like Me	Cindy Gainer	Read Aloud	Acceptance	Fiction
I See Things Differently	Pat Thomas	Read Aloud	Autism	Non-Fiction
Ian's Walk	Laurie Lears	Read Aloud	Autism	Fiction
In My World	Gabriella Llano	Chapter	Down Syndrome	Non-Fiction
It's Called Dyslexia	Jennifer Moore-Mallinos	Read Aloud	Learning Disabilities	Fiction
Johnathon	Jo Ann Burroughs	Chapter	Acceptance	Non-Fiction
Journal of an ADHD Kid	Tobias Stumpf	Chapter	Learning Disabilities	Non-Fiction
Junkyard Wonders	Patricia Polacco	Read Aloud	Learning Disabilities	Non-Fiction
Just Because	Rebecca Elliott	Read Aloud	Disabilities (General)	Fiction

Knees	Vanita Oelschlager	Read Aloud	Learning Disabilities	Fiction
Knots on a Counting Rope	Bill Martin Jr.	Read Aloud	Physical Disabilities	Fiction
Leah's Voice	Lori DeMonia	Read Aloud	Autism	Fiction
Lee the Rabbit with Epilepsy	Deborah Moss	Read Aloud	Disabilities (General)	Fiction
Leo the Late Bloomer	Robert Kraus	Read Aloud	Acceptance	Fiction
Listening to My Body	Gabi Garcia	Read Aloud	Disabilities (General)	Fiction
Little i	Michael Hall	Read Aloud	Acceptance	Fiction
Little Rainman	Karen Simmons	Read Aloud	Autism	Non-Fiction
Looking After Lewis	Lesley Ely	Read Aloud	Autism	Fiction
Looking Out for Sarah	Glenna Long	Read Aloud	Disabilities (General)	Fiction
Marvin's Monster Diary: ADHD Attacks	Raun Melmed	Chapter	Learning Disabilities	Fiction
Mockingbird	Kathryn Erskine	Chapter	Autism	Fiction
Mrs. Gorski, I think I Have the Wiggle Fidgets	Barbara Esham	Read Aloud	Learning Disabilities	Fiction
My Best Friend Will	Jamie Lowell	Read Aloud	Autism	Non-Fiction
My Brother Charlie	Holly Robinson Peete	Read Aloud	Autism	Non-Fiction
My Brother is Autistic	Jennifer Moore-Mallinos	Read Aloud	Autism	Fiction
My Brother is Very Special	Amy Glorioso May	Read Aloud	Disabilities (General)	Fiction
My Friend Has Autism	Amanda Doering Tourville	Read Aloud	Autism	Fiction
My Friend Has Down Syndrome	Jennifer Moore-Mallinos	Read Aloud	Down Syndrome	Fiction
My Friend Isabelle	Eliza Woloson	Read Aloud	Down Syndrome	Fiction
My Friend with Autism	Beverly Bishop	Read Aloud	Autism	Fiction
My Sister is Special, My Sister Has Down Syndrome	Marta Schmidt-Mendez	Read Aloud	Down Syndrome	Fiction
My Three Best Friends and Me, Zulay	Cari Best	Read Aloud	Visual/Hearing	Fiction
Nadia: The Girl Who Couldn't Sit Still	Karlin Gray	Read Aloud	Acceptance	Non-Fiction

One of Us	Peggy Moss	Read Aloud	Acceptance	Fiction
Out of My Mind	Sharon Draper	Chapter	Cerebral Palsy	Fiction
Pete and Pickles	Berkeley Breathed	Read Aloud	Acceptance	Fiction
Petey	Ben Mikaelson	Chapter	Cerebral Palsy	Fiction
Princess Jaycee	Alessia Russell	Read Aloud	Down Syndrome	Fiction
Radiance Descending	Paula Fox	Chapter	Down Syndrome	Fiction
Rain Reign	Ann M. Martin	Chapter	Autism	Fiction
Reaching for the Sun	Tracie Vaughn Zimmer	Chapter	Cerebral Palsy	Fiction
Red: A Crayon's Story	Michael Hall	Read Aloud	Acceptance	Fiction
Rules	Cynthia Lord	Chapter	Autism	Fiction
Sahara Special	Esme' Raji Codell	Chapter	Learning Disabilities	Fiction
Sam's Top Secret Journal: Book 1: We Spy	Sean Adelman	Chapter	Down Syndrome	Fiction
Sam's Top Secret Journal: Book 2: Sam's Secret Island	Sean Adelman	Chapter	Down Syndrome	Fiction
Sam's Top Secret Journal: Book 3: Memorial Day	Sean Adelman	Chapter	Down Syndrome	Fiction
Say Something	Peggy Moss	Read Aloud	Acceptance	Fiction
Shades of People	Shelley Rotner	Read Aloud	Acceptance	Non-Fiction
Since We're Friends	Celeste Shally	Read Aloud	Autism	Fiction
Some Kids Are Blind	Lola Schaefer	Read Aloud	Physical Disabilities	Non-Fiction
Some Kids Are Deaf	Lola Schaefer	Read Aloud	Physical Disabilities	Non-Fiction
Some Kids Have Autism	Martha Rustad	Read Aloud	Autism	Non-Fiction
Some Kids Use Wheelchairs	Lola Schaefer	Read Aloud	Physical Disabilities	Non-Fiction
Some Kids Wear Leg Braces	Lola Schaefer	Read Aloud	Physical Disabilities	Non-Fiction
Some Monsters are Different	David Milgrim	Read Aloud	Acceptance	Fiction
Spaceman	Jane Cutler	Chapter	Learning Disabilities	Fiction
Special People, Special Ways	Arlene Maguire	Read Aloud	Acceptance	Fiction

Stand in My Shoes	Bob Sornson	Read Aloud	Acceptance	Fiction
Stand Tall, Molly Lou Melon	Patty Lovell	Read Aloud	Acceptance	Fiction
Susan Laughs	Jeanne Willis	Read Aloud	Physical Disabilities	Fiction
Tacos Anyone?	Marvie Ellis	Read Aloud	Autism	Fiction
Talking to Angels	Esther Watson	Read Aloud	Autism	Non-Fiction
Thank You, Mr. Falker	Patricia Polacco	Read Aloud	Learning Disabilities	Fiction
The Alphabet War	Diane Burton Robb	Read Aloud	Learning Disabilities	Fiction
The Autism Acceptance Book	Ellen Sabin	Read Aloud	Autism	Non-Fiction
The Back to Front World of Azzie Artbuckle	Beth Montgomery	Read Aloud	Learning Disabilities	Fiction
The Black Book of Colors	Menena Cottin	Read Aloud	Visual/Hearing	Fiction
The Brand New Kid	Katie Couric	Read Aloud	Acceptance	Fiction
The Color of Us	Karen Katz	Read Aloud	Acceptance	Fiction
The Goldfish Boy	Lisa Thompson	Chapter	Disabilities (General)	Fiction
The Higgledy-Piggledy Pigeon	Don Winn	Read Aloud	Learning Disabilities	Fiction
The Invisible Boy	Trudy Ludwig	Read Aloud	Acceptance	Fiction
The Man Who Loved Clowns	June Rae Wood	Chapter	Down Syndrome	Fiction
The One and Only Ivan	Katherine Applegate	Chapter	Acceptance	Fiction
The Printer	Myron Uhlberg	Read Aloud	Visual/Hearing	Fiction
The Reason I Jump	Naoki Higashida	Chapter	Autism	Non-Fiction
The Skin I'm In	Sharon G. Flake	Chapter	Acceptance	Fiction
The Skin You Live In	Michael Tyler	Read Aloud	Acceptance	Fiction
The Special Needs Acceptance Book	Ellen Sabin	Read Aloud	Acceptance	Non-Fiction
The Survival Guide for Kids with Autism	Elizabeth Verdick	Chapter	Autism	Non-Fiction
The Survival Guide for Kids With Physical Disabilities	Wendy Moss	Chapter	Physical Disabilities	Non-Fiction
The War that Saved My Life	Kimberly Brubaker Bradley	Chapter	Physical Disabilities	Fiction

This Kid Can Fly	Aaron Phillip	Chapter	Cerebral Palsy	Non-Fiction
Thomas Alva Edison: Great Inventor	David Adler	Read Aloud	Learning Disabilities	Non-Fiction
Tom's Special Talent	Kate Gaynor	Read Aloud	Learning Disabilities	Fiction
Understand and Care	Cheri Meiners	Read Aloud	Acceptance	Fiction
Uniquely Me	Trace Wilson	Read Aloud	Physical Disabilities	Fiction
Ugly	Robert Hoge	Chapter	Physical Disabilities	Non-Fiction
Views from Our Shoes	Donald Meyer	Chapter	Disabilities (General)	Non-Fiction
We All Have Different Abilities	Melissa Higgins	Read Aloud	Disabilities (General)	Non-Fiction
We'll Paint the Octopus Red	Stephanie Stuve-Bodeen	Read Aloud	Down Syndrome	Fiction
We're Different, We're the Same	Bobbi Jane Kates	Read Aloud	Acceptance	Fiction
What About Me?	Brennan and Mandy Farmer	Read Aloud	Autism	Fiction
What I Like About Me	Allia Zobel Nolan	Read Aloud	Acceptance	Fiction
What it is to be Me!	Angela Wine	Read Aloud	Autism	Fiction
What It's Like To Be Me	Helen Exley	Short Stories	Disabilities (General)	Non-Fiction
What to Do When Your Brain Gets Stuck	Dawn Huebner	Workbook	Disabilities (General)	Non-Fiction
What's Wrong with Timmy?	Maria Shriver	Read Aloud	Disabilities (General)	Fiction
Wheelz	Steven Fotheringham	Chapter	Physical Disabilities	Non-Fiction
When I Care About Others	Cornelia Maude Spelman	Read Aloud	Acceptance	Fiction
Whoever You Are	Mem Fox	Read Aloud	Acceptance	Fiction
Why Are You Looking at Me?	Lisa Tompkins	Read Aloud	Down Syndrome	Fiction
Wild About Us!	Karen Beaumont	Read Aloud	Acceptance	Fiction
Wonder	R.J. Polacio	Chapter	Physical Disabilities	Fiction
You Can Be My Friend	Lauren Child	Read Aloud	Acceptance	Fiction

Project Au-Some

#LEAD5



November 6, 2017

Dear Au-Some Friends,

We are so excited to see you this morning, and hope that you had a relaxing weekend. Please come in, grab some breakfast, and take some time to get to know your tablemates. We encourage you to read over today's agenda, which is located on the November 6th tab on the Google site that was shared yesterday. Once you have reviewed the agenda, feel free to sort through the books on your table. We will be coming around the check you in, so please have your ticket ready. We are looking forward to an exciting day of discussing disability awareness and acceptance and ways to promote acceptance.



Sincerely,

Beth & Brenna

P.S. Did you know that 74.6 millions Americans have a physical disability?

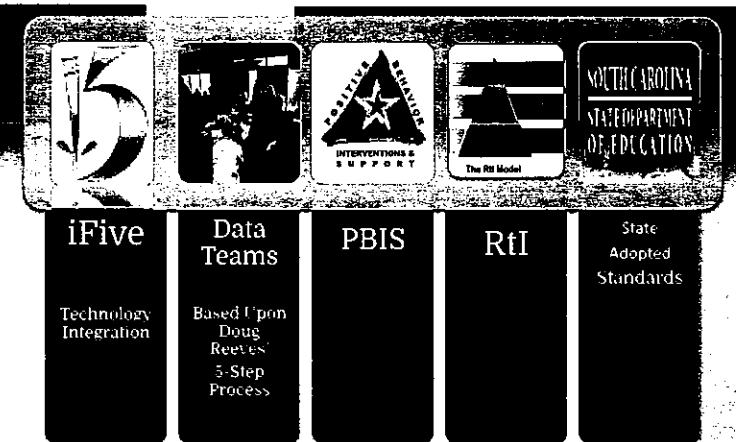
Introductions

We will be starting our time together by taking a moment to introduce ourselves. Please be ready to share:

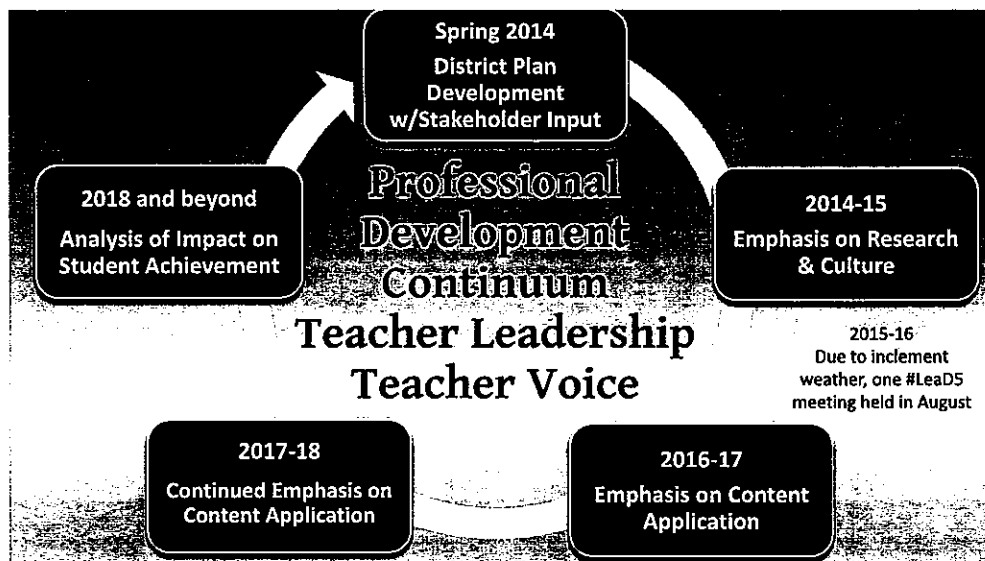
- Name
- School/position
- Favorite animal

I FIND THIS

AMOOSING



District Initiatives and Student Success!



TEACHER-LED PD #LeaD5 District Day at a glance...

8:00 AM Welcome
11:40 AM Learning Survey
11:50 AM Closure
12:00 PM Dismissal

Lunch is from 12:00 PM - 1:20 PM.
After lunch, return to your home school.

Ice Breaker

- Take a moment to think about 3 different numbers that are meaningful to you.
- Please choose a number for **SCHOOL, PERSONAL LIFE, AND SUMMER.**
- We will be sharing with each other the meaning behind your numbers so we can get to know each other better.



Learning Intentions

1. Participants will be able to define Social/Emotional Learning (SEL), and reflect on their use of SEL through classroom practices.
2. Participants will be able to develop ideas to create an inclusive classroom community where all students feel accepted and welcome through SEL lessons.
3. Participants will be able to access resources to incorporate SEL best practices in their lessons.

Success Criteria

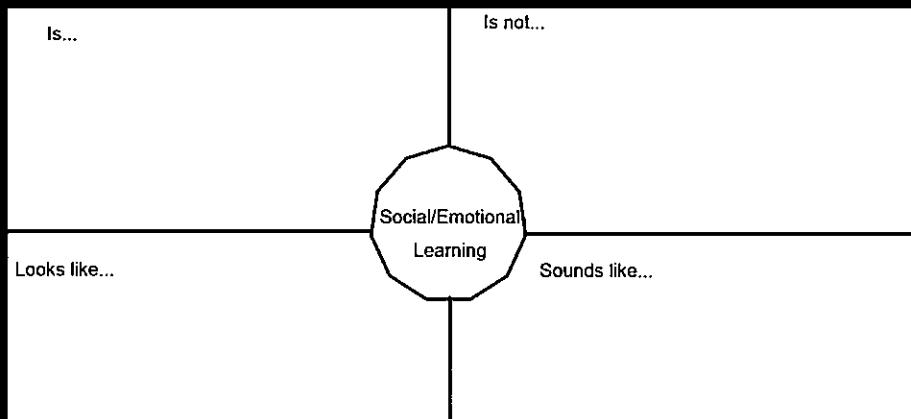
1. I can explain what Social/Emotional Learning is and how it is being used in classrooms.
2. I can develop ideas to support inclusive practices in any classroom setting.
3. I can use resources to develop a community culture of acceptance and understanding in my classroom.

Dear Teacher

Dear Teacher Video



Foldable Engagement



PBIS Connections

- All "Big Buddies" volunteer their recess time
- School-wide Exceptional Students Week celebration
- Integrated Literacy and Arts projects
- Big Buddies can use *hands* to enter drawings to assist in Art and Music
- Incentives for positive classroom behavior (behavior chart reward)
- Classroom teachers are using morning meeting times to share resources with students and open discussions about differences
- Shared readings based on student interested have led to student-initiated book clubs and literacy circles focused on books that address disabilities.
- Access to books that emphasize diversity and disability awareness

Autism Simulation

This activity is designed to show how people with autism are bothered by things most people don't notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don't notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal. One student in each group will play the part of someone with autism. The other 4 people each have different jobs:

Person #1 - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.

Person #2 - Stand behind the student playing the part of someone with autism. Rub the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep doing it over and over.

Person #3 - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.

Person #4 - Pat Person #1 on the head and shoulder the entire time.

Person #5 - Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to be have so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?

Success Criteria

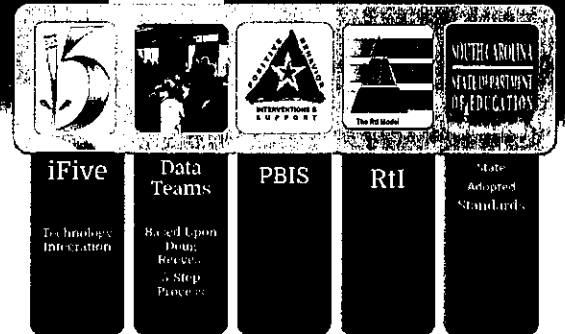
1. I can explain what Social/Emotional Learning is and how it is being used in classrooms.
2. I can develop ideas to support inclusive practices in any classroom setting.
3. I can use resources to develop a community culture of acceptance and understanding in my classroom.

Many Thanks

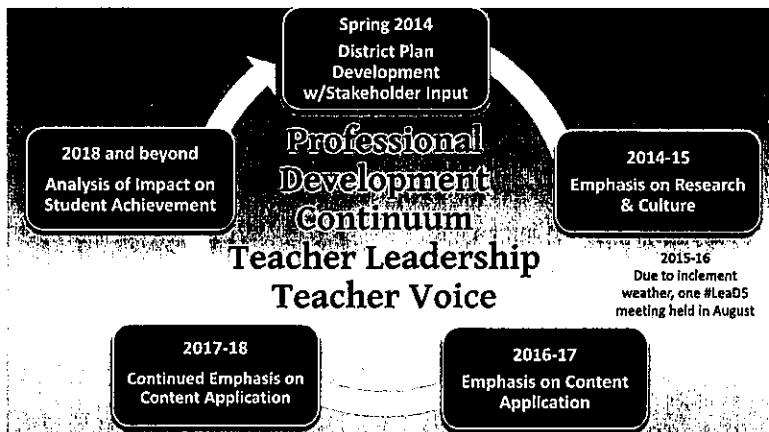


Thank you all so much for coming today and sharing your ideas. We are looking forward to hearing about how you are able to make a difference for your students and school!

Welcome!



District Initiatives and Student Success!



#Lead5 District Day at a glance

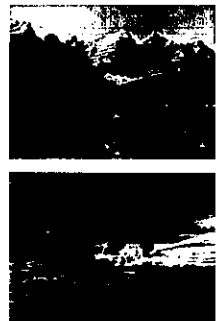
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Brenna Lamprey & Beth Reilly
 Harbison West Elementary

This & That

- You will be given two options and will move to the side of the room for your designated choice.
- You will have some time to discuss the rationale for your choice with the others in your group.



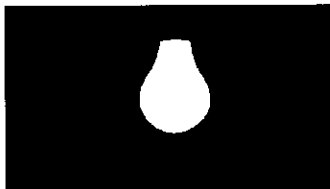
Group Norms

- The Project Au-Some LEAD5 google site link was emailed to you this morning.
- Please go to the August 20th tab and scroll down to the picture of Norm!
- Click on the picture and it will take you to the DotStorming website.
- You will have the opportunity to make suggestions for group norms.
- You will vote for 3 statements that you believe should be a group norm.



Learning Intentions

- Participants will reflect on best practices and strategies for reaching “tough” students.
- Participants will understand how executive functioning affects classroom behavior.
- Participants will collaborate and set goals for meeting the needs of all students in the classroom.



Rethinking Success Criteria



- Should be very intentional about learning outcomes
- Should outline specific skills or ideas that learners are going to gain from the lesson
- Stretch beyond restating the learning intentions in an “I can...” format

Practice Makes Perfect

- How to apply sunscreen
- How to pack a car for a trip
- How to make lemonade
- How to potty train a toddler
- How to go see a movie

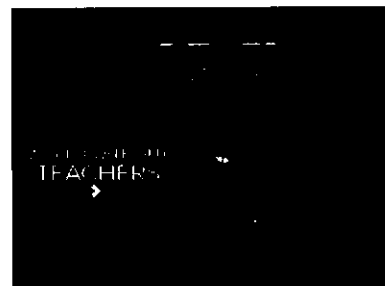


Success Criteria 2.0

- I can identify the unique characteristics of “tough” students and explain how it affects classroom performance.
- I can explain executive functioning skills and how they affect classroom interactions.
- I can collaborate with my colleagues to learn strategies and develop goals for positive student interaction this year.



What would the world be like without teachers?



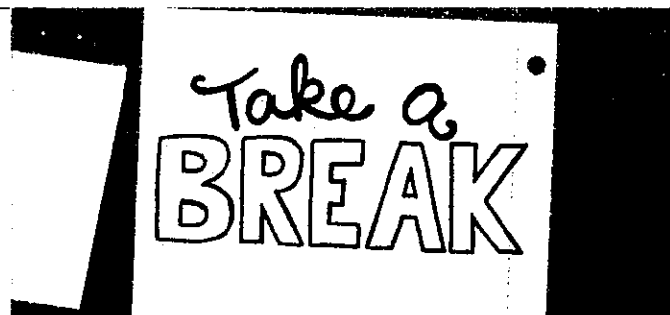
Padlet Activity



Please go back to the google site and click the link for the Padlet Activity.

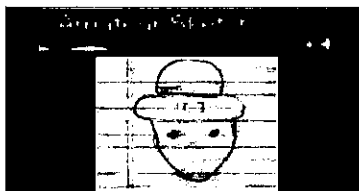
Take this time to answer the questions and reply to two other people.

Break



"Tough" Kids

- Take a moment and picture a "tough" student that you have taught.
- What does that student sound like?
- What behaviors do you see?
- Now, take just a minute and sketch your "tough" kid.



8 Types of Executive Function

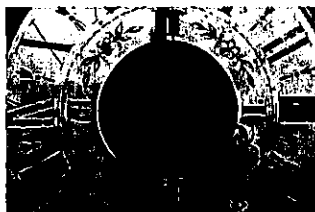
- You will each receive a playing card and will find the others in the room with the same card
- You will receive a card with one of the eleven executive functions and a descriptions on them
- Your team will create a graphic to symbolize your function (NO WORDS)
- Once all of the graphics are completed, you will get to do a gallery walk to make your guess of which graphic represents each function



8 Key Executive Functions		
Executive functions are skills everyone uses to organize and act on information. If your child has executive functioning issues, he may struggle with some or all of the following skills.		
Skill	What it means	How it looks
Impulse Control	Impulse control helps your child think before acting.	Kids with weak impulse control might blurt out inappropriate things. They're also more likely to engage in risk behavior.
Emotional Control	Emotional control helps your child keep his feelings in check.	Kids with weak emotional control often overreact. They can have trouble dealing with criticism and regrouping when something goes wrong.
Flexible Thinking	Flexible thinking allows your child to adjust to the unexpected.	Kids with "rigid" thinking don't roll with the punches. They might get frustrated if asked to think about something from a different angle.
Working Memory	Working memory helps your child keep key information in mind.	Kids with weak working memory have trouble remembering directions—even if they've taken notes or you've repeated them several times.
Self-Monitoring	Self-monitoring allows your child to evaluate how he's doing.	Kids with weak self-monitoring skills may be surprised by a bad grade or negative feedback.
Planning and Prioritizing	Planning and prioritizing help your child set a goal and a plan to meet it.	Kids with weak planning and prioritizing skills may not know which parts of a project are most important.
Task Initiation	Task initiation helps your child take action and get started.	Kids who have weak task initiation skills may freeze up because they have no idea where to begin.
Organization	Organization lets your child keep track of things physically and mentally.	Kids with weak organization skills can lose their train of thought—as well as their cell phone and homework.

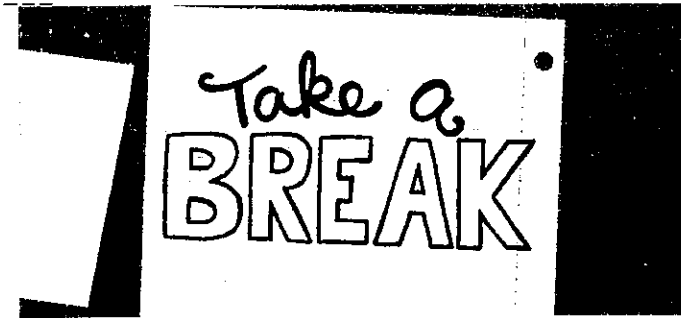
www.HCLDQ.com

Article and Clock Activity



- Everyone will receive a copy of the article clock activity.
- You will set appointments with *different* educators in the room (please try not to duplicate appointments).
- You will exchange names and write them in each time slot on your clock.
- After everyone has had a chance to read the article, you will meet with each other, based on your appointed time, and discuss the topic posed.

Break



Roundtable Discussions

- You will receive a copy of the Conversation Round Table guide
- In the top left corner write a brief explanation for what you've learned about executive functioning as a whole and in the classroom



Fostering Socially Accepting Classroom Communities

7am

Alright Josh knows he's forgetting something. Ah, that's it—his cleats for today's game. He runs back inside to get them...but ends up leaving his backpack at home as he races to catch the bus. He sprints past the checklist his mom made to help him remember what he needs for school. But it's too late: the bus is about to pull away! He's going to miss it again...



<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/a-day-in-the-life-of-a-child-with-executive-functioning-issues>

Fostering Socially Accepting Classroom Communities

11am

Josh's teacher asks, "Who has a good answer to the first question I gave you yesterday about last night's reading assignment?" Josh squirms, hoping he won't be called on. He didn't write the questions in his planner and has no idea how to answer them.



Fostering Socially Accepting Classroom Communities

1pm

It's the best part of the school day: lunch! But Josh hogs the conversation, talking way too loud and too much about his video games. He doesn't notice how annoyed his friends are getting.



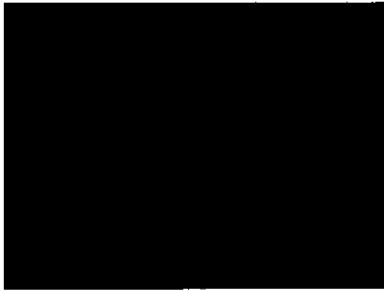
Fostering Socially Accepting Classroom Communities

3pm

In soccer Josh is so focused on getting the ball that he doesn't keep in mind which direction he's supposed to run once he gets it. He quickly heads for the nearest goal and kicks the ball—right into his own team's net.



What Makes a Good Teacher Great?



Wishtree

- We will be taking part in a book study this year to help generate conversations and ideas for incorporating literature in the classroom to promote Social/Emotional learning.
- Each of you will receive a copy of *Wishtree* by Katherine Applegate to read by the November session.
- We will use the book to explore themes and symbolism during our discussions in November.
- The book is yours to keep and add to your classroom library!



District Survey



Please take a few moments to complete the survey about today's session. You should have received an email from Sara Kearns with the link to complete.

Review Learning Outcomes and Success Criteria

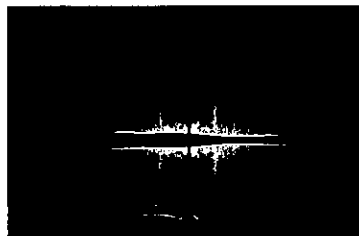
- I can identify the unique characteristics of "tough" students and explain how it affects classroom performance.
- I can explain executive functioning skills and how they affect classroom interactions.
- I can collaborate with my colleagues to learn strategies and develop goals for positive student interaction this year.



Closure

As we end our time together today, please take a moment to reflect on our conversations and think of a word or two that summarizes your take away or feeling.

Please go to www.menti.com and enter the code shown. You will be able to input your word to create a group word cloud.



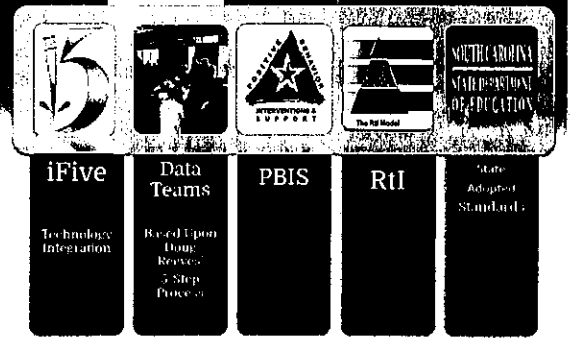
"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

-Rita Pierson

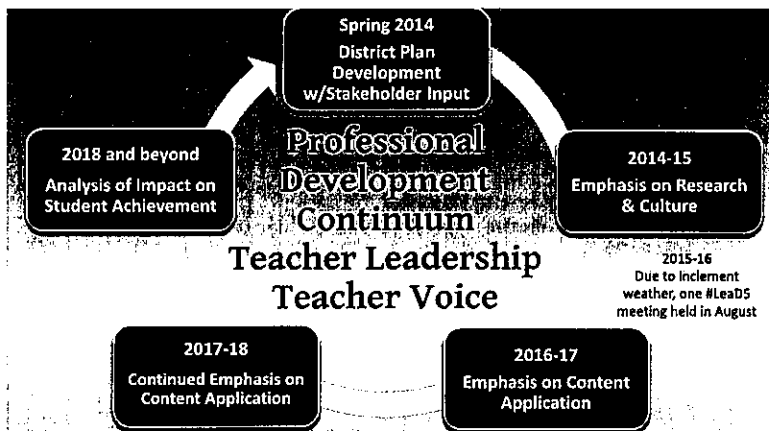


Welcome!

TEACHER-LED PD
#Lead5



District Initiatives and Student Success!



TEACHER-LED PD
#Lead5 District Day at a glance...

8:00 AM Welcome
11:45 AM Closure & Learning Survey
12:00 PM Dismissal

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After lunch, return to your home school.

Adobe Spark 5

Brenna Lamprey & Beth Reilly
Harbison West Elementary

Our Group Norms

LEAD5 Norms 18-19

Actively participate ●●●●●●●●	Be respectful of other people's time. ●●●●●●●●	Collaborative learning ●●●●●●●●	Be present ●●●●●●●●
Be Positive ●●●●●●●●	Build relationships ●●●●●●●●	Be respectful listeners ●●●●●●●●	Everyone has a voice ●●●●●●●●
	Listen to what everybody has to say. ●●●●●●●●	Reduce side conversations ●●●●●●●●	One person at a time speaks ●●●●●●●●

Our Group Norms

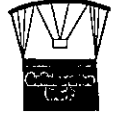
Be present and actively participate

Be respectful of others time

Be positive and collaborative

Build relationships and remember everyone has a voice

NORMS



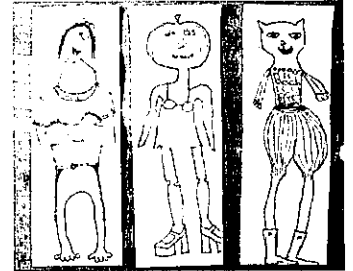
Learning Outcomes and Success Criteria

- I can use a text to inspire students to think more deeply about their influence on others.
- I can implement strategies through SEL literature to build empathy in my classroom.
- I can implement community building activities in my classroom to build empathy and acceptance.

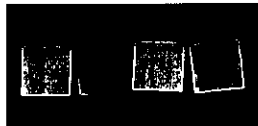


Icebreaker

- Get into groups of three
- Grab a piece of paper and fold the paper into three equal parts
- The first round you will open to top flap and draw a head for your figure. When you are finished close the flap.
- Pass your figure to the person next to you. Then, without seeing the head, you will create a torso for the figure.
- Finally, the figure will be passed for a 3rd time you will add legs to the drawing.



Wish Tree Affinity Mapping



You will take a couple of minutes to discuss each statement from the book. After we will give you a guiding question which you will generate responses by writing ideas on post-it notes (one idea per note) and placing them in no particular arrangement on the chart paper. Once lots of ideas have been generated, will will look at them and begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.

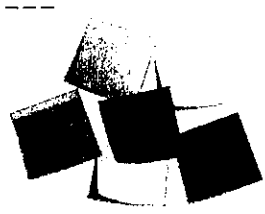
Guiding Question #1

Discuss Red's statement: "I wanted to make a difference, just a little difference, before I left this lovely world" (p. 126).

What difference does Red make by talking to Stephen and Samar?

Discuss Stephen's comment: "My parents aren't bad people. They're just . . . afraid of things" (p. 125).

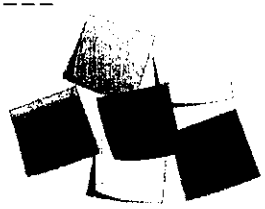




On your first sticky note, respond to:

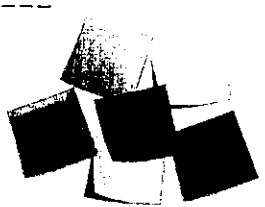
What do you think you can do to make a difference in this world?

What difference do you want to make in the world or with your students?



On your next sticky note, respond to:

What are the things you can do as a teacher to reach this child?



On your next sticky note, respond to:

How can you compare this to your classroom?

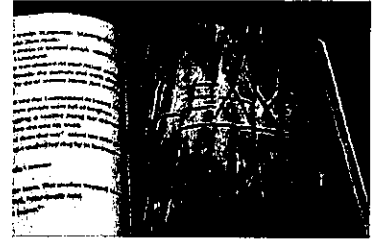
How do you build your community?

Guiding Question #2

Describe the boy who carves a word in the tree.

What does the author tell you about him and what assumptions can you make about his character?

Why do you think he would carve that word into the tree?

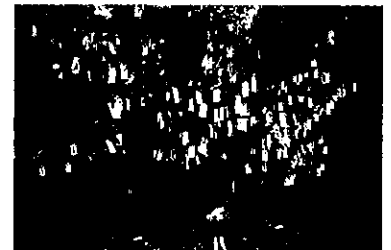


Guiding Question #3

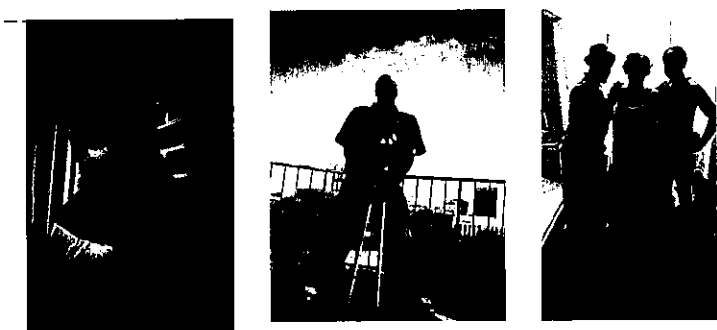
Red compares the neighborhood to a garden, "wild and tangled and colorful" (p. 54).

Why does the tree compare the people in the area to a garden?

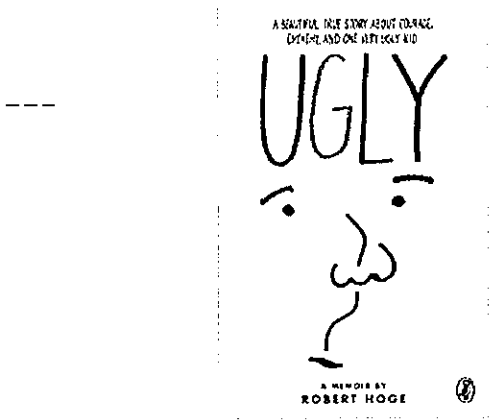
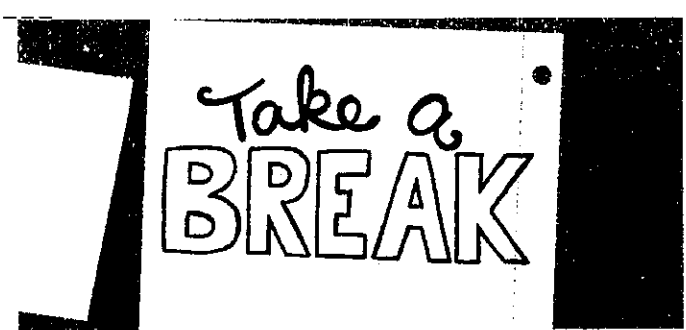
Why is the neighborhood not welcoming to Samar's family?



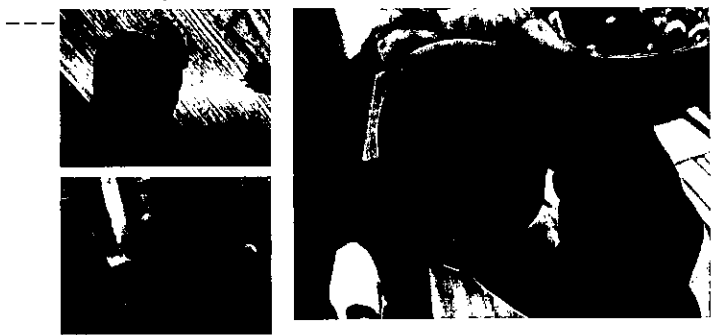
Speaker: Dominique Blasingame



Break



Student Examples



Article and Activity

After you read the article you will get into your groups.

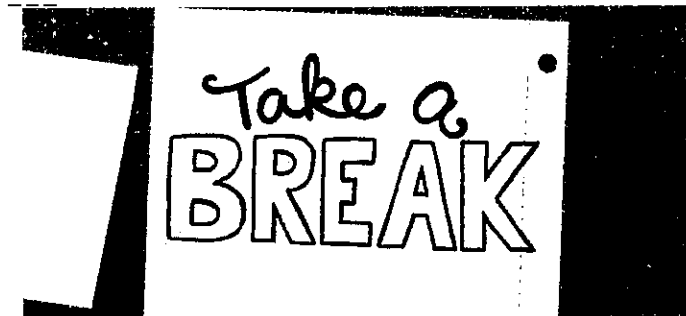
Each group will focus on one competency for teaching Empathy.

You will come up with an activity, game, or lesson you can use to teach empathy in the classroom.

After everyone is done, we will all get a chance to share.



Break



Classroom Engagements to Build Empathy

The best way to engage students in the classroom community and build empathy is by allowing them the chance to share their own experiences. As educators, we can provide opportunities, in a safe place, to open the doors for discussion.



I Wish My Principal Knew...

-
- You will receive a blank index card.
 - You will begin by writing, "I wish my principal knew..."
 - Fill it in with one thing that you would like for your principal to know about you.
 - Please be sure to keep it anonymous.



I Wish My Teacher Knew...

-
- Once you've built a trusting relationship with your students, give them a blank index card.
 - Prompt them by starting their thinking with "I wish my teacher knew..."



Examples



Examples



Take a Step Across the Line

-
- Students will line up on one side of the space
 - A piece of tape will stretch the length of the students
 - You will make a statement, and if they identify, they will step to the line.
 - Pause for a moment to let them see others share the same experience.
 - Reflections after are crucial for



Take a Step Across the Line

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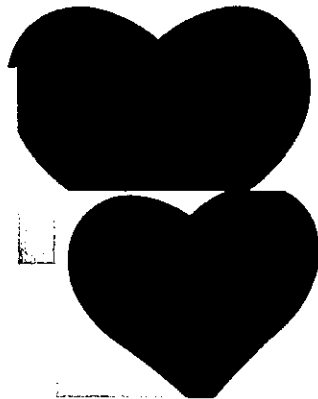


What's In Your Heart

- Show students the video (narrate for younger students)
- Then, provide students with a blank heart so that they can write something that is weighing on their heart.



Examples



Examples

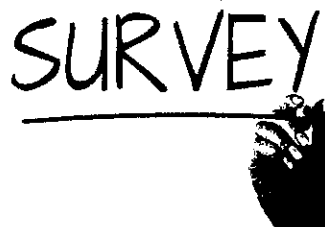


Learning Outcomes and Success Criteria

- I can use a text to inspire students to think more deeply about their influence on others and the world around them.
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District Survey



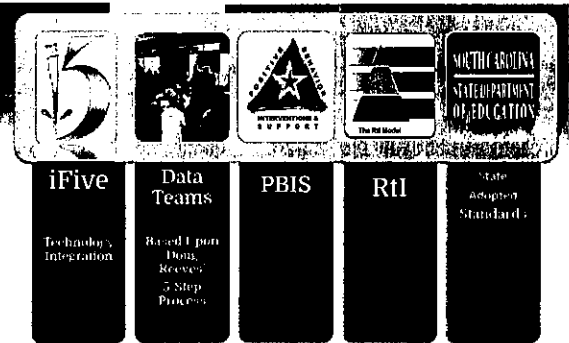
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Closure

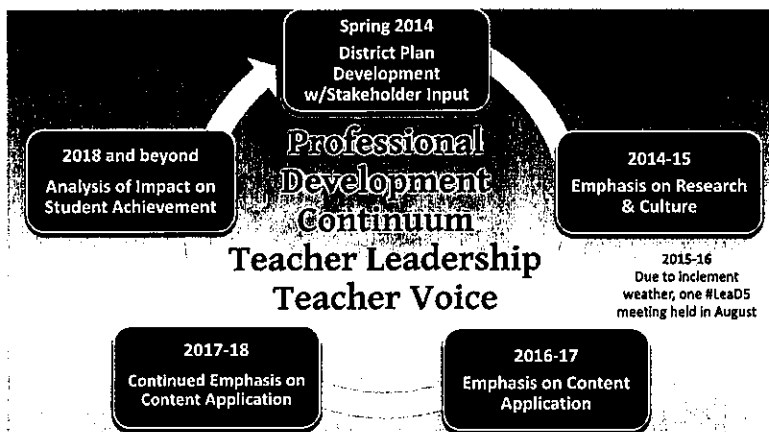
As we end our time together today,
please think of a song that sums up
your take away from today.

We will take a few minutes at the
end of our session to play some of
your suggested songs.

Welcome!



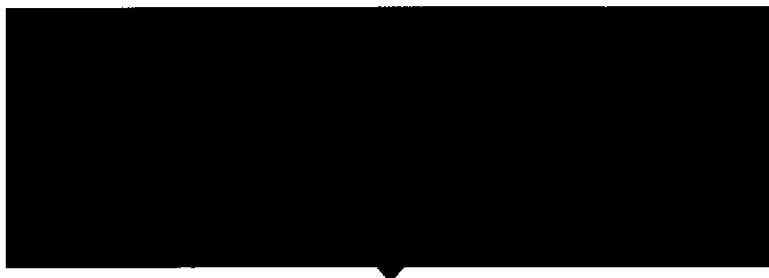
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Brenna Lamprey & Beth Reilly
Harbison West Elementary

Our Group Norms

LEAD5 Norms 18-19

Actively participate 	Be respectful of other people's time 	Collaborative learning 	Be present
Be Positive 	Build relationships 	Be respectful listeners 	Everyone has a voice
Listen to what everybody has to say 	Reduce side conversations 	One person at a time speaks 	

Our Group Norms

- Be present and actively participate
- Be respectful of others time
- Be positive and collaborative
- Build relationships and remember everyone has a voice

NORMS



Learning Outcomes and Success Criteria

- I can implement strategies for developing SEL opportunities in my classroom.
- I can implement strategies for building student leadership opportunities through SEL .
- I can implement strategies for creating school-wide community of acceptance through shared experiences.

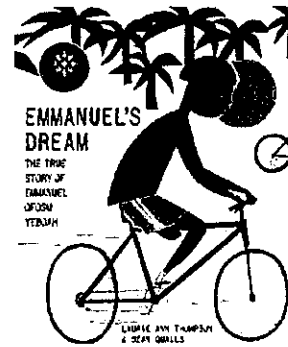


Icebreaker

- You will receive a S-I-N-G-O board
- This activity works just like Bingo, except you will mark off the songs on your card
- Please mark your first round songs on the top left corner of your card



Read Aloud



Classroom Strategies

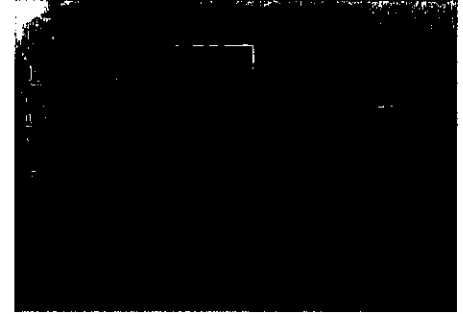
Social Emotional Learning Through Literacy in the Classroom



- Shared texts open conversations accessible to all students regardless of levels or abilities
- Promotes higher order thinking skills through reflection and questioning, whilst building empathy
- Opens opportunities for individual and shared connections & reflections (ex. Walk & Talk, Socratic Seminar)
- Students gain an understanding of how to interact with a text emotionally and then share their thinking
- Builds classroom community through shared experiences



Examples of Student Reflections



Project-Based Learning Unit

- Students were provided with a variety of sources:
 - Informational texts
 - Biographical
 - Articles
 - Digital texts
 - Interview with a specialist/stakeholder
- Students individually wrote an informational text in a question/answer format
- Groups collaborated on an output component of their choice
- Invited school and district members to do a gallery walk



Book Clubs

- Completely student initiated and based on common interest
- Established expectations and pacing schedule
- Created personal reflection section in their shared notebook
- Identifying with characters and rationalizing using evidence from the text
- Led to self-motivated research



Reluctant Readers

- High interest books due to experiences and curiosity
- Focuses on the 5 tenets of reading (particularly viewing themselves as readers and understand the purpose)
- Ability to make connections to similar texts, themselves, and the world around them
- Available at a variety of levels
- Inspiration to share books with younger students

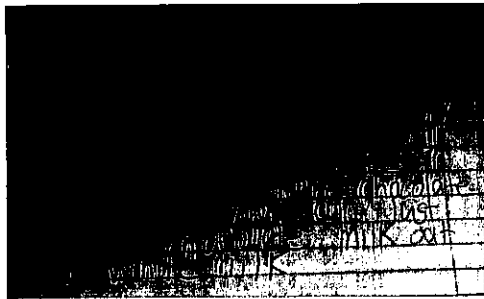


Social Emotional Literacy Through Writing

- Brings reading and personal experiences to life
- Allows for students to reflect privately about their experiences
- Covers all 3 main genres of writing:
 - Narrative (memoirs/reflections)
 - Informational (research)
 - Opinion (Wonder premiere)
- Promotes writing for a purpose
- Promotes using a variety of sources to support their thinking



White Milk vs Chocolate Milk



Examples of Student Writing for Wonder



Wonder Movie Premiere

- Students opted to write their opinion pieces for the Children's Craniofacial Association in letter format to host the Wonder movie premiere
- Students researched all aspects and combined their learning with personal experiences
- Every writer was motivated and had a genuine investment in the assignment
- Students had choice and voice- which led to more engagement and thoughtful, genuine responses



Empathy Survey

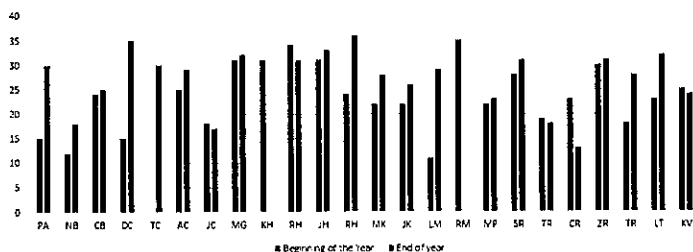
What is this person feeling?

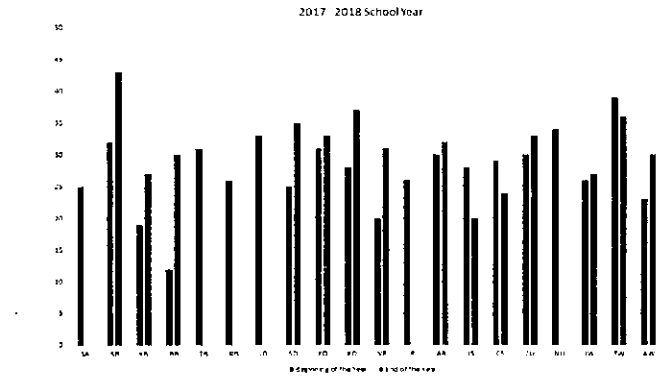
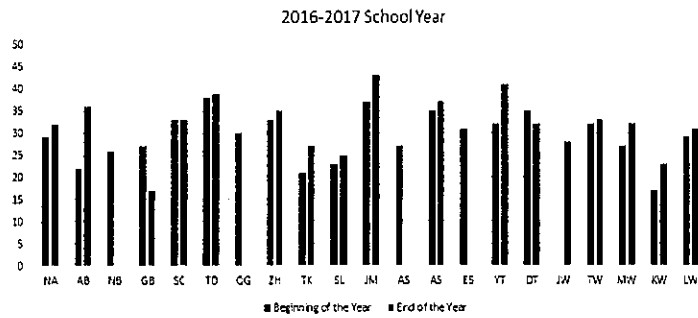
	Yes	Sometimes	No
1. I feel happy to help - I like how happy	3	1	2
2. I feel sad when I see someone crying	3	1	2
3. I feel angry to see I see someone who looks	3	1	2
4. I feel surprised when I see someone who looks	3	1	2
5. I feel sad when I see someone who looks	3	1	2
6. I feel happy when I see someone who looks	3	1	2
7. I feel sad when I see someone who looks	3	1	2
8. I feel happy when I see someone who looks	3	1	2
9. I feel sad when I see someone who looks	3	1	2
10. I feel happy when I see someone who looks	3	1	2
11. I feel sad when I see someone who looks	3	1	2
12. I feel happy when I see someone who looks	3	1	2
13. I feel sad when I see someone who looks	3	1	2
14. I feel happy when I see someone who looks	3	1	2
15. I feel sad when I see someone who looks	3	1	2
16. I feel happy when I see someone who looks	3	1	2
17. I feel sad when I see someone who looks	3	1	2
18. I feel happy when I see someone who looks	3	1	2
19. I feel sad when I see someone who looks	3	1	2
20. I feel happy when I see someone who looks	3	1	2
21. I feel sad when I see someone who looks	3	1	2
22. I feel happy when I see someone who looks	3	1	2



Results of Empathy Survey for Peers

2015-2016 School Year

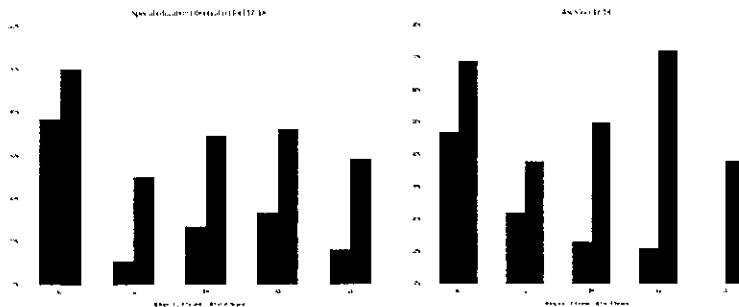
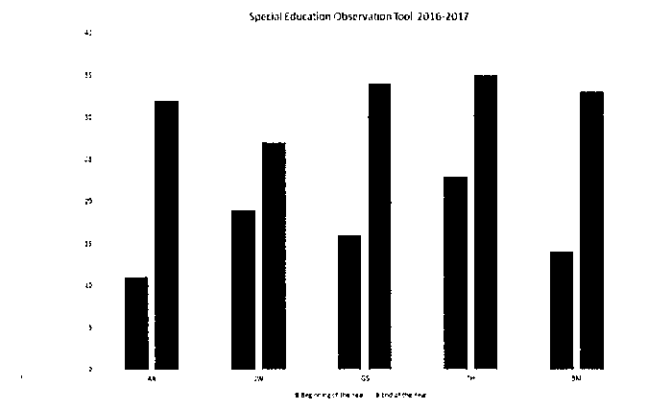




Special Education Observation Tool

Special Education Observation Tool

Name of Student	Score	Score	Score
1. Does the student follow the directions of the teacher?	3	3	2
2. Does the student play with the teacher?	3	3	2
3. Does the student play with the teacher?	3	3	2
4. Does the student play with the teacher?	3	3	2
5. Does the student play with the teacher?	3	3	2
6. Does the student play with the teacher?	3	3	2
7. Does the student play with the teacher?	3	3	2
8. Does the student play with the teacher?	3	3	2
9. Does the student play with the teacher?	3	3	2
10. Does the student play with the teacher?	3	3	2
11. Does the student play with the teacher?	3	3	2
12. Does the student play with the teacher?	3	3	2
13. Does the student play with the teacher?	3	3	2
14. Does the student play with the teacher?	3	3	2
15. Does the student play with the teacher?	3	3	2
16. Does the student play with the teacher?	3	3	2
17. Does the student play with the teacher?	3	3	2
18. Does the student play with the teacher?	3	3	2
19. Does the student play with the teacher?	3	3	2
20. Does the student play with the teacher?	3	3	2



Text Sets

Autism

Nonfiction -
Read Aloud -
Biography -
Chapter book -
Article -
Video -

The Autism Acceptance book by Ellen Sabin
Looking After Louis by Lesley Ely
My Best Friend Will by Jamie Lowell
Mockingbird by Kathryn Erskine
[Kid's Health Autism Article](#)
[My Name is David](#)
[Autism Explanation](#)

Down Syndrome

Nonfiction -
Read Aloud -
Biography -
Chapter book -
Article -
Video -

Why are you looking at me? By Lisa Tompkins
47 Strings by Becky Carey
In My World by Gabriella Liano
Sam's Top Secret Journal: We Spy by Sean Adelman
[Kid's Health Down Syndrome Article](#)
[Just Like You - Down Syndrome](#)



Text Sets

Physical

Nonfiction -
Read Aloud -
Biography -
Chapter book -
Article -
Video -

Emmanuel's Dream by Laurie Ann Thompson
Special People, Special Ways by Arlene Maguire
This Kid Can Fly by Aaron Phillips
Wonder by R.J. Palacio
[Physical Disability Article](#)
[Be a Star Towards People with a Physical Disability](#)

Learning Disabilities

Nonfiction -
Read Aloud -
Biography -
Chapter book -
Article -
Video -

It's Called Dyslexia by Jennifer Moore-Mallinos
The Back to Front World of Azzie Artbuckle by Beth Montgomery
Junkyard Wonders by Patricia Polacco
Fish in a Tree by Lynda Mullaly Hunt
Kid's Health Learning Disabilities Article
[Dear Teacher- Advice from Students](#)



Text Sets

Primary Set: Acceptance of Differences

Books: Some Monsters are Different by David Milgrim
Big Al by Andrew Clements
Special People, Special Ways by Arlene Maguire
Red: The Crayon Story by Michael Hall
It's Okay to be Different by Todd Parr
Sesame Street Clip - Wheelchair
[Sesame Street Autism reel](#)

Video -

Diversity

Nonfiction -
Read Aloud -
Biography -
Chapter book -
Article -
Video -

The Colors of Us by Karen Katz
Whoever you are by Mem Fox
Emmanuel's Dream by Laurie Ann Thompson
The War That Saved My Life by Kimberly Brubaker Bradley
[Diversity Article](#)
[Planting the Seeds of Peace](#)



Secondary

The Man Who Loved Clowns by June Rae Wood
Pete by Ben Mikaelson
Wonder by R.J. Palacio
Same But Different by Holly Robinson Peete
Rain Reign by Ann M. Martin
Article:
Video: [Disability: How You See Me](#)

Literacy Extension Activities

Some Monsters Are Different by David Milgrim

Literacy	Math	Gross Motor	Craft/Activity	Food Craft
- Create your own monsters - Alike and Different Books (in pairs) http://www.kimberlydavis.com/2012/04/04/monster-craft/	- Comparing Classmates: Make a graph of favorite foods, sports, subject, dessert, etc. - Alike or Different	- Same Circle - Students will listen and move when a personal experience or attribute is identified - Movement Game - pretend to be silly, squirming, swimming, flying etc., monsters	 http://www.squishybooks.com/squishy-monster-craft/  http://lemonlimeadventures.com/magical-monster-slime/	  Monster Sandwiches

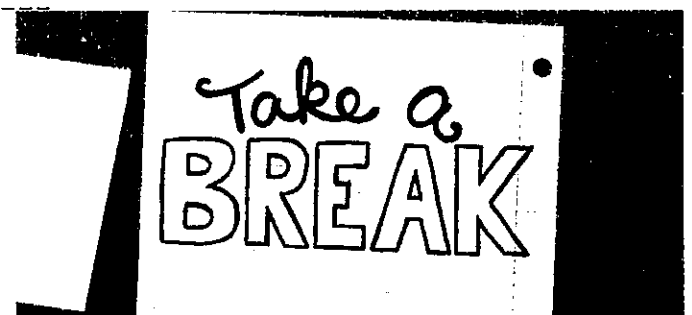
Literacy Extension Activities

Red: A Crayon's Story by Michael Hall

Literacy	Math	Gross Motor	Craft/Activity	Food Craft
- Somebody over the Rainbow - choose one color and list as many things as they can of that color; design a world that contains things of only that color; write narratives.  - Printable - writing	- Color by numbers - Graphing Patterns - Addition - Subtraction	- Egg Hunt - find color of egg called; do what is written in the egg - What's My Group? - Categories into buckets; pictures/objects	- Finger painting with primary colors - to make other colors - Melted Crayon Picture	Bread Painting

Book:	ELA	Math	Science/Social Studies	Gross Motor Activity	Craft or Activity
Materials:	Materials:	Materials:	Materials:	Materials:	Materials:
Objective:	Objective:	Objective:	Objective:	Objective:	Objective:

Break



Dominique Blasingame Contact Information

Phone Number: (803) 800-0066

Email:
Dynamic.dominance@gmail.com



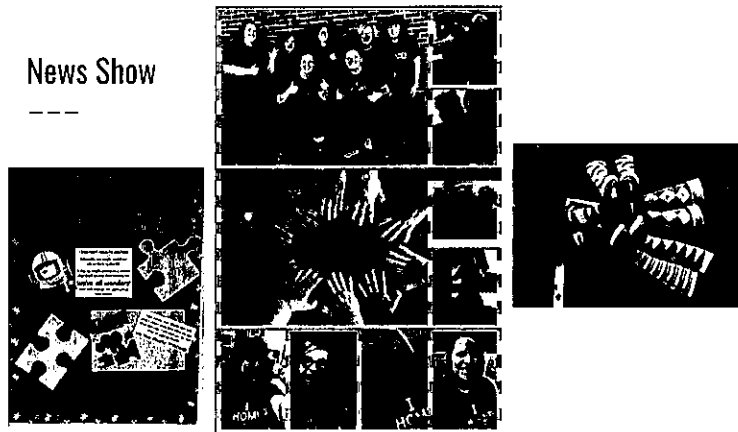
Student Leaders

Planning Field Day

- 5th grade students are challenged to design field day events, based on the objectives they've worked on during PE with the Little Buddies
- Student volunteers were chosen through a PBIS drawing



News Show



Au-Some Showcase

- Parent output
 - Performance
 - Art projects
 - PBL output
 - Simulation of PE
- Opportunities to see their student in action



Behaviors

- Aligns with PBIS initiatives at school
- Provides students with opportunities to work towards positive incentives
- Used on behavior charts as daily reward
- Students with significant behavioral challenges thrive in this environment and become leaders

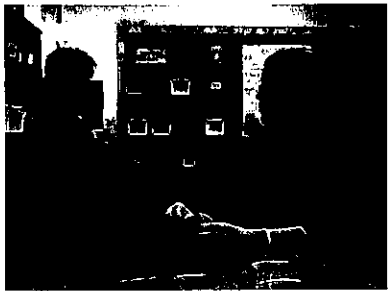


PBIS

- 5th graders that had been at HWES for a number of years lost investment in PBIS rewards (duplicated year after year)
- 5th grade students collectively placed over 500 hands in the PBIS drawing to escort a Little Buddy for the Special Olympics Send Off



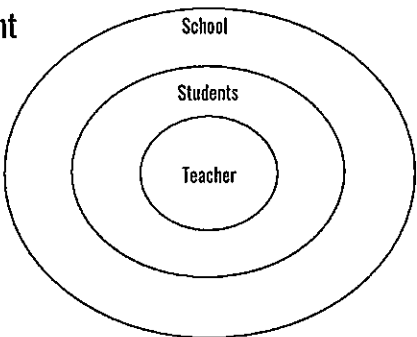
Kaliyah



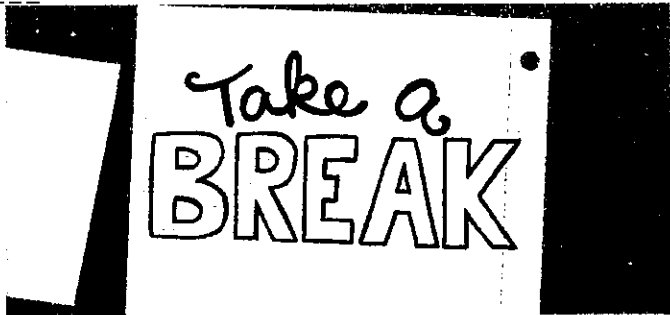
Be a Mr. Jensen



Article and Engagement



Break

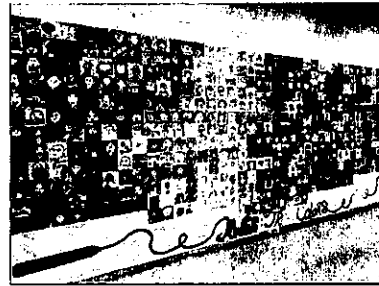


Special Olympics Send-Off

- Each classroom sponsors a young athlete
- Homerooms are provided with a "Get to Know You" sheet for the buddy
- In the past, older students were chosen to walk the young athletes out through a PBIS drawing
- Students are selected from each sponsor class to walk with their young athlete through the celebration

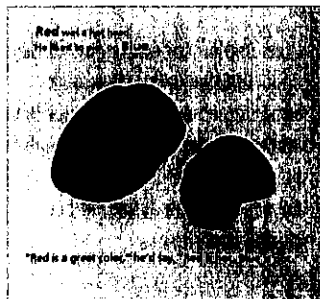


Exceptional Students Week



Components of Exceptional Students Week

- Schoolwide Art project
- Book given to teachers through grant
- Poster competition
- Daily news show information
- T-shirts sales
- Shared stories



Town Hall



Project Au-Some Library

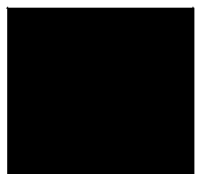
- Once students became interested in learning more about different abilities, we quickly noticed that our school library had very limited choices.
- Through grants and donations, we have been able to build a Project Au-Some library, featuring books for all ages about differences and acceptance.



Buddy Benches

We were awarded the MCEC Bright Ideas Grant to purchase "Buddy Benches" for the playgrounds.

Students were introduced to the benches on the 1st day of school.



Whole School Event Planning

We will be getting into groups to plan a whole school engagement activity or event.

You will create an idea and you must hit these three points

- 1. What materials or resources will you need?
- 2. How will you communicate your event to administration, teachers, students and parents?
- 3. What is your overall goal for the event.

Simulations

How did it make you feel?

Change your opinions?

Will it change how you teach?

Simulations

Now we're going to break into 4 groups and take some time to do some of the simulations.



Learning Outcomes and Success Criteria

- I can implement strategies for developing SEL opportunities in my classroom.
- I can implement strategies for building student leadership opportunities through SEL .
- I can implement strategies for creating school-wide community of acceptance through shared experiences.



District Survey



Please take a few moments to complete the survey about today's session. You should have received an email from Sara Kearns with the link to complete.

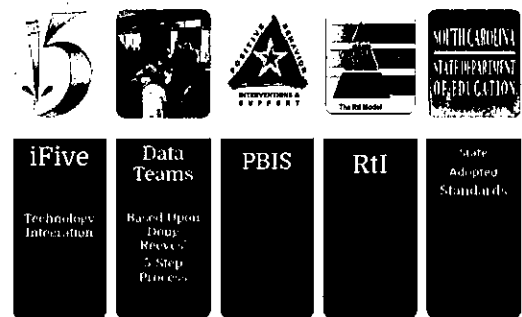
Closure

Goal Reflections

I am most proud of:	I need to work on:
This is the difference I've noticed:	This is what I want to do next:

Welcome to
LeaD5

TEACHER-LED PD
#LeaD5



**District Initiatives and
Student Success!**

Spring 2014
District Plan
Development
w/Stakeholder Input

2018 and beyond
Analysis of Impact on
Student Achievement

**Professional
Development
Continuum
Teacher Leadership
Teacher Voice**

2014-15
Emphasis on Research
& Culture

2015-16
Due to inclement
weather, one #LeaD5
meeting held in August

2017-18
Continued Emphasis on
Content Application

2016-17
Emphasis on Content
Application

District Day at a glance...

8:00 AM Welcome
11:45 AM Closure & Learning Survey
12:00 PM Dismissal

Lunch is from 12:00 PM - 1:20 PM.
After lunch, return to your home school.

Agenda

The agenda today
can be found on the
LEAD5 google site
that you received in
your email this
morning.

It also contains links
for some of today's
engagements.



Ice Breaker

Riddle Me This....



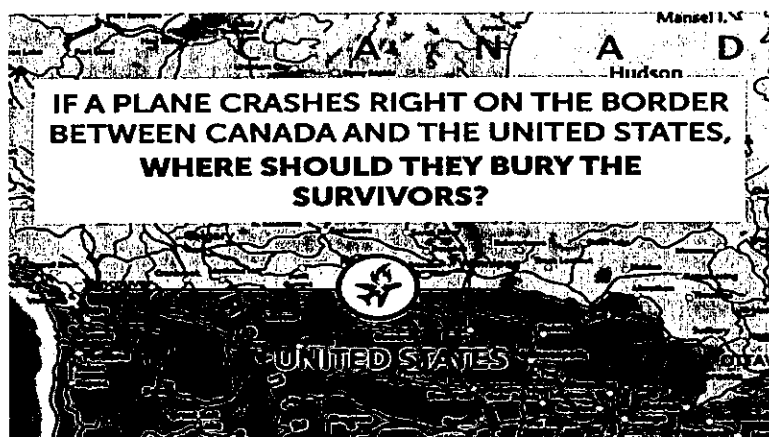


WHICH WORD WOULD YOU USE
IF YOU NEEDED TO DESCRIBE
A PERSON WHO DOESN'T HAVE
ALL THEIR FINGERS ON ONE HAND?

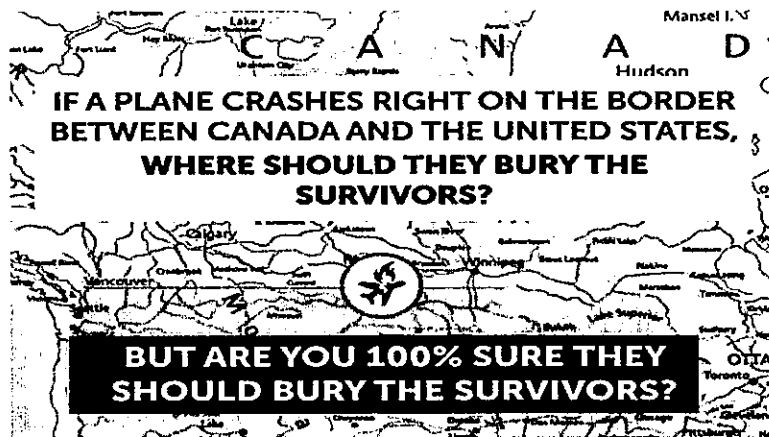


WHICH WORD WOULD YOU USE
IF YOU NEEDED TO DESCRIBE
A PERSON WHO DOESN'T HAVE
ALL THEIR FINGERS ON ONE HAND?

**YOU SHOULD JUST
CALL THIS PERSON
"NORMAL"**



IF A PLANE CRASHES RIGHT ON THE BORDER
BETWEEN CANADA AND THE UNITED STATES,
WHERE SHOULD THEY BURY THE
SURVIVORS?



IF A PLANE CRASHES RIGHT ON THE BORDER
BETWEEN CANADA AND THE UNITED STATES,
WHERE SHOULD THEY BURY THE
SURVIVORS?

**BUT ARE YOU 100% SURE THEY
SHOULD BURY THE SURVIVORS?**

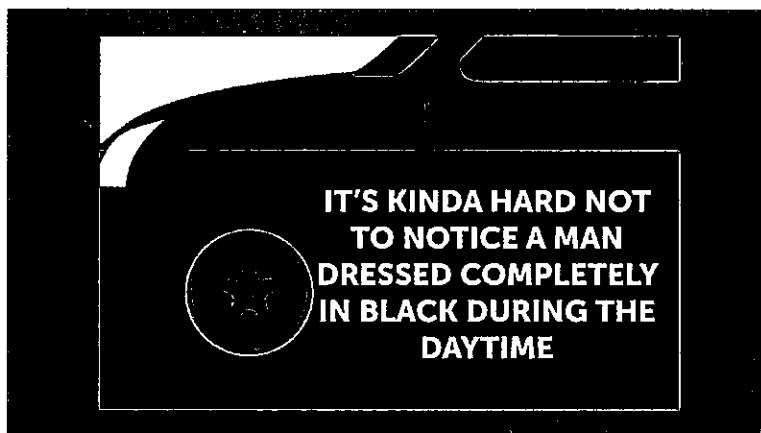
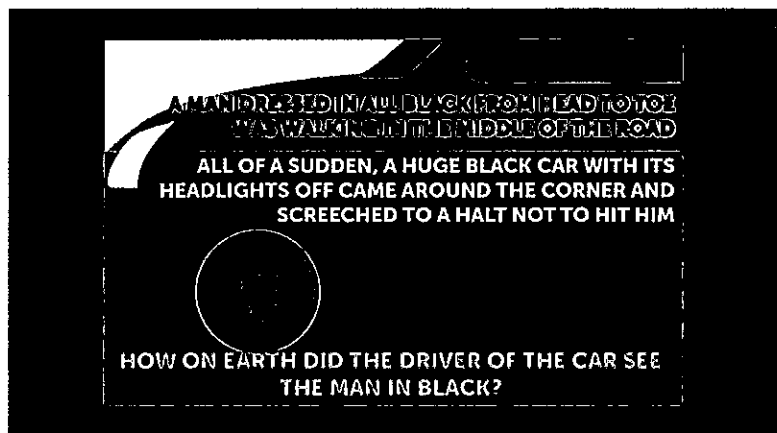
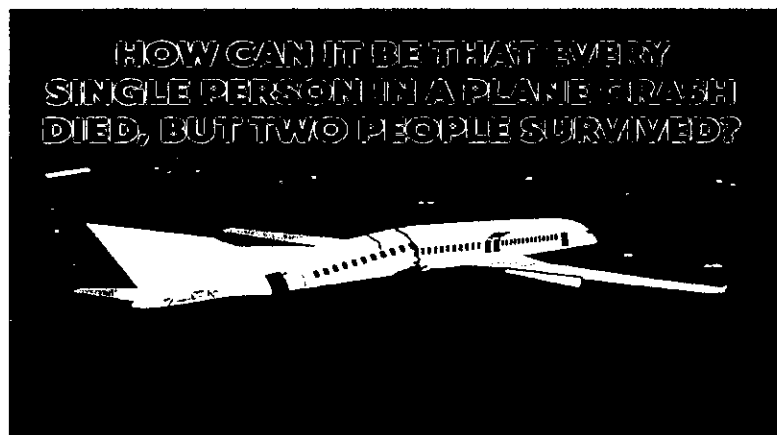


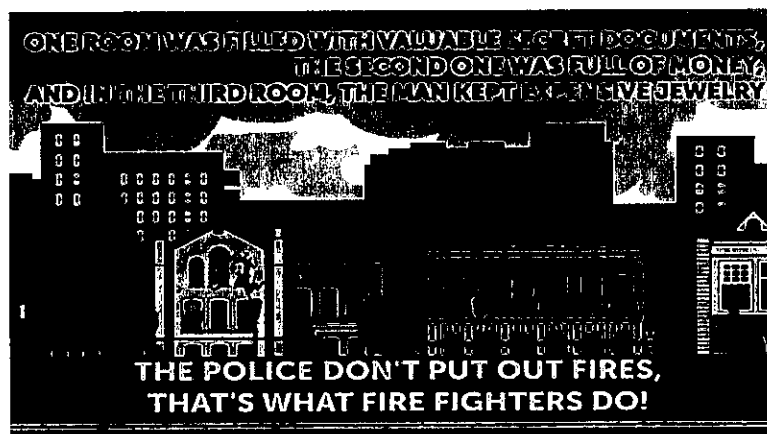
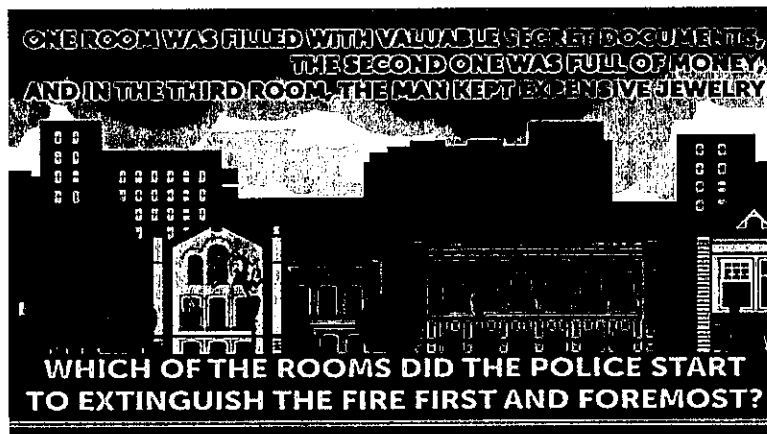
YOU HAVE ONLY ONE MATCH.
YOU HAVE TO MAKE A TOUGH CHOICE:
WHAT WILL YOU LIGHT FIRST?



FIRST OF ALL, YOU'LL NEED TO
LIGHT THE MATCH!

YOU HAVE ONLY ONE MATCH.
YOU HAVE TO MAKE A TOUGH CHOICE:
WHAT WILL YOU LIGHT FIRST?



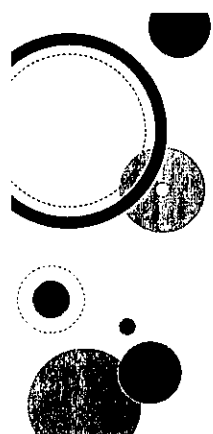



Establishing Norms

We are going to use memes to generate our class norms. These will be the guidelines we will follow as a group as we go through our classes.

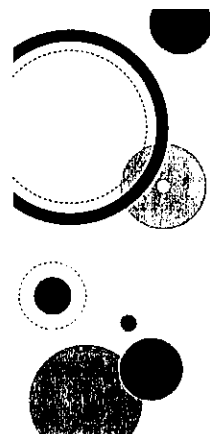
Open <https://memeful.com/generator>

Choose your image and add your class norm for our group. Find an empty slide in the Google Slides presentation on our LAD5 site, type your name and copy and paste your meme there.



Learning Intentions

- Participants will identify the ACE factors and other sources of childhood trauma.
- Participants will gain an understanding of the impact of implicit biases on the teaching profession.
- Participants will identify restorative practices that can be implemented in the classroom.



Success Criteria

- I can identify childhood trauma through ACE factors and other assessments in order to be a trauma informed educator.
- I can implement restorative practices in my classroom to support the social/emotional learning of all students.

Kahoot It!



Paper Tigers

You may view the full version of this documentary at home through Amazon Prime.



ACE Factors Questionnaire

ACE Indicators
 How often did you experience each of these in your childhood? (0 = Never, 1 = Once or twice, 2 = Three or four times, 3 = Five or six times, 4 = Seven or eight times, 5 = Nine or ten times, 6 = More than ten times)
 1. How often did you experience each of these in your childhood?
 2. How often did you experience each of these in your childhood?
 3. How often did you experience each of these in your childhood?
 4. How often did you experience each of these in your childhood?
 5. How often did you experience each of these in your childhood?
 6. How often did you experience each of these in your childhood?
 7. How often did you experience each of these in your childhood?
 8. How often did you experience each of these in your childhood?
 9. How often did you experience each of these in your childhood?
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 17. How often did you experience each of these in your childhood?
 18. How often did you experience each of these in your childhood?
 19. How often did you experience each of these in your childhood?
 20. How often did you experience each of these in your childhood?

What adverse experiences did the original ACE study not capture?

ACEs	Other potential adversity
Parent incarceration	Violence
Parent mental illness	Parent death
Parent substance abuse	Parent illness/disability
Parent maternal abuse	Parent deployment/first responder
Parent separation/divorce	Family financial strain
Neglect	Homelessness
Emotional abuse	Anxiety, depression, etc.
Physical abuse	Illness, disability
Sexual abuse	Discrimination
	Suicide exposure
	Bullying
	No father in home
	Natural/manmade disasters
	Substance abuse
	Foster care

16%

+

?

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?

ACEs	Other potential adversity
Parent incarceration	Violence
Parent mental illness	Parent death
Parent substance abuse	Parent illness/disability
Parent maternal abuse	Parent deployed
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	Substance abuse
	Foster care

16%

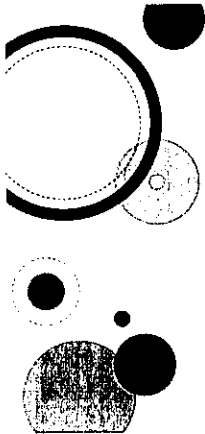
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ADOLESCENCE
 Hormones
 Physical development
 Identity development
 Prefrontal cortex
 Social pressure
 Changing relationships
 New privileges
 New responsibilities
 Romantic relationships
 Belief/value system
 Everyday life



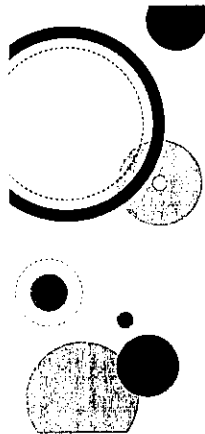
Question 1:

Think about the child or a child that has experienced an adverse childhood event(s). What might the child be like 5 or 10 years from now?



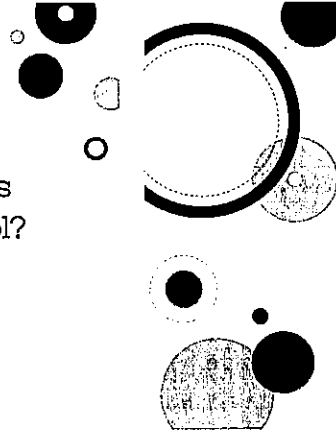
Question 2:

What are some key things that could change their story?



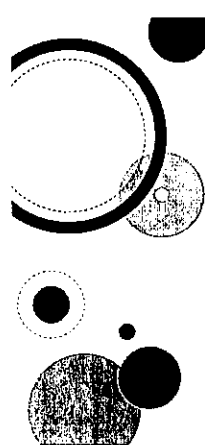
Question 3:

What is one way you as a teacher could address ACEs in your classroom or school?

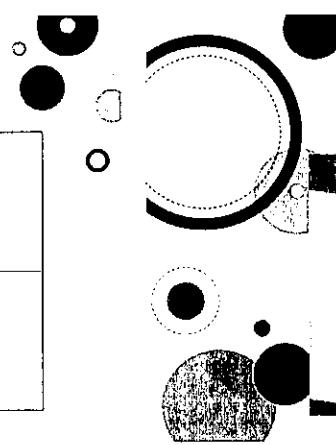
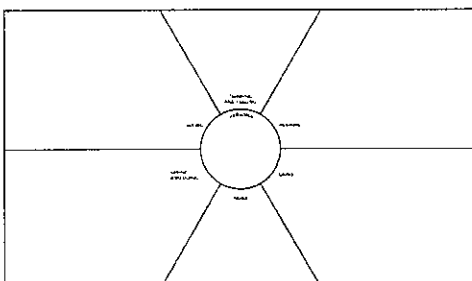


Question 4:

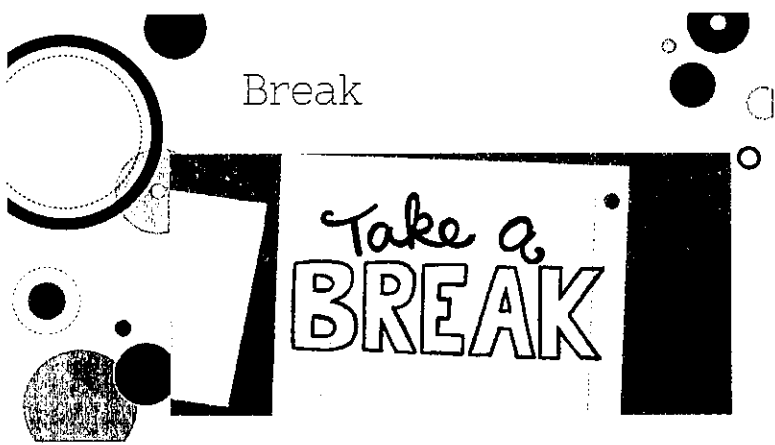
If you could develop one response to ACEs, what might it look like?



Case Studies and Empathy Map



Break



Take a
BREAK

Lucy Bailey



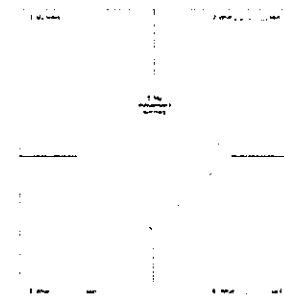
Break

Take a
BREAK

Restorative
Practices



Conversation Roundtable

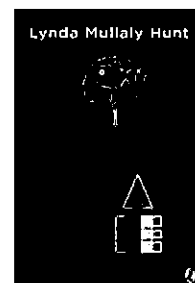


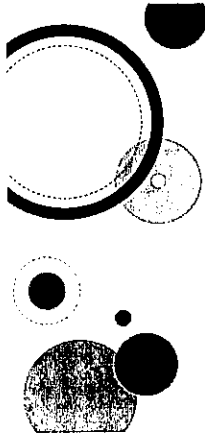
The Professional
Quality of Life Scale



Fish In a Tree with Heather

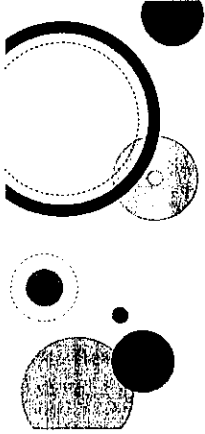
Lynda Mullaly Hunt





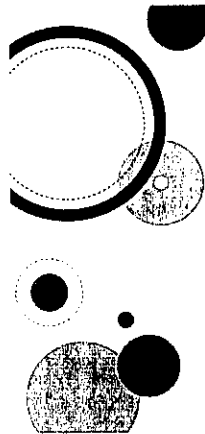
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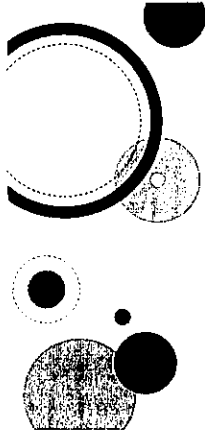


Success Criteria

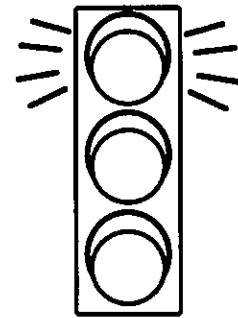
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- I can implement restorative practices in my classroom to support the social/emotional learning of all students.



District Survey

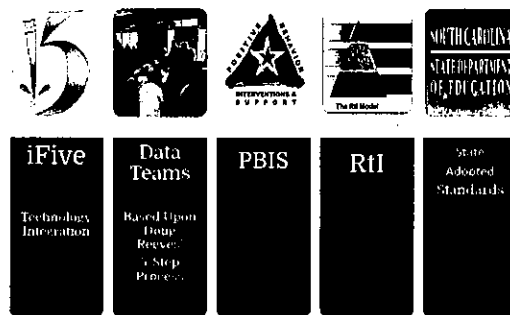


Closure



Welcome to
LeaD5

TEACHER-LED PD
#LeaD5



**District Initiatives and
Student Success!**

Spring 2014
District Plan
Development
w/Stakeholder Input

2018 and beyond
Analysis of Impact on
Student Achievement

**Professional
Development
Continuum
Teacher Leadership
Teacher Voice**

2014-15
Emphasis on Research
& Culture

2015-16
Due to inclement
weather, one #LeaD5
meeting held in August

2017-18
Continued Emphasis on
Content Application

2016-17
Emphasis on Content
Application

District Day at a glance...

8:00 AM Welcome
11:45 AM Closure & Learning Survey
12:00 PM Dismissal

Lunch is from 12:00 PM - 1:20 PM.
After lunch, return to your home school.

Agenda

The agenda today
can be found on the
LEAD5 google site
that you received in
your email this
morning.

It also contains links
for some of today's
engagements.



Ice Breaker

Model Your Mindset...



Group Norms

1. Stay focused and engaged during the entire session (phones and computers away).
2. Respect others' opinions and be willing to share your own thinking.
3. Be willing to share your new ideas with your students, faculty, etc.

Learning Intentions

- Participants will explore the effects of Secondary Traumatic Stress and how it impacts them in the classroom.
- Participants will gain an understanding of the impact of outside stressors on student behavior.
- Participants will identify restorative practices that can be implemented in the classroom.

Success Criteria

- I will identify Secondary Traumatic Stress (STS) factors as an educator that impact me on a daily basis.
- I will be able to use restorative practices to build community in my classroom.
- I will be able to implement restorative practices in my classroom to support the social/emotional learning of all students.

Dalton Sherman

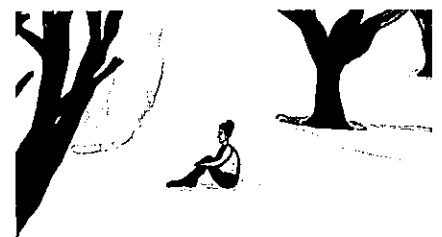


Celebrations

Please take a moment to share any celebrations with your tablemates.

Also, please share any of the practices that you've implemented since our last meeting.

The Professional Quality of Life Scale

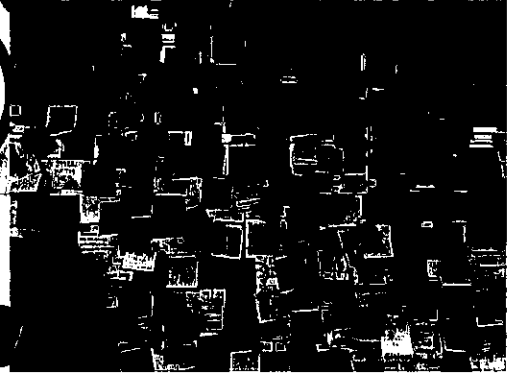


Reflections on PROQOL

What did you notice about your score in the fall and today?

If there was a difference, what factors impacted an increase or decrease in your score?

What can you do to change your score in a positive way?



Reciprocal Teaching

Production

Review your chapter's main body at the end of the year. The table provides the main body length and width of any personalized production board and helps you estimate your production.

Substantiate the Key or Main Ideas:

As you finish reading each chapter, select a section, identify the main idea, and write it in the space provided.

Chapter #	Main Idea #

Questions

Create some questions to ask the main ideas.

- 1.
- 2.
- 3.

Clarify

Answer the questions posed and clarify the meaning of why you do or do not do it.

Reciprocal Teaching

The Questioner

- Ask questions which help the group to understand what has been read
- Think of questions to ask at planned intervals

What?	What's that word?
Where?	Where's that word?
When?	When's that?
What did?	What would?
How did?	How would?
What can?	What can't?
What should?	What shouldn't?

The Summarizer

- Tell the group what has been read
- Have the group pick out the main ideas

The most important ideas are the main ideas. This part is about First, Next, Then. The group has to say the main points of the paragraph. The group has to say the main points of the paragraph.

The Clarifier

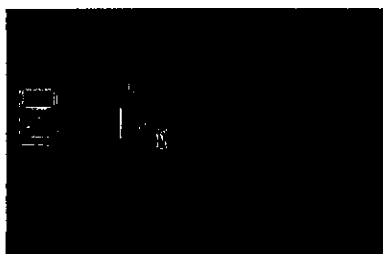
- You must clarify others
- The group is confused by what they have read
- When a word is read and not understood
- When a sentence is read that doesn't make sense
- When a question is asked
- Think about what you did to help you understand and tell the group if the rest of the sentence is wrong. If you don't help you, have to be under the predicate. Have the word said and look for smaller words you should know. Look like a speaker or writer, look at the sentence.

The Predicate

- Like what you have read and the last sentence is helping you to see what the group will have to say next and what happens in the next place or line.
- The group can change their predictions as they read

• wonder if
• imagine
• suppose
• expect
• think the next part will be about

Secondary Traumatic Stress Article



Break

Take a BREAK

CBT Tracker for Adults

 **Situation**
Something happens

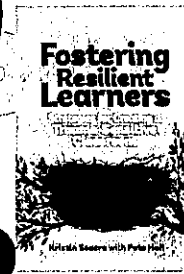
 **Thought**
How I am thinking
about people

 **Emotion**
A feeling I have as
a result of the thought

 **Behavior**
An action or response
to the situation

Situation	Thought	Emotion	Behavior	Effect on Situation (if any)

The Power of Cement Shoes



Core Values

ACHIEVEMENT: A sense of accomplishment in work or studies
CAREER: Advancing one's career goals, achieving
COMPETITION: Seeking out the best people, products or services
CONNECTION: Building a network of relationships and connections
DISPATCH: Getting things done quickly and efficiently
EFFICIENCY: Doing things right and fast, saving time and money
EMOTION: Understanding and managing one's emotions
ETHICS: Acting with integrity and honesty
EXCELLENCE: Striving for the highest quality in all work
INTEGRITY: Being honest and truthful in all dealings
LEADERSHIP: Inspiring and motivating others
LOYALTY: Being faithful and committed to one's duties
PERFORMANCE: Doing things well
RESPECT: Treating others with dignity and respect
RESPONSIBILITY: Being accountable for one's actions

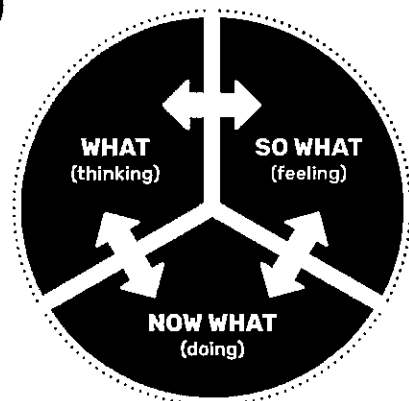
Value	How do these values shape our decisions?

Personal Values Statement

Personal Mission Statement Example

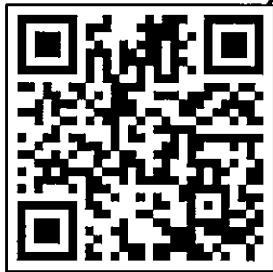
"My mission is to motivate all students to learn, to believe in the best in everyone, to find strengths in all students, to be known as a safe and caring educator, and to challenge each student to be the best he or she is."

Bear in the Classroom Article



Padlet Reflection

<https://padlet.com/breilly9/nswap34srtqm>



CBT Tracker Kids



Break

Take a
BREAK

Restorative Practices Video

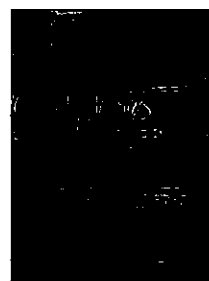


Restorative Practices

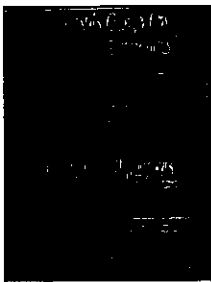
We will be spending some time going through various restorative engagements that can be used in the classroom.



What's Going On



What's Going On



Each participant will receive a copy of "What's Going On". You may fill in 1 or more of the boxes. We will share in our groups.

Circle Talks

- Each group will set quick norms focused on respect and listening.
- Only the person with the object is talking.
- We will take turns sharing out in the circle for each topic.
- We will complete 3 rounds of responses.

Circle Talks

If you could be anyone for an entire day, who would it be and why?



Circle Talks

If you could solve one problem in the world, what would it be and why?



Circle Talks

What is a challenge that you've recently overcome?



Metaphors

This is a fun engagement where students will choose an image. They will have a chance to create a metaphor using the image to describe themselves.





1.



2.



3..



4.



5.



6.



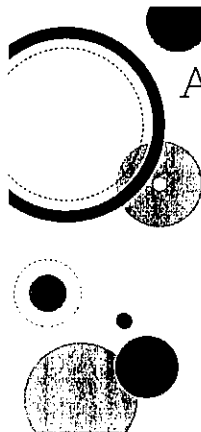
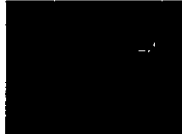
7.



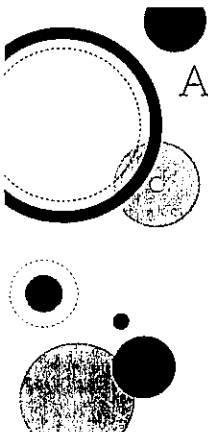
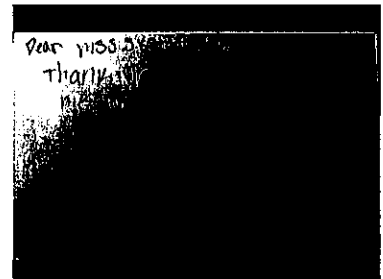
8.



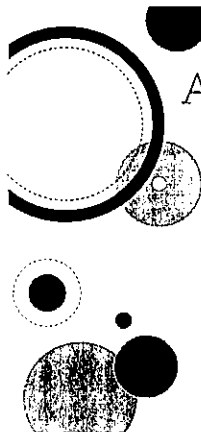
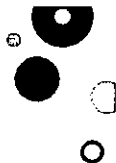
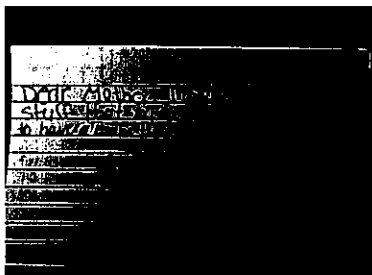
9.



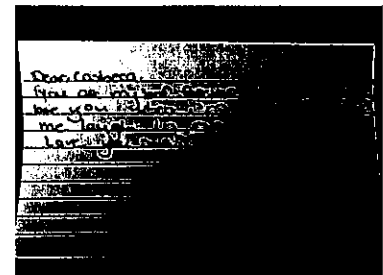
Affirmations



Affirmations



Affirmations



Affirmations

- Students will receive an index card and will write an affirmation to someone in their life. Each affirmation must include:

1. A greeting to the person
2. A brief summary thanking them and specifically naming the action.
3. Add a signature line and sign

Mystery Puzzles

	Cat	Dog	Bird	Fish
Bob				
Mary				
Cathy				
Sue				

1. The boy has a dog.
2. Sue has a pet with 2 legs.
3. Mary does NOT have a fish.



District Survey



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Closure

W My Wish/Concern, describe in 3-6 words

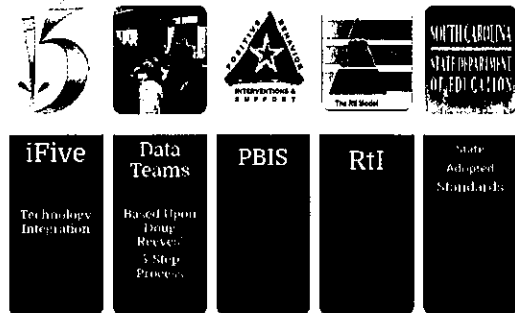
O Best Outcomes from achieving wish (also 3-6 words)

O Obstacles (internal - you have control over)

P If/Then Plan: Specific Actions - If (Obstacle) then (Action to overcome Obstacle)

Welcome to
LeaD5

TEACHER-LED PD
#LeaD5



**District Initiatives and
Student Success!**

Spring 2014
District Plan
Development
w/Stakeholder Input

2018 and beyond
Analysis of Impact on
Student Achievement

**Professional
Development
Continuum
Teacher Leadership
Teacher Voice**

2014-15
Emphasis on Research
& Culture

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Due to inclement
weather, one #LeaD5
meeting held in August

2017-18
Continued Emphasis on
Content Application

2016-17
Emphasis on Content
Application

Project Au-Some in LeaD5
3 year cycle

Participants will leave with research based strategies and a toolbox of how to build social and emotional development between special education students and their general education peers. Participants will be provided with ways to use literacy, reflection processes, and positive social interactions to maximize social and emotional learning opportunities.



District Day at a glance.

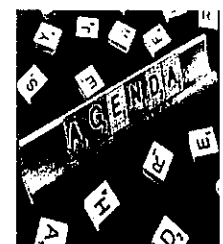
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Ice Breaker

Hobby Tic-Tac-Toe



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- I will generate ideas in my classroom and school that allow for social/emotional learning for students of all abilities.

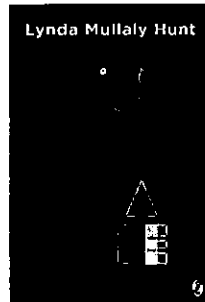
Thank You to Teachers



Let's Move...



Fish in A Tree

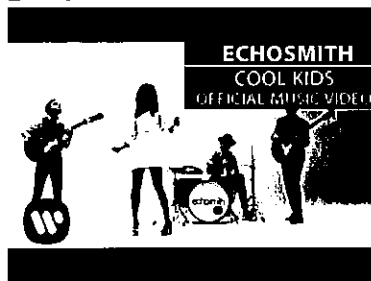


Clock Activity

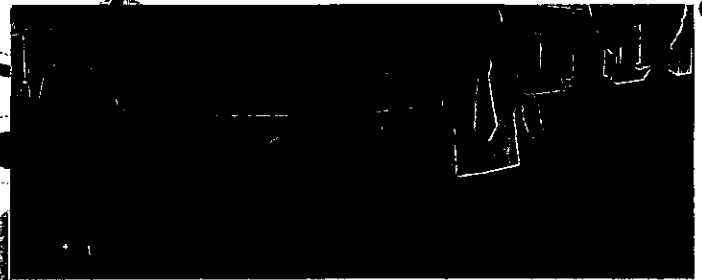


- You will set appointments with *different* educators in the room (please try not to duplicate appointments)
- You will exchange names and write them in each time slot on your clock.
- After everyone has had a chance to make appointments, you will meet with each other, based on your appointed time, and discuss the topic posed.

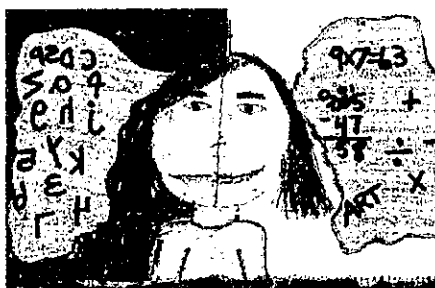
Song Lyric Connections



Mr. Daniel Letter



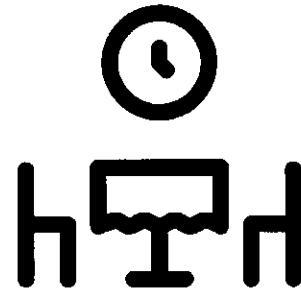
No Words Drawing



Break

Take a
BREAK

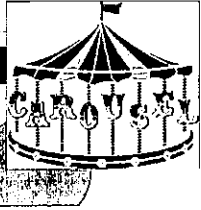
Next, you will write the numbers 1-5 on the right-hand side. You will go around the room to find 5 different people with ideas you didn't have on your own paper.



Take a
BREAK

Carousel Brainstorming

Everyone in the group writes one extension activity you could incorporate from the book module with students (in or out of your classroom).

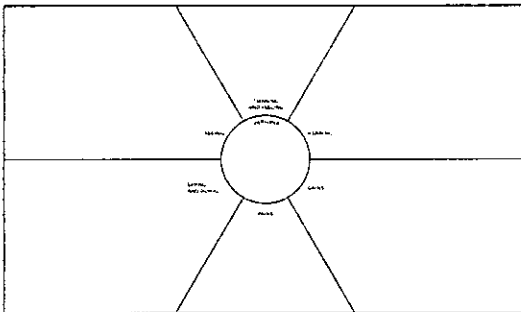


Everyone will pass their paper to the person on the left. This person will record one possible idea to support the extension activity. At the signal, all papers shift to the left again, until the entire circle has seen each paper and they return to their original owners.

Social Emotional Learning Through Literacy in the Classroom

- Students connect with characters and bring those connections to their experiences that are provided for them
- Shared texts open conversations accessible to all students regardless of levels or abilities
- Promotes higher order thinking skills through reflection and questioning, whilst building empathy
- Opens opportunities for individual and shared connections & reflections (ex. Walk & Talk, Socratic Seminar)
- Students gain an understanding of how to interact with a text emotionally and then share their thinking
- Builds classroom community through shared experiences

Empathy Map



Empathy Cartoons

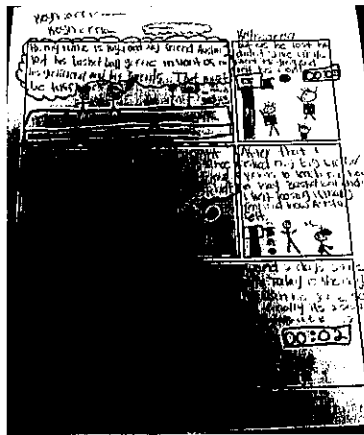


How would you like it if the mouse did that to you?

Listening with Understanding & EMPATHY

Based on the work of Ari Cates and Sara Kallala, this is a series of 12 comic panels that explore the concept of empathy and how it can be used to understand others.





Empathy Surveys

What is this person feeling?

	Yes	Sometimes	Other
1. If my mother is happy, I feel happy.	3	1	2
2. I feel sad when I see something wrong.	3	1	2
3. If a friend is sad, I try to help them feel better.	3	1	2
4. I feel uncomfortable playing with a child with special needs.	2	1	2
5. When a friend is angry, I usually feel angry.	2	1	2
6. I feel my life better when a friend gets angry.	2	1	2
7. I feel happy when I help a someone with special needs.	3	1	2
8. If a friend is sad, I want to help.	3	1	2
9. I am afraid of a friend after they are something good.	0	1	2
10. If a friend gets in an argument, I try to help them again.	1	1	2
11. If a friend is happy, I feel happy.	3	1	2
12. If a friend is sad, I try to help them feel better.	3	1	2
13. I feel nervous when I am someone with special needs.	2	1	2
14. If a friend is angry, I also feel angry.	3	1	2
15. I want to play with a friend who is sad.	3	1	2
16. If a friend is sad, I try to help them feel better.	3	1	2
17. I feel sad when I see someone with special needs.	3	1	2
18. If a friend is sad, I want to do something to make it better.	3	1	2
19. If someone is my friend, I feel happy when I see them.	3	1	2
20. I feel sad when I see someone with special needs.	3	1	2
21. I feel good about my friend when I see them.	3	1	2
22. I want to play with someone with special needs.	3	1	2

Text Sets

Autism

- Nonfiction - The Autism Acceptance book by Ellen Sabin
- Read Aloud - Looking After Louie by Lesley Ely
- Biography - My Best Friend Will by Jamie Lowell
- Chapter book - Mockingbird by Kathryn Erskine
- Article - Kid's Health Autism Article
- Video - My Name is David

Down Syndrome

- Nonfiction - Why are you looking at me? By Lisa Tompkins
- Read Aloud - 47 Strings by Becky Carey
- Biography - Red: The Drayton Story by Michael Hall
- Chapter book - Sam's Top Secret Journal: He Spy by Sean Adelman
- Article - Kid's Health Down Syndrome Article
- Video - Just Like You-Down Syndrome

Text Sets

Physical

- Nonfiction - Emmanuelle's Dream by Laurie Ann Thompson
- Read Aloud - Special People, Special Ways by Arlene Maguire
- Biography - This Kid Can Fly by Aaron Phillip
- Chapter book - Wonder by R.J. Palacio
- Article - Physical Disability Article
- Video - Be a Star Towards People with a Physical Disability

Learning Disabilities

- Nonfiction - It's Called Dyslexia by Jennifer Moore-Matlines
- Read Aloud - The Back to Front World of Azzie Artbuckle by Beth Montgomery
- Biography - Junkyard Wonders by Patricia Palocco
- Chapter book - Fish in a Tree by Lynda Mullaly Hunt
- Article - Kid's Health Learning Disabilities Article
- Video - Dear Teacher- Advice from Students

Text Sets - Primary

Acceptance of Differences

- Books - Some Monsters are Different by David Milgrim
- Big Al by Andrew Clements
- Special People, Special Ways by Arlene Maguire
- Red: The Drayton Story by Michael Hall
- It's Okay to be Different by Todd Parr
- Sesame Street Clip- Wheelchair
- Sesame Street Autism reel

Diversity

- Nonfiction - The Colors of Us by Karen Katz
- Read Aloud - Whoever you are by Mem Fox
- Biography - Emmanuelle's Dream by Laurie Ann Thompson
- Chapter book - The War That Saved My Life by Kimberly
- Article - Diversity Article
- Video - Planting the Seeds of Peace

Text Sets - Secondary

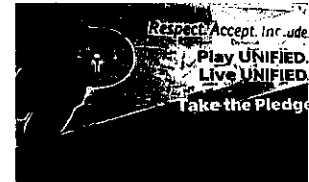
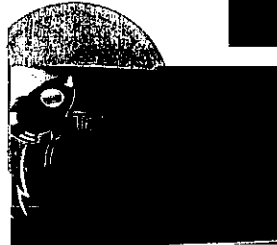
The Man Who Loved Clowns

- by June Rao Wood
- Petey by Ben Mikaelson
- Wonder by R.J. Palacio
- Same But Different by Holly Robinson Peete
- Rain Reign by Ann M. Martin
- Article - DISABILITY: How You See Me

Disabilities Library

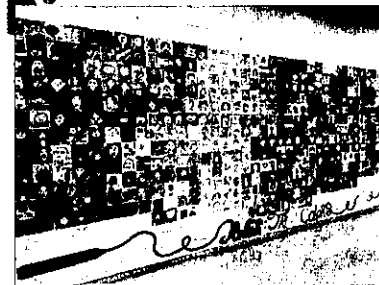
- Once students became interested in learning more about different abilities, we quickly noticed that our school library had very limited choices.
- Through grants and donations, we have been able to build a Project Au-Some library, featuring books for all ages about differences and acceptance.

R-Word Campaigns



Exceptional Students' Week

Exceptional Students' Week March 31 - April 4, 2016				
Theme: Every HERO Can be Brave Goal for the week: RECESS by Stacy McNulty Lament: Glee: Why do we have to be a brave superhero? Idea by D. Langley by Thursday, April 7th!				
Monday	Tuesday	Wednesday	Thursday	Friday
A brave person seeks adventure & has a courageous heart!	A brave person fights the toughest battles	A brave person speaks for truth & stands for justice	A brave person stays calm when others are afraid	A brave person can save the world (if he/she/they)
Challenge: I will have the courage to try new things.	Challenge: I will show courage for others who are fighting tough battles.	Challenge: I will stand up for what is right.	Challenge: I will stand up and stand tall to the other men when others are afraid.	Challenge: I will stand up and I will do it to change the world for the better.
Discussion: Question: What is courage? How do you know someone is brave?	Discussion: Question: What kinds of battles do you think some people fight?	Discussion: Question: What does it mean to stand up for something?	Discussion: Question: How do you feel when others would you are afraid (especially when you are wrong)?	Discussion: Question: If you could change 1 thing about our world, what would you change? Explain.
What kinds of things (situations) require you to be brave?	What can you do to help those people who have tough battles to fight?	How can you stand up for it?	What challenges can you use to try when other things are happening around you?	What can you do to help make that change?
Challenge: Find an area that you are not brave and show it with a friend in classroom tomorrow.	Challenge: What tough battle or struggle can you help a friend with today?	Challenge: Find the someone who isn't stand in a positive way.	Challenge: What actions that others will you see today? Show your strength with a friend or classroom tomorrow.	Challenge: Show how you plan to make a positive change in our world.

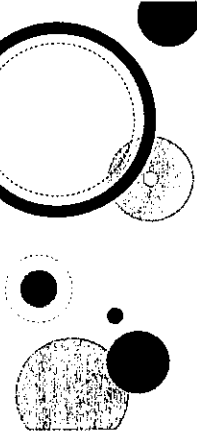


PBIS

- 5th graders that had been at HWES for a number of years lost investment in PBIS rewards (duplicated year after year)
- 5th grade students collectively placed over 500 hands in the PBIS drawing to escort a Little Buddy for the Special Olympics Send Off

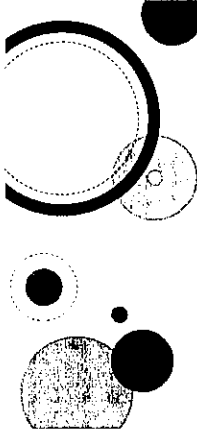
District Survey





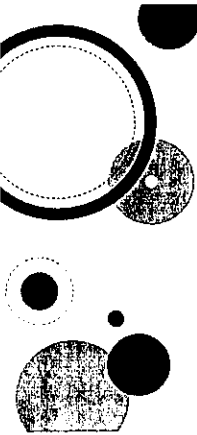
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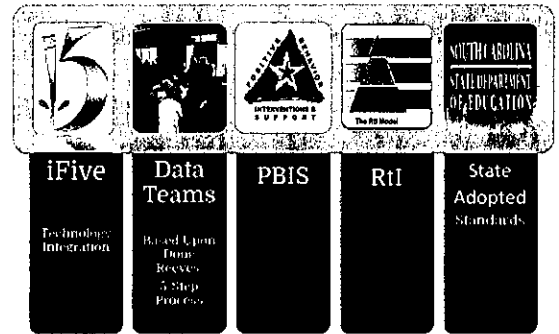


Closure

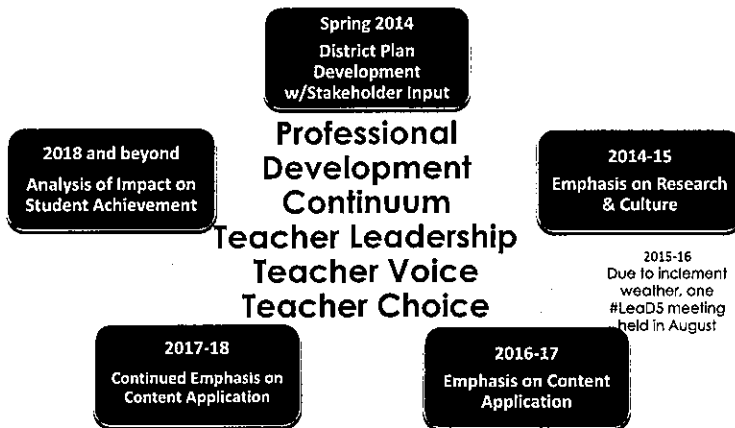




Welcome!



District Initiatives and Student Success!



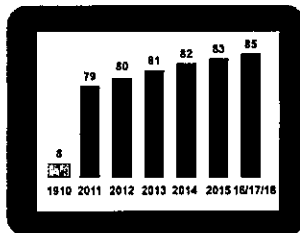
TEACHER-LED PD #LeadD5 District Day At A Glance

- 8:00 AM** Welcome and Introduction of #LeadD5 PD Facilitator
Guest Presenter, Weston Kieschnick
Author of *Bold School* and *Breaking Bold*
- 9:30 AM** Break
- 9:45 AM** #LeadD5 PD Session
- 11:35 AM** #LeadD5 Exit Learning Survey
- 11:45 AM** Guest Presenter, Weston Kieschnick
- 12:00 PM** Dismissal

Lunch is from 12:00 PM - 1:20 PM.
Your school will let you know the agenda for the afternoon

BOLD Statement:
Education is NOT Broken!

"Watered-down graduation requirements, mistaken calculations, and push-outs of unsuccessful students are not widespread enough to have inflated the national graduation rate, which is at an all time high."
Johns Hopkins, 2016



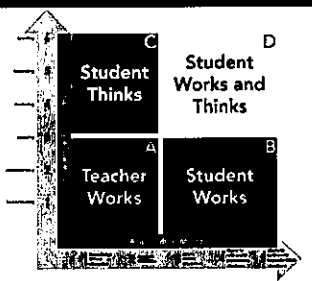
School

LEAD D5

2 Minute Reflection

Type your thoughts in the Chat Log:
What is one take-away from this clip that influences your professional thinking?

**Rigor
and
Relevance**



School

12/10/2019 1:20 PM

2 Minute Reflection

Type your thoughts in the Chat Log:

What is one take-away from this clip that influences your professional thinking?

YELLOW ORANGE
ORANGE YELLOW BLUE
BLUE ORANGE YELLOW
BLACK WHITE PURPLE
GREEN PINK
RED RED RED RED

School

12/10/2019 1:20 PM

2 Minute Reflection

Type your thoughts in the Chat Log:

What is one take-away from this clip that influences your professional thinking?

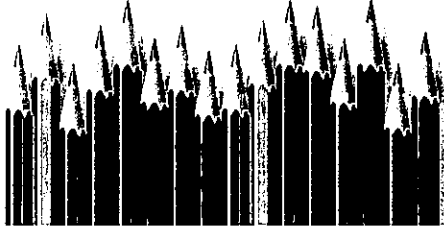


Group Norms

- 1 Leave cameras on, microphones muted throughout the session, and use the chat box to ask questions and make comments.
- 2 Be present and focused; actively participate (no side texts or distractions in the background).
- 3 Be respectful of all participants and be open-minded to different ideas.

Flipgrid Introductions

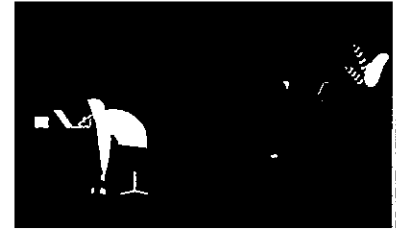
Flipgrid



Article

Social-Emotional Learning Should Be Priority During COVID-19 Crisis

BY TIM WALKER



Padlet Reflection

After reading the article, please go to the Padlet link and answer the question about challenges.

Once you've posted your thinking, please comment on 2 other posts.



Breakout Groups

Breakout Session

Go to the Breakout Rooms link on the agenda or site to enter your chat room

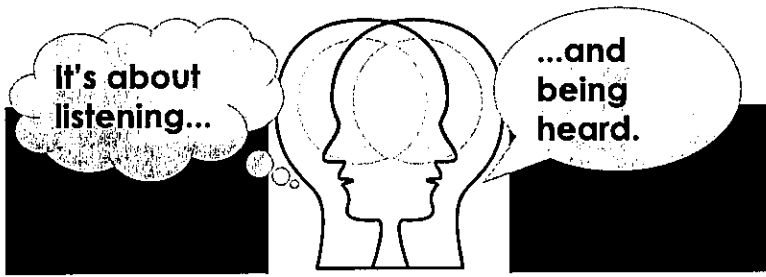
You will have time to have conversations around the guided questions

Please return to the main group by 10:45 am

preparing to learn from
one another ●
unpacking our stories
with empathy

The adult role in respectful conversations is
to remind and monitor:

boundaries
confidentiality
norms
timing
opportunity to participate



Respectful Conversations

No interrupting.
No put-downs.

Agree and disagree
with ideas
instead of people.

Speak for
yourself, not others.

Listen to understand.
Ask questions to learn.

You can support someone even
if you don't agree with them.

Respectful Conversations

No interrupting.
No put-downs.

Agree and disagree with
ideas instead of people.

Speak for yourself,
not others.

Listen to understand.
Ask questions to learn.

You can support someone even if you
don't agree with them.

Think Sheets

1. Think about the things you may be worried about and list them in the first column. Don't think too hard, just write what comes to your mind.
2. In the third column write how your worries could be things you wonder about, instead of worry about. What would it sound like if you were curious about it?
3. Now go back to the middle column. What could you do to help yourself get from worry to wonder?

1: Worries: "I worry..."	3: What can I do? "I can..."	2: Wonders: "I wonder..."
example: worry that someone in my class will get sick	I can follow the safety guidelines I can ask an example for my classmates I can talk to an adult if I have concerns	I wonder what part the school has for keeping us as healthy as possible?

The most difficult thing for me is

The best thing for me is

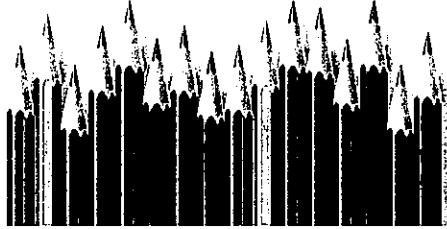
What I want my teachers to know is

Four of the biggest feelings I've been having are

- 1.
- 2.
- 3.
- 4.



Community Circles



What can circles do?

- Give people an opportunity to speak and listen to one another in an atmosphere of safety and equality
- Allows people to tell their stories and offer their own perspectives
- Variety of purposes: conflict resolution, healing, support, decision making, information exchange and relationship development

Community Circles CAN help!

Students come to school with many issues on their minds and in their hearts. As educators, we can help them...

- *process their thoughts & feelings
- *better handle their situations
- *be more present in class.



5 Steps for Implementing Circles

1. Set clear topics and goals for the outcome of the circle.
2. Set a positive tone. Students will follow your lead.
3. Keep the focus. In a kind and supportive way, make sure the conversation sticks to the goal.
4. Prep some students and ask them to speak first.
5. Always sit in the circle with student and participate fully.

*Restorative Circles in Schools
Restorative Practice/Teaching with Teachers*

5 Steps for Facilitating Meaningful Circles

1. Create a safe, supportive space
2. Be Prepared
3. Plan Ahead
4. Invite student experiences into the space
5. Acknowledge, paraphrase, summarize and practice empathy

Sample Circle Questions

1. Getting Acquainted
2. Exploring Values
3. Storytelling from our lives to share who we are and what has shaped us (to build community)
4. Relating to Curriculum

Circle Talks

If you could be anyone for an entire day, who would it be and why?



Circle Talks

If you could solve one problem in the world, what would it be and why?



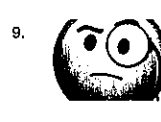
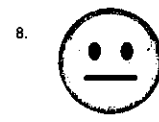
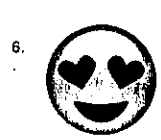
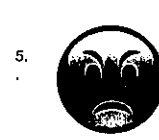
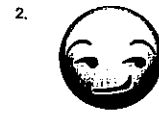
Circle Talks

What gives you hope and why?



Metaphors

This is a fun engagement where students will choose an image. They will have a chance to create a metaphor using the image to describe themselves.





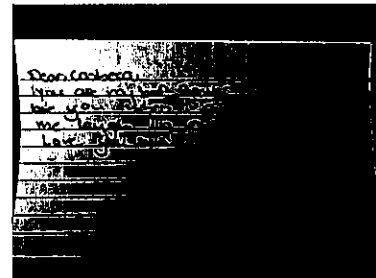
Affirmations



Affirmations



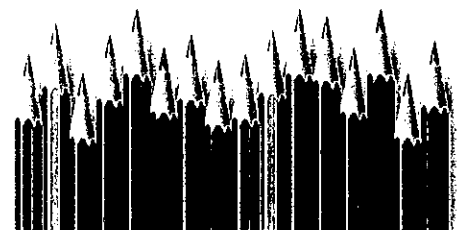
Affirmations



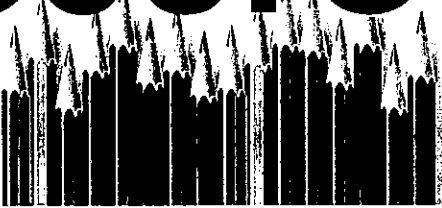
What's Going On



District Survey



Closure

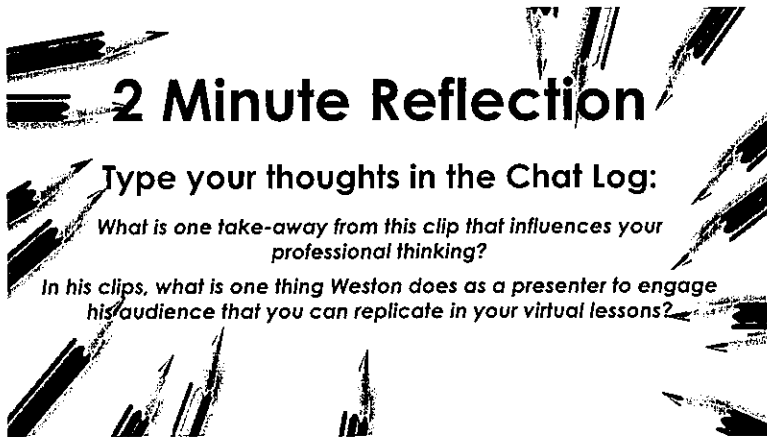


2 Minute Reflection

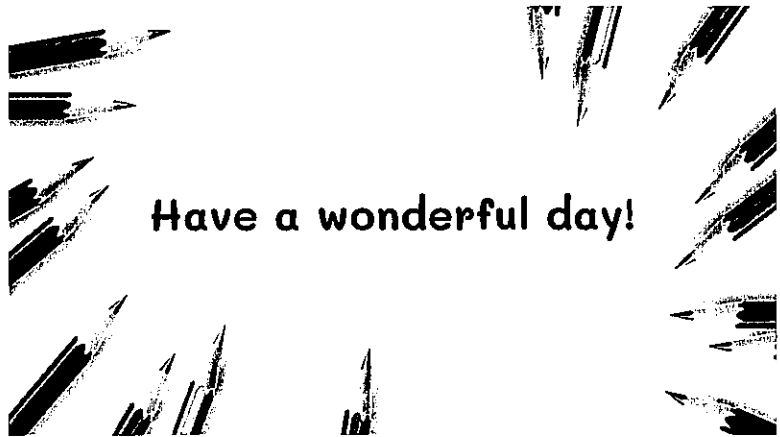
Type your thoughts in the Chat Log:

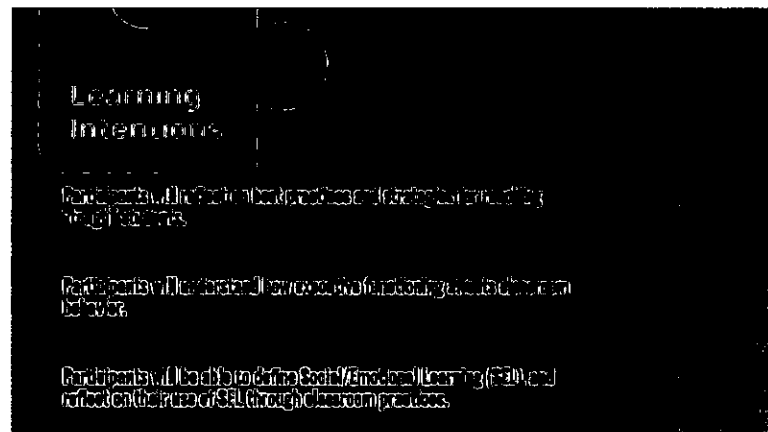
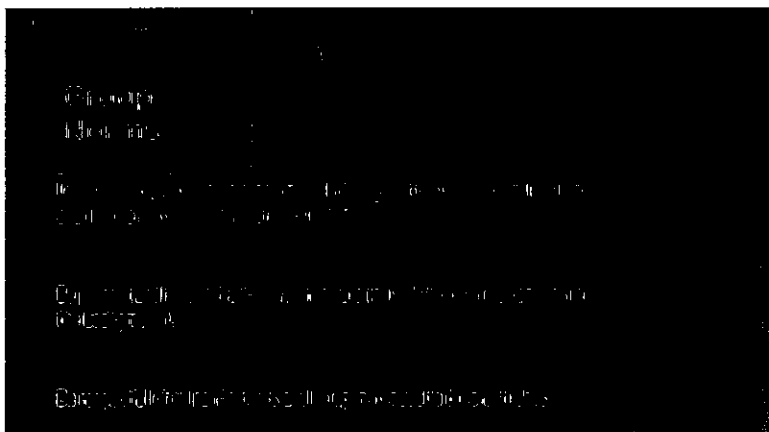
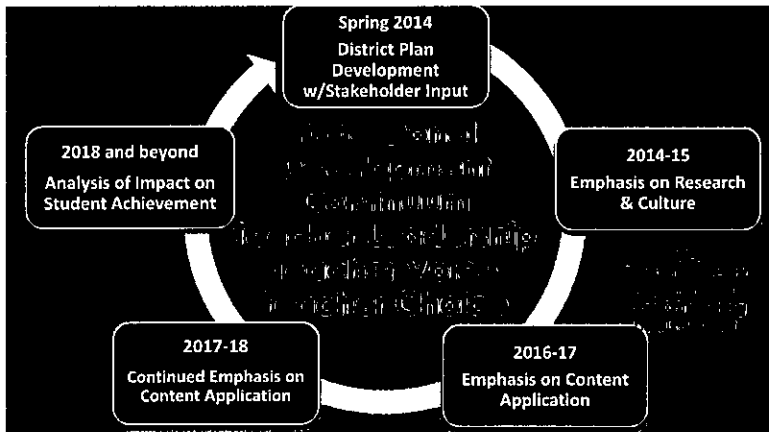
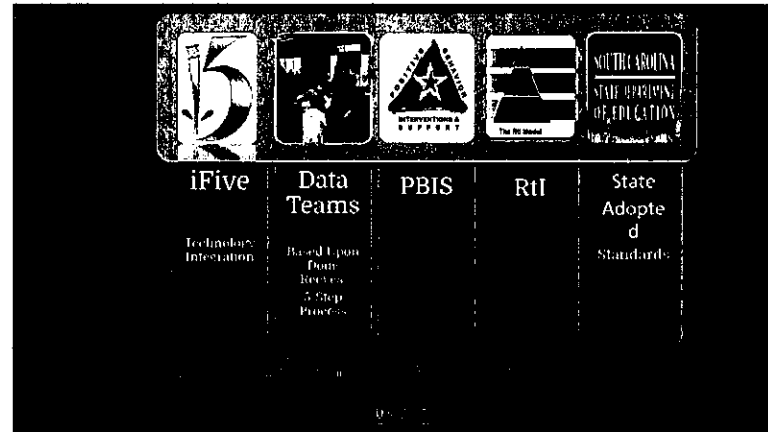
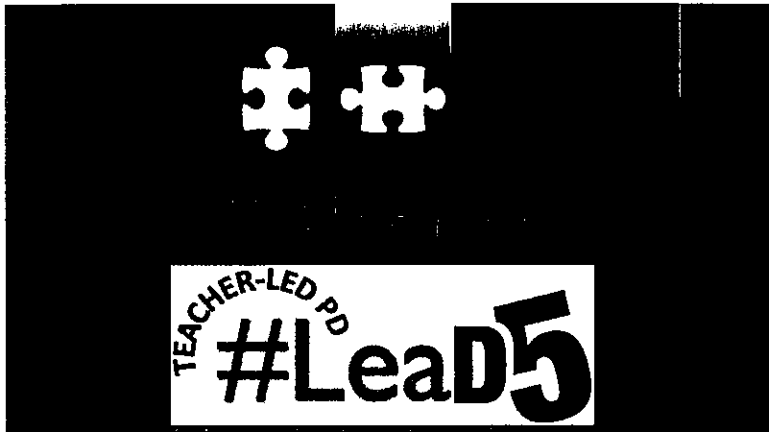
What is one take-away from this clip that influences your professional thinking?

In his clips, what is one thing Weston does as a presenter to engage his audience that you can replicate in your virtual lessons?



Have a wonderful day!





Success Criteria

1. I can identify the unique characteristics of "tough" students and explain how it affects classroom performance.

I can explain executive functioning skills and how they affect classroom interactions.

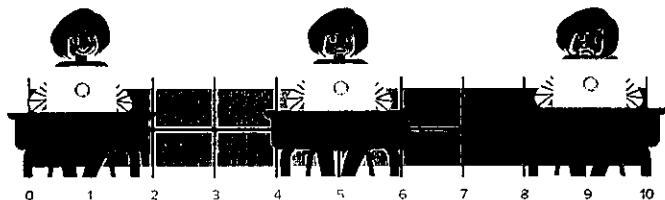
I can explain what Social/Emotional Learning is and how it is being used in classrooms.

Ice Breaker

- Take a moment to think about 3 different numbers that are meaningful to you.
- Please choose a number for **SCHOOL, PERSONAL LIFE, AND SUMMER.**
- We will be sharing with each other the meaning behind your numbers so we can get to know each other better.



Stress Check



I'm feeling really confident about my class right now.

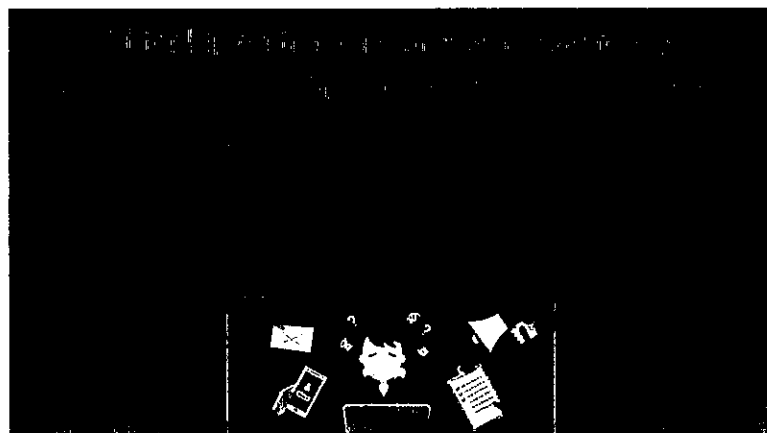
I feel okay about where we are in my class right now.

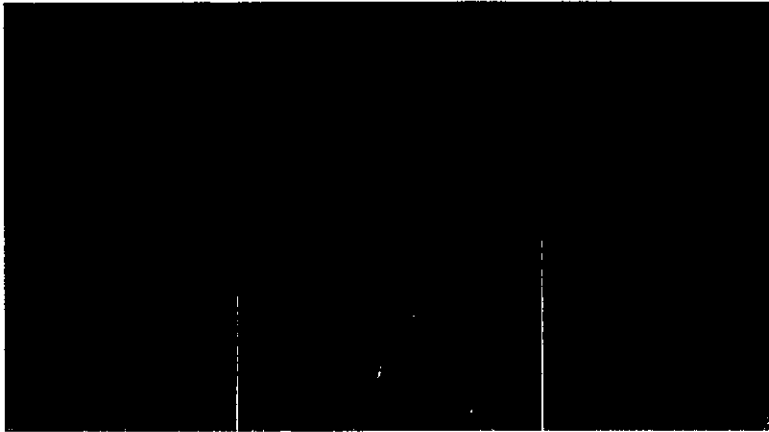
I feel overwhelmed with where my class is right now.



Students, drag the icon!

In August, we asked you to answer the prompt: What is the biggest challenge that you are facing at this time. Let's look at some samples of what you said.



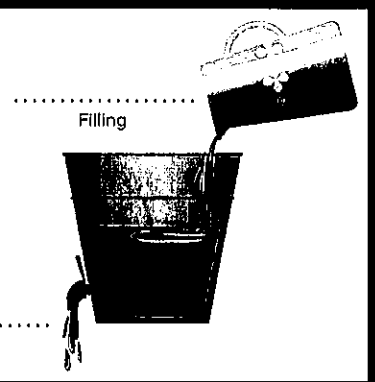


Moment of Silence

Take a moment to reflect on our feelings from the beginning of the year. What has changed for the positive? What continues to be a challenge?

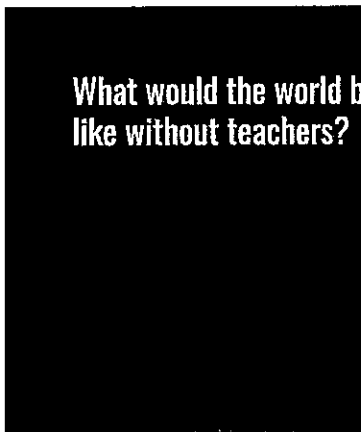
Students, follow the instructions on the slide

What is filling your bucket today and what's draining it?



Students, draw anywhere on this slide!

What would the world be like without teachers?



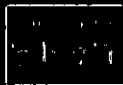
Students, write your response!

Give a shout out to an educator that made a positive impact in your life.



Students, write your response!

Padlet Activity



Please go back to the google site and click the link for the Padlet Activity.

Take this time to answer the 5 questions and reply to two other people.



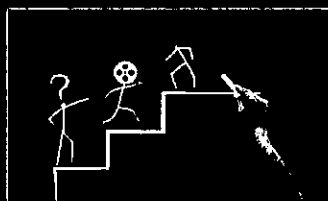
"Tough" Kids

1. Take a moment and picture a "tough" student that you have taught.
2. What does that student sound like?
3. What behaviors do you see?
4. Now, take just a minute and sketch your "tough" kid.



"Children aren't born with these skills—they are born with the potential to develop them."

—Center on the Developing Child
(Harvard University)



8 Types of Executive Function

1. You will be placed in a breakout room and given a type of executive function with a description.
2. Your team will use Google Drawing to create a graphic to symbolize your executive function (NO WORDS)
3. Once your graphics is completed, you can take a break.



Break

Take a
BREAK

8 Key Executive Functions



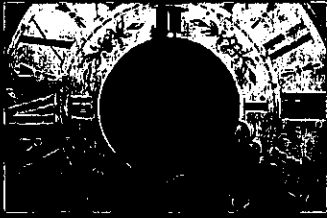
8 Key Executive Functions

Executive functions are skills everyone uses to organize and act on information. If your child has executive functioning issues, he may struggle with some or all of the following skills.

Skill	What it means	How it looks
Impulse Control	Impulse control helps your child think before acting.	Kids with weak impulse control might blurt out inappropriate things. They're also more likely to engage in risky behavior.
Emotional Control	Emotional control helps your child keep his feelings in check.	Kids with weak emotional control often overreact. They can have trouble dealing with criticism and regrouping when something goes wrong.
Flexible Thinking	Flexible thinking allows your child to adjust to the unexpected.	Kids with "rigid" thinking don't roll with the punches. They might get frustrated if asked to think about something from a different angle.
Working Memory	Working memory helps your child keep key information in mind.	Kids with weak working memory have trouble remembering directions—even if they've taken notes or you've repeated them several times.
Self-Monitoring	Self-monitoring allows your child to evaluate how he's doing.	Kids with weak self-monitoring skills may be surprised by a bad grade or negative feedback.
Planning and Prioritizing	Planning and prioritizing help your child on a goal and a plan to meet it.	Kids with weak planning and prioritizing skills may not know which parts of a project are most important.
Task Initiation	Task initiation helps your child take action and get started.	Kids who have weak task initiation skills may freeze up because they have no idea where to begin.
Organization	Organization lets your child keep track of things physically and mentally.	Kids with weak organization skills can lose their train of thought—as well as their cell phone and homework.

www.NCDEd.org

Article & Clock Activity



You will have a chance to read the article on Executive Functions in the classroom.

You will then be placed in breakout rooms to discuss questions from the text.

Strategies for Supporting Executive Functions in the Classroom

You will have 30 minutes to explore the flavor resources and the OT Tool Box.

Please think of specific students that you can apply these strategies and ideas with in the classroom.

Be ready to share out about great things that you've found during this time.

Fostering Socially Accepting Classroom Communities

7am

Argh! Josh knows he's forgetting something. Ah, that's it—his cleats for today's game. He runs back inside to get them...but ends up leaving his backpack at home as he races to catch the bus. He sprints past the checklist his mom made to help him remember what he needs for school. But it's too late: the bus is about to pull away! He's going to miss it again...



Fostering Socially Accepting Classroom Communities

11am

Josh's teacher asks, "Who has a good answer to the first question I gave you yesterday about last night's reading assignment?" Josh squirms, hoping he won't be called on. He didn't write the questions in his planner and has no idea how to answer them.



Fostering Socially Accepting Classroom Communities

1pm

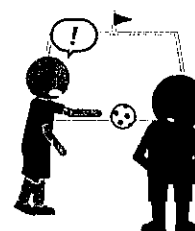
It's the best part of the school day: lunch! But Josh hogs the conversation, talking way too loud and too much about his video games. He doesn't notice how annoyed his friends are getting.



Fostering Socially Accepting Classroom Communities

3pm

In soccer Josh is so focused on getting the ball that he doesn't keep in mind which direction he's supposed to run once he gets it. He quickly heads for the nearest goal and kicks the ball—right into his own team's net.



Break

Take a
BREAK

Foldable Engagement

Is...	Is not...
Looks like...	Sounds like...

Social/Emotional Learning

Review Learning Outcomes and Success Criteria

1. I can identify the unique characteristics of "tough" students and explain how it affects classroom performance.
2. I can explain executive functioning skills and how they affect classroom interactions.
3. I can collaborate with my colleagues to learn strategies and develop goals for positive student interaction this year.



District Survey

SURVEY

Please take a few moments to complete the survey about today's session. You should have received an email from Virginia Tate with the link to complete.

Closure

As we end our time together today, please take a moment to reflect on our conversations and think of a word or two that summarizes your take away or feeling.

Please go to www.menti.com and enter the code shown. You will be able to input your word to create a group word cloud.



"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

—Rita Pierson



Success Criteria

Project Au-Some

1. I can identify what Social/Emotional learning means to me.

I can explain the importance of Social/Emotional learning for my students and myself.

I can implement activities that promote Social/Emotional Learning in my classroom.

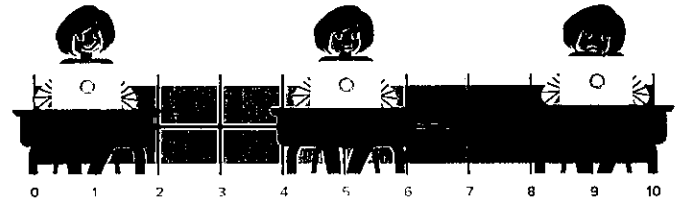
Alicia Keys:
"Good Job"



Ice Breaker



Classroom Climate Check



Students, drag the icon!

Social/Emotional Learning...

Is...

Is not...

Looks like...

Sounds like...



Students, draw anywhere on this slide!

"How Social-Emotional Learning Transforms Classrooms" Article



Rate your personal experience of the impact of Social/Emotional learning in your classroom on you and your students.

7= Life-changing impact

A horizontal number line with tick marks at every integer from 0 to 7. The numbers 0, 1, 2, 3, 4, 5, 6, and 7 are labeled below the line.

A horizontal number line with tick marks at every integer from 0 to 7. The numbers 0, 1, 2, 3, 4, 5, 6, and 7 are labeled below the line.

A horizontal number line with tick marks at every integer from 0 to 7. The numbers 0, 1, 2, 3, 4, 5, 6, and 7 are labeled below the line.



Students, drag the icons!



Rate your personal experience of the impact of Social/Emotional learning in your classroom on you and your students.

7= Life-changing impact

A horizontal number line with tick marks at every integer from 0 to 6. The numbers 0, 1, 2, 3, 4, 5, and 6 are labeled below the line.

A horizontal number line with tick marks at every integer from 0 to 6. The numbers 0, 1, 2, 3, 4, 5, and 6 are labeled below the line.

A horizontal number line with tick marks at every integer from 0 to 7. The numbers 0, 1, 2, 3, 4, 5, 6, and 7 are labeled below the line.

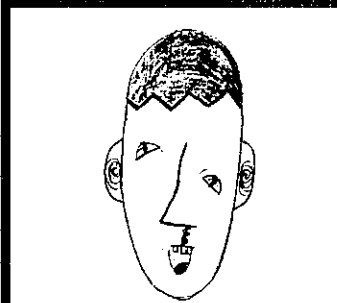


Students, drag the icons:

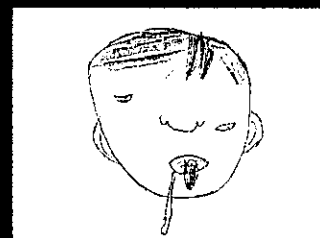
[illegible]

Take a BREAK

Woods Activity



Student Examples



Heart Activity



- o Show students the video (turn it to for younger students)
- o Then, provide students with a blank heart so that they can write something that is weighing on their heart



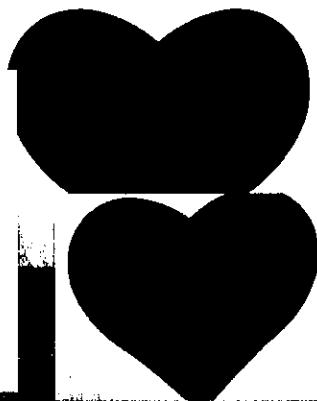
Heart Activity



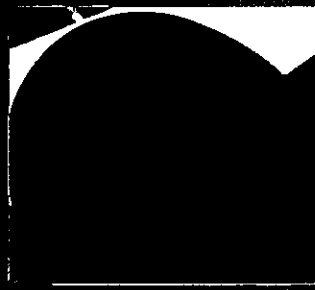
- o We will be completing this activity virtually
- o Please make one post in the padlet to answer the prompt "What is weighing on your heart?"
- o Please remain anonymous.



Student Samples



Student Samples



I wish my teacher knew

Students will receive a blank index card with the prompt:

I Wish my teacher knew...

Be sure to keep it anonymous!



SCHOOL PRINCIPAL

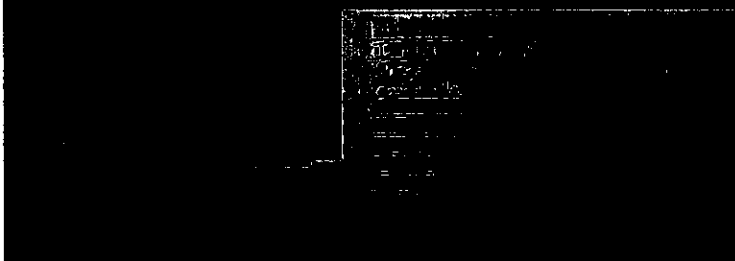
I wish my principal knew

You will go to the [Google form](#) and post 1 comment starting with the prompt:

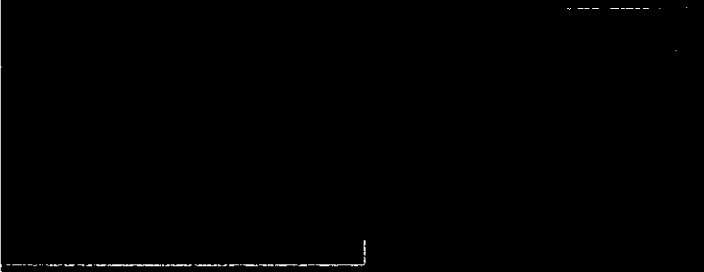
I Wish my principal knew...

Be sure to keep it anonymous!

Student Samples



Student Samples



Take a Step



- You will move your dot on the next slides depending on your answers.
- This also allows for anonymity with this engagement.

Virtual Edition

Examples of Student Prompts

- If your parent/guardian works over time or night
- If you've ever did something that you regretted
- If you've ever done something that you've ever regretted
- If someone has ever bullied you
- If you've ever bullied someone
- If you've ever done something that you'll have to tell someone about
- If you've ever lost someone you love

Examples of Student Prompts

- If you've ever had to figure out how to make money to provide for your family
- If you've ever had someone depend on you
- If you've ever depended on someone
- If you've ever had someone tell you how to do something
- If you've ever been bullied by the people around you at home
- If you've ever been bullied by someone you've never met
- If you've ever lost someone you love to someone
- If you've ever had to work hard to get the job you just need it

1. Move to green if you have have been quarantined due to being a close contact. Move to red if you have not.



Students, drag the icon!

2. Move to green if you know someone who has lost their job due to the shutdowns. Move to red if you have not.



Students, drag the icon!

3. Move to green if you had to cancel a trip due to the shutdown. Move to red if you have not.



Students, drag the icon!

4. Move to green if you supported a local business during the shutdown. Move to red if you have not.



Students, drag the icon!

5. Move to green if someone you know passed away due to complications of Covid. Move to red if you have not.



Students, drag the icon!

6. Move to green if you were unable to visit family members on holidays or events. Move to red if you have not.



Students, drag the icon!

7. Move to green if you completed an at-home project in the last year. Move to red if you have not.



Students, drag the icon!

8. Move to green if you spoke to or Zoomed with friends/family that you hadn't talked to in a long time. Move to red if you have not.



Students, drag the icon!

9. Move to green if you took up a new hobby during the shutdown. Move to red if you have not.



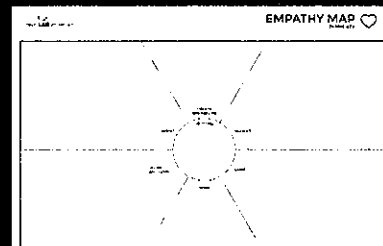
Students, drag the icon!

10. Move to green if you binge watched a show or series on Netflix during the shutdown. Move to red if you have not.

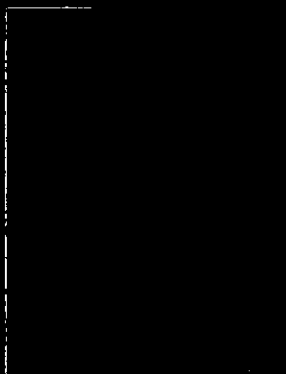
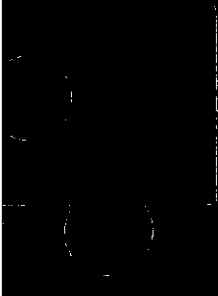


Students, drag the icon!

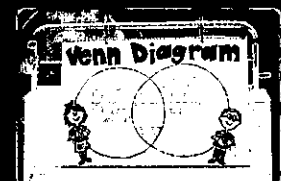
Read Aloud & Empathy Map



What's Going on



Friendship Venn Diagram



You will be paired in break out rooms. You will work together to complete the Friendship Venn diagram using **Google Jamboard**.

A Sports Logic Puzzle

Four children are great friends. Use the clues below to find out which sport each child plays.




	Basketball	Baseball	Volleyball	Soccer
Bird				
Jenny				
Frank				
Susan				

- Bird plays a sport that begins with the same letter as his name.
- Jenny has to kick the ball in the sport she plays.
- Frank hit two home runs this season.




Team Building Riddles

Logic Puzzles

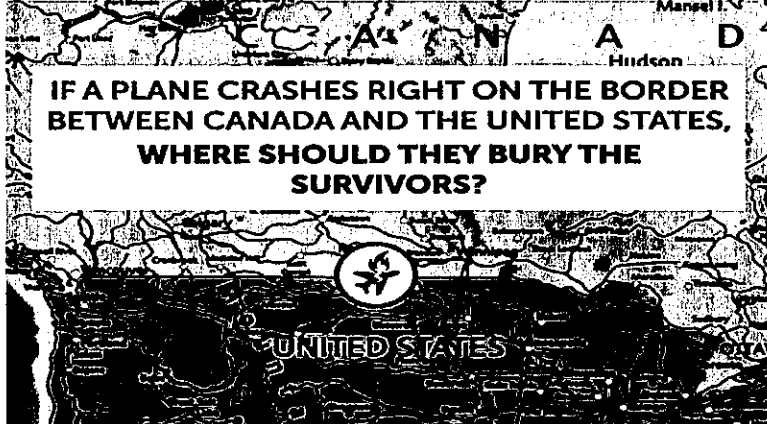


**WHICH WORD WOULD YOU USE
IF YOU NEEDED TO DESCRIBE
A PERSON WHO DOESN'T HAVE
ALL THEIR FINGERS ON ONE HAND?**

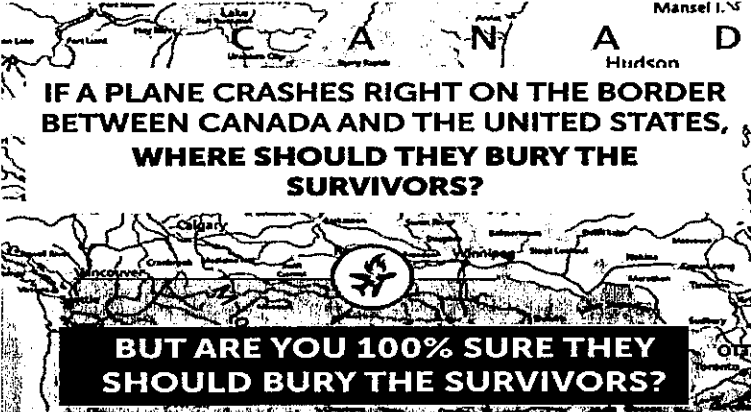


**WHICH WORD WOULD YOU USE
IF YOU NEEDED TO DESCRIBE
A PERSON WHO DOESN'T HAVE
ALL THEIR FINGERS ON ONE HAND?**

**YOU SHOULD JUST
CALL THIS PERSON
"NORMAL"**



**IF A PLANE CRASHES RIGHT ON THE BORDER
BETWEEN CANADA AND THE UNITED STATES,
WHERE SHOULD THEY BURY THE
SURVIVORS?**



**IF A PLANE CRASHES RIGHT ON THE BORDER
BETWEEN CANADA AND THE UNITED STATES,
WHERE SHOULD THEY BURY THE
SURVIVORS?**

**BUT ARE YOU 100% SURE THEY
SHOULD BURY THE SURVIVORS?**



**YOU HAVE ONLY ONE MATCH.
YOU HAVE TO MAKE A TOUGH CHOICE.
WHAT WILL YOU LIGHT FIRST?**

FIRST OF ALL, YOU'LL NEED TO
LIGHT THE MATCH!



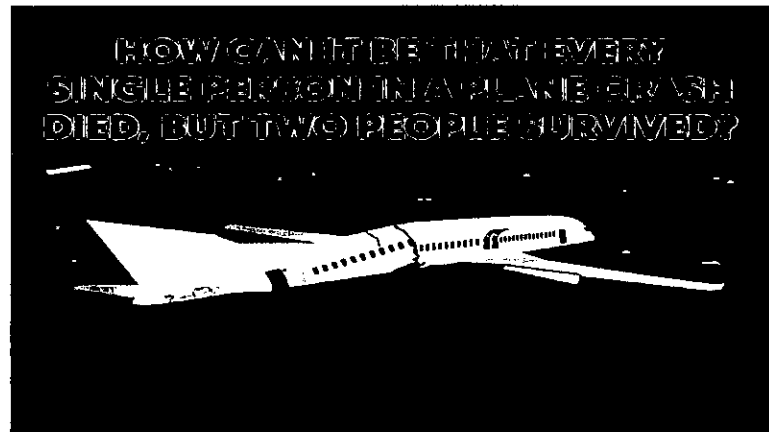
YOU HAVE ONLY ONE MATCH.
YOU HAVE TO MAKE A TOUGH CHOICE:
WHAT WILL YOU LIGHT FIRST?



WHAT IF YOU LIGHT THE
CIGARETTES ARE?



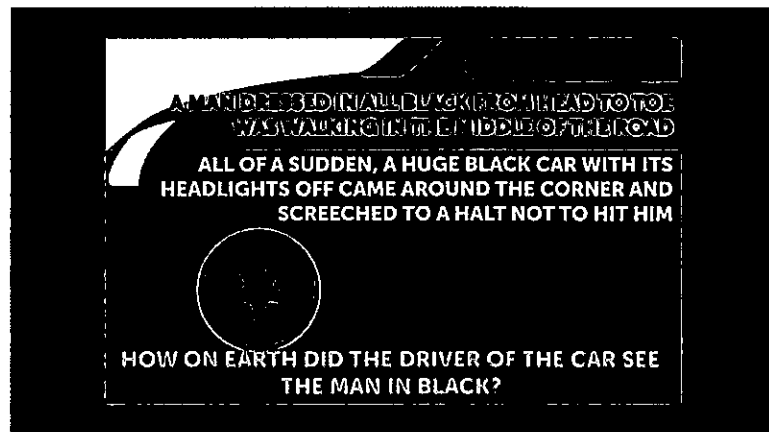
WHAT IF YOU LIGHT THE
CIGARETTES ARE?



HOW CAN IT BE THAT EVERY
SINGLE PERSON IN A PLANE CRASH
DIED, BUT TWO PEOPLE SURVIVED?



THE THING IS THAT THOSE TWO
SURVIVORS WERE MARRIED

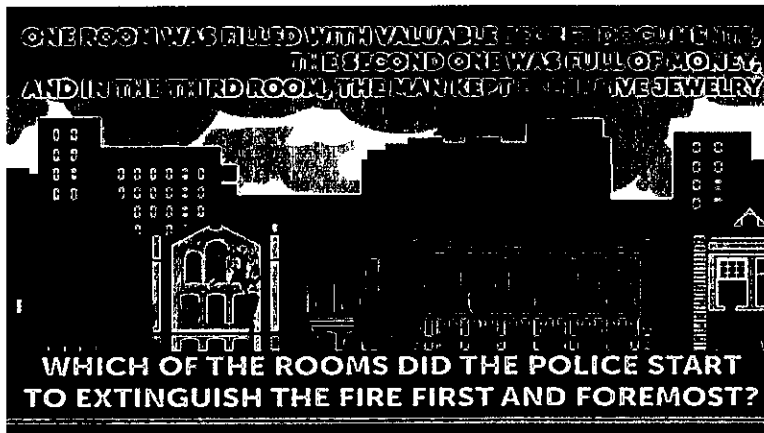
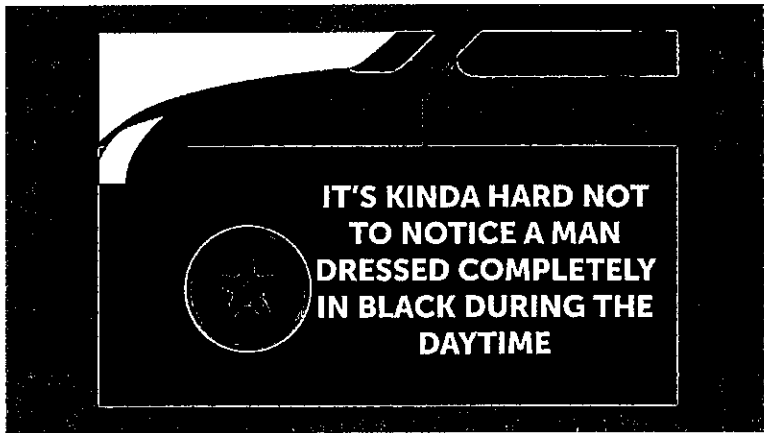


A MAN DRESSED IN ALL BLACK FROM HEAD TO TOE
WAS WALKING IN THE MIDDLE OF THE ROAD

ALL OF A SUDDEN, A HUGE BLACK CAR WITH ITS
HEADLIGHTS OFF CAME AROUND THE CORNER AND
SCREECHED TO A HALT NOT TO HIT HIM



HOW ON EARTH DID THE DRIVER OF THE CAR SEE
THE MAN IN BLACK?



Empathy Scenarios # 1

One of your teammates is always late. She misses her duty, students are left unattended, and you often have to stop what you're doing to go cover. She always has a reason why she is late, but the pattern seems to continue. Your principal knows that this is happening, but nothing seems to be changing. What do you do?



Empathy Scenarios # 2

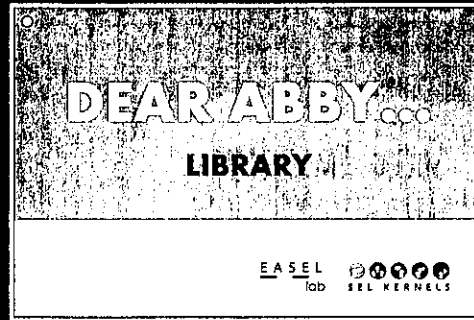
Your neighbor, Clara, is a very kind older lady. Unfortunately, Clara is not able to keep up with her yard and home maintenance. You've offered to help her, but she politely declines stating that her son will be over soon to help. It has been months since anything has been done and there is no sign of her son. Her yard is beginning to attract random animals and sticks out like a sore thumb in the neighborhood. What do you do?



Empathy Scenarios # 3

You love your sister, but you all have very different styles of parenting. Her kids have very few boundaries and always manage to get their way. Your kids love playing with their cousins, but after they've spent time together your kids come back expecting to be able to act like their cousins. Your family has clear expectations and the new behaviors don't match your parenting style. What do you do?

Dear Abby Scenarios



Paired Perspectives

Set 4, Story #1	Set 4, Story #2
Paired Perspective Directions: Read the story. Answer the questions that follow. Kenny was late to practice for the first time this week. Everyone on the team was starting to get really annoyed. The practices over winter break were all 8 a.m. it was early, but it was 1 that early. All of the other players were getting there on time and putting in maximum effort. Kenny kept showing up late always coming to the walk-in in the door. At today's practice, Coach gave a long speech about teamwork and commitment. He said that being on a team meant that everyone was putting in their best effort in pursuit of a common goal. Everyone was glancing over at Kenny at times, during the speech, what they saw was Kenny coming to the walk-in, dropping again and again. The other players looked at the speech and Kenny to take things more seriously and to care more about the team. They thought that he clearly didn't care enough. What do the characters think about Kenny? What do we know about Kenny?	Paired Perspective Directions: Read the story. Answer the questions that follow. It's hard to practice now that it was to drag myself to practice after working most of the night. My mother has huge medical bills. My father took on extra work to try to manage the payments. Since winter broke in, he's been clearing snow from driveways and sidewalks. He comes home at four or five in the morning some nights. When there's a snow or heavy rain, he makes me come along. While he's playing with the kids, I clean out some of the messes. When with a shower, he's had crazy show this winter. It seems like it's raining down every other day. I sometimes get home only a couple of hours before dawn. It seems like as soon as I lay my head down, the alarm is going off. Of course, I want nothing more than to stay in bed, but I don't want to let my teammates down. I'll turn up every last ounce of energy I have to hop out of bed and grab my practice stuff. What did we learn about Kenny that helped us understand and have empathy for him? How did your feelings about Kenny change after reading the story from his perspective?

Was Empathy Shown?

Was Empathy Shown?

Directions: Read the scenario. Decide whether empathy was shown.

Was empathy shown in the scenario?

☐ Yes ☐ No

If you said "Yes", highlight where empathy was shown in the text, and summarize how it was shown below.

If you said "No", explain some ways that empathy could have been shown below.

Scenario: Kevin arrived at the group meeting without having done his part of the research for the group presentation. Everyone else had done their work, so they were all a bit frustrated... all except for Riley. He could tell that Kevin was upset. He asked Kevin if there was a reason why he hadn't done the research. Kevin explained that the Internet at his house had been shut off because his mother couldn't pay the bill. Riley thought that would be really tough, so he said so to Kevin. Riley then told Kevin that he was welcome to do the research of his house.

Break

Take a
BREAK

Exploring Resources

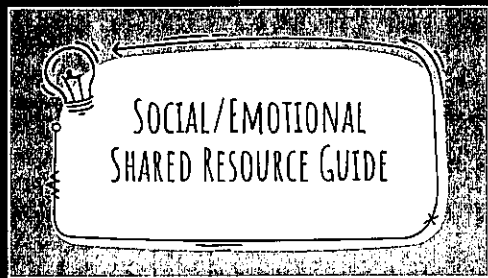


For more information, visit the following websites:

1. www.centervention.org
2. www.districtfive.org
3. www.caseel.org
4. www.southcarolinasp.org

1. www.caseel.org
2. www.districtfive.org
3. www.southcarolinasp.org

Shared Resources



Review Learning Outcomes and Success Criteria

1. I can identify what Social/Emotional Learning means to me.

I can explain the importance of Social/Emotional Learning for my students and myself.

I can implement activities that promote Social/Emotional Learning in my classroom.



District Survey

Please take a few moments to complete the survey about today's session. You should have received an email from Virginia Tate with the link to complete.

SURVEY

Closure

Instructions: Think about the goals you want to accomplish over the next few weeks or months.

Pick one that will improve your life the most, something you have some ability to control.

or My Inner Concern: describe in 3-6 words

O Best Outcomes from achieving goal (and 3-6 words)

O Obstacles (internal - you have control over)

If I don't Plan: Specific Actions: if (Obstacles) then (action to overcome Obstacles)



"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

-Rita Pierson

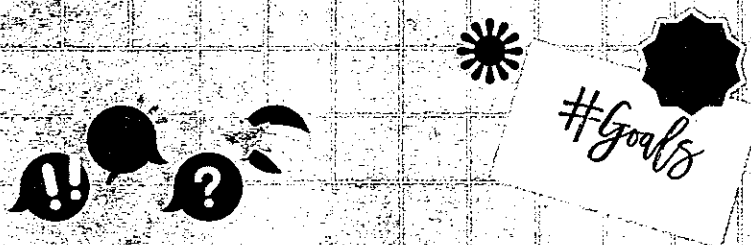


HWES 21-22 Instructional Goals

1. Small group instruction
2. Academic feedback



An illustration showing a group of stylized figures walking along a dashed path that leads towards a large target with concentric circles. The figures are carrying backpacks and walking in a line. The background includes some foliage and a small smiley face icon in the bottom right corner.



Academic Feedback

February 8, 2022

#Goals



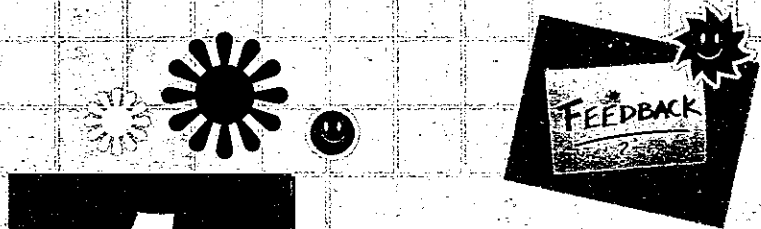
A decorative header featuring several speech bubbles, some containing exclamation marks and question marks, and a large hashtag "#Goals" on a piece of paper. The background is a grid pattern. A smiley face icon is located in the bottom right corner.

Learning Goals & Success Criteria

- 1 What is academic feedback?
- 2 Why is academic feedback important?
- 3 How do I make feedback effective?



A slide with a title "Learning Goals & Success Criteria" and a list of three numbered questions. The background is a grid pattern. A smiley face icon is located in the bottom left corner.



1 What is academic feedback?

FEEDBACK



A slide with a large number "1" and the question "What is academic feedback?". The background is a grid pattern. A smiley face icon is located in the bottom right corner. There is also a graphic of a notepad with the word "FEEDBACK" on it.

Providing students with opportunities to practice and point out areas that need additional practice/redirection and next steps is essential to continued academic growth and achievement.

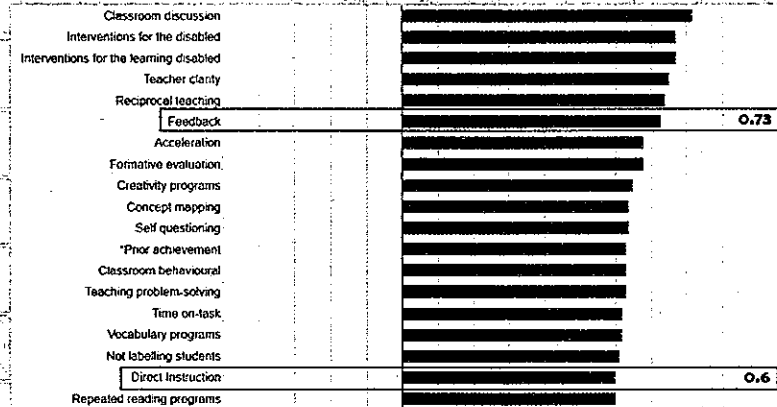
—John Hattie

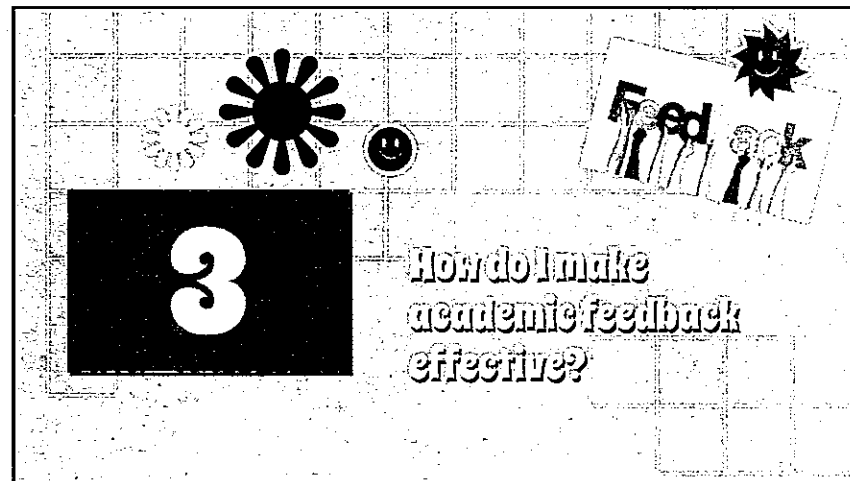
Let's break it down...

- Instructional practice
- Giving students specific information of what they are doing correctly and incorrectly
- Giving an explanation about what is accurate and inaccurate so students can make adjustments
- Improve student performance & motivate learners

2

Why is academic feedback important?







Effective Feedback

Be Specific What exactly they did well, what to improve on, what they are doing differently	 5 Research-Based Tips for Providing Students with Meaningful Feedback	Sooner the Better Most effective when given immediately
Address Progress to Goal Orient around a specific achievement	Present Carefully Motivate & explain purpose of monitoring	Involve Learners Give students access to information about their performance





Effective Feedback

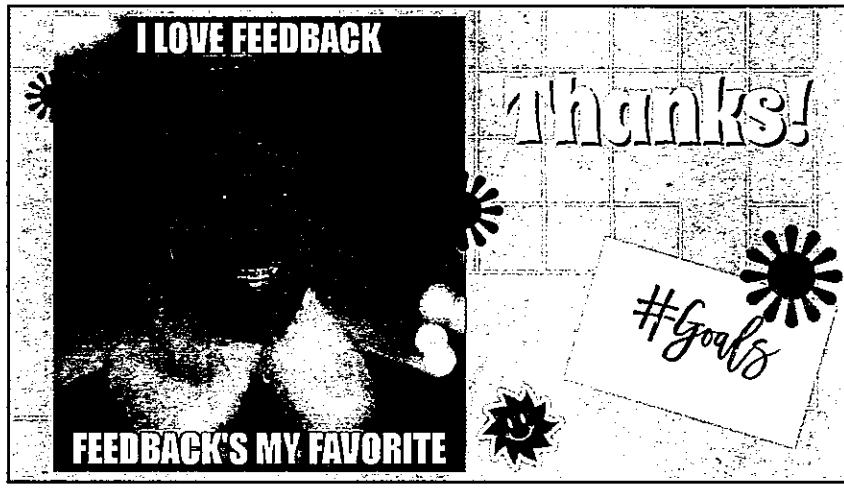
Be Specific What exactly they did well, what to improve on, what they are doing differently	 5 Research-Based Tips for Providing Students with Meaningful Feedback	Sooner the Better Most effective when given immediately
Address Progress to Goal Orient around a specific achievement	Present Carefully Motivate & explain purpose of monitoring	Involve Learners Give students access to information about their performance




Learning Goals & Success Criteria

-  **1** What is academic feedback?
-  **2** Why is academic feedback important?
-  **3** How do I make feedback effective?





321 Insight Videos: ParaSharp Series

Personal and Professional Boundaries

Personal and Professional Boundaries	8:00	4 boundaries: staff/student, work/home, personal distance, advice-giving; maintaining healthy boundary
Working on a Team	3:38	Common understanding, same game plan, communicating effectively

Also available is a Personal and Professional Boundaries PDF covering staff/student, work/home, personal distance, advice-giving, and secret-keeping

Understanding and Managing Behavior

Environment and Behavior	4:45	How does environment impact behavior, what are environmental influences you should be aware of Also included: a PDF insight sheet
Structure	4:13	What is structure (rules/expectations, schedules/routines, procedures), why is structure effective (predictable, organize, helps staff)
Thinking Functionally	5:17	What does it mean to think functionally, six key human needs (safe, happy, belong, succeed, communicate, regulate stimulation), finding the function *mentions FBA *functions - six key needs - are much more positive and useful than the ones we/Enrich uses
Six Key Human Needs	5:16	To be safe, to be happy, to belong, to be successful, to communicate, to regulate stimulation *mentions trauma *avoidance and attention-seeking are framed as attempt to meet emotional needs *mentions a lack of skills to meet needs appropriately
Skills and Behaviors	7:39	Skills needed to: regulate, organize, evaluate, understand, communicate Skills: managing emotions, inhibiting impulses, shifting mindsets, planning and problem solving, social skills, communication skills

		Using what you understand about underdeveloped skills: why what you've been doing hasn't been working, rethink explanations about student behavior, you can teach the skills, work around deficits/don't put student in situation he can't handle
Pick Your Battles	6:51	Selective ignoring, don't take the bait, staying on the side of the student *clip of role play: power struggle Also included: a insight sheet titled Avoiding Battles
Prompting and Confronting	6:29	What is prompting (proactive/reactive): prompt desired behaviors, predict positive outcome, prompt alternate behavior What is confronting: use a question, personal statement, direct confrontation Use confronting and prompting together Communication basics
Positive Reinforcers	6:46	What are they and why important (social/tangible), pros and cons re: reinforcers, how to use effectively
In addition to insight sheets for Pick Your Battles and Environment and Behavior, there is an PDF titled Behavior Principles and Intervention that summarizes much of the content in these videos		
Managing a Crisis		
The Crisis Cycle	8:46	Phases of an emotional crisis: baseline, trigger, tension, escalation, crisis, de-escalation, recovery; a few FAQs
Also included, 2 PDFs: - Managing a Crisis Insight Sheet - Helping Students Regulate		
Helping Students Build Skills		
Teaching a Skill	9:39	How to get set for teaching a skill, set up (ID target, make a plan, think ahead), teaching (prepare student, define skill, tell why it's important, tell when/where, ask for input - clip of role play - para and student), instruction (teachable parts, demonstrate/model, vary ways, match method to student, check for understanding - more role play), practice skill
Preparation and Practice	6:45	Preparation: help anticipate/think ahead, preteach, listen/seek input Practice: role-playing, make a plan
Also included: an insight sheet PDF: Teaching a Skill		
Thinking and Acting Proactively		

Meet the Student	5:04	<i>*When assigned to a particular student</i> Meet the student (clip of role play), ask questions, work together, troubleshoot potential problems
Relationships	5:31	Effective working relationships, make solid connections, communicating high expectations, flexibility (match your style to student need) <i>*mentions collaboration</i>
Also included are 2 insight sheet PDF's: • Relationships • Proactive Behavior Support		
Diversity and Inclusive Practices		
Diversity Awareness	9:40	Definition of diversity, how diversity relates to learning, importance of the concept of diversity and diverse learners in education.
Supporting the Success of Diverse Learners	12:07	School and classroom environmental factors that impact diverse learners' ability to succeed, ways to enhance relationship with diverse learners to better support them.
Diversity Toolbox	14:17	Universal strategies for supporting needs of diverse learners, strategies that support behavioral success, strategies that support successful learning.
Introduction to Special Education	11:37	Definition of Special Education and background, 11 SPED eligibility categories under federal law, how a student becomes eligible for SPED, IEPs and paraeducator responsibility, Specially Designed Instruction, FAPE, and LRE.
Introduction to Learning Disabilities	13:11	What is a Learning Disability, key characteristics of students with learning disabilities, 3 key strategies to help students with learning disabilities learn, steps to take to effectively support students with LD.
Introduction to Emotional Disturbance	7:46	What is Emotional Disturbance, and how students are identified as emotionally disturbed, characteristics and behaviors commonly associated with emotional disturbance, services and supports that students with emotional disturbance receive.
Introduction to Autism	14:46	Definition of autism and its characteristics, understanding the behavior of students with ASD, key support strategies for students with ASD.
Inclusion Support	5:31	5 key elements: understanding your role, helping student develop skills, helping student develop relationships and natural supports, being a liaison, helping student keep up and use strategies

Also included is a Diversity Insight sheet PDF

321 Insight Videos: Trauma-Informed Series

Adverse Childhood Experiences (ACE's)	8:16	Findings from study, connection to behaviors, variances in impact, frames as skill deficits
Building Resiliency	7:12	Reducing negative impact of ACEs, neuroplasticity, fight/flight, resiliency, "stable, caring adult," 6 ways to build resilience at school
Regulation Strategies	9:29	Understanding regulation and its importance, developmental phases of regulation, ways ACEs impact developing regulation skills, top-down/bottom-up control, 3 steps to helping students regulate, skills to teach regulation to students
The Crisis Cycle	10:41	Phases of the crisis cycle, ways in which ACEs impact the cycle, common triggers for students with ACEs
Building a Trauma-Informed Classroom	11:48	3 key characteristics of trauma-informed classrooms (Predictability, safe relationships and opportunities for engagement, and opportunities for regulation), and strategies to ensure classroom has these in place. Self-care and wellness.

Also available are several PDFs:

- Self-care and Wellness
- Adversity Today (checklist of ACEs that may be current for the student)
- Classroom Checklist
- Trauma Informed Environment Inventory (a school self-assessment of trauma-informed variables)
- Trauma Informed Guides (separate ones for each: bus drivers, cafeteria staff, custodians, office staff, paraeducators)
- Administrator's Guide to Trauma-Informed Discipline
- Trauma Informed behavior Support Plan/Success Guide (includes a list of ways in which trauma may impact the student's functioning)

June 6	Middle School SS Summer Curriculum Writing Location: DFMS 8:00 AM – 3:30 PM
June 6 <u>or</u> 7	Elementary New Science Textbook and Kit Training Location: CMS 8:00 AM – 3:30 PM
June 6, 7, 20	Secondary MA Summer Curriculum Writing (June 20 will be used, if needed) Location: SHHS Media Center 8:00 AM – 3:30 PM
June 7	Secondary SS Summer Curriculum Writing (US History, World History, Government Honors) Location: DFMS 8:00 AM – 3:30 PM
June 7	SPED CPI Refresher Training Location: SHHS Multipurpose Room 8:00 AM – 12:00 PM
June 7	Administrative Leadership in the Co-Teaching Model Location: SHHS Lecture Hall 1:00 PM – 4:00 PM
June 6, 7, 13, 14, 15, 16	Summer Technology Courses Location: DFHS TTC 8:30 AM – 3:30 PM
June 8, 9	Superintendent's Administrative Leadership Summit Location: DFMS 8:00 AM – 4:00 PM
June 13, 14	Magnet School Core Leadership Team Training – Cultural Competency (5 grant schools only) Location: SHHS 9:00 AM – 4:00 PM
June 13, 14, 15, 16, 17	Summer Institute I Location: DFHS 8:00 AM – 4:00 PM
June 13 - 28	Middle School Summer School (Included for informational purposes, only) M – TH only
June 13 – 30	Elementary Summer Reading Camp (Included for informational purposes, only) Location: HWES M – TH only
June 15	K-12 PBIS Summer Training Location: SHHS Lecture Hall 8:30 AM – 11:30 AM
June 15	SPED CPI Refresher Training Location: The Center 8:00 AM – 12:00 PM
June 15	High School iFive Meeting Location: District Office 3:00 PM – 5:00 PM
June 16	Middle School iFive Meeting Location: District Office 3:00 PM – 5:00 PM
June 20, 21, 22	Elementary and Secondary ELA Summer Curriculum Writing Location: SHHS Lecture Hall 8:00 AM – 3:30 PM
June 20, 21, 22	Instructional Technology Summer Curriculum Writing Location: DFHS Training Center 8:00 AM – 3:30 PM
June 20, 21, 22	Secondary World Languages Summer Curriculum Writing Location: IHS 8:00 AM – 3:30 PM
June 20, 21, 22, 23	Elementary SCI Summer Curriculum Writing Location: SHHS Media Center 8:00 AM – 3:30 PM
June 27	6 th Grade SS Honors Curriculum Writing Location: District Office Portable 4 8:00 AM – 3:30 PM



Summer 2016 Department Events

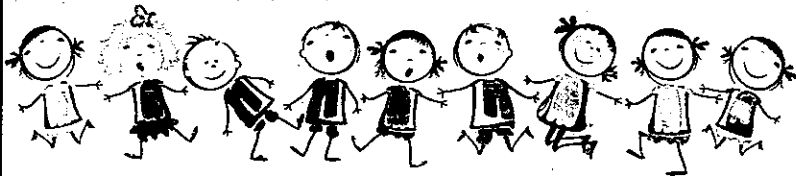
2016 Summer Events Schedule

Page 2 of 2

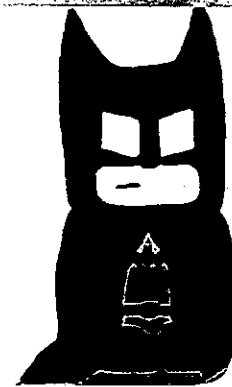
June 27, 28, 29, 30	Secondary SCI Summer Curriculum Writing Location: SHHS Media Center 8:00 AM – 3:30 PM
June 29	K – 12 District-Wide Data Team Facilitator Training Location: The Center Multipurpose Room 8:00 AM – 3:30 PM
July 11, 12, 13, 14, 15	Summer Institute II Location: DFHS 8:00 AM – 4:00 PM
July 11 - 21	Elementary Summer Reading Camp <i>(Included for informational purposes, only)</i> Location: HWES M – TH only
July 18	Elementary Social Studies New Textbook Training Location: TBD Time: 8:00 AM – 3:30 PM
July 18	Middle School iFive Meeting Location: District Office 8:00 AM – 10:00 AM
July 18	High School iFive Meeting Location: District Office 10:00 AM – 12:00 PM
July 18, 19, 20	Special Education High School Certificate Curriculum Writing w/ Cindi Nixon Location: District Office Portable 4 8:30 AM – 3:00 PM
July 19	6 th Grade SS, Gov CP/Honors, Econ CP/Honors, AP Gov, AP Human Geog New Textbook Training Location: TBD Time: 8:00 AM – 3:30 PM
July 21	Summer Reading Camp Celebration <i>(Elementary Principals are invited)</i> Location: HWES
July 26, 27, 28	#LeaD5 PD Facilitator Training Location: District Office Board Room 8:00 AM – 3:30 PM
July 27, 28	Children of Poverty Workshop with Dr. Tammy Pawloski Location: The Center Multi-Purpose Room 8:00 AM – 3:30 PM
August 2, 3	K-5 Assessment in Reading <i>(Beginning teachers and teachers new to District 5)</i> Location: DFES 8:00 AM – 3:30 PM
August 3	Secondary Department Head Meeting Location: DFMS 1:00 PM – 4:00 PM
August 3	SPED CPI Refresher Training Location: The Center 8:00 AM – 12:00 PM
August 4	K-5 Taking Assessment to the Next Level in Reading <i>(Experienced D5 teachers)</i> Location: DFES 8:00 AM – 3:30 PM
August 3, 4	Introduction to Data Teams with Dian Alston & Kayce Cook <i>(Teachers new to District 5 but not Inductees)</i> Location: SHHS Lecture Hall 8:30 AM – 3:30 PM (August 3) 8:30 AM – 11:30 AM (August 4)
August 8	SPED CPI Basic Training Location: The Center 8:00 AM – 12:00 PM
August 9	SPED CPI Basic Training Location: The Center 8:00 AM – 12:00 PM

RtI

Harbison West Elementary



fppt.com



"Why do we fall Bruce?
So we can learn to
pick ourselves back up."
- Batman Begins



fppt.com

10 Growth Mindset Statements

FIXED MINDSET	What can I say to myself?	GROWTH MINDSET
INSTEAD OF:	TRY THINKING:	
I'm not good at this.	1. What am I missing?	
I'm nervous at this.	2. I'm on the right track.	
I give up.	3. I'll use some of the strategies we've learned.	
This is too hard.	4. This may take some time and effort.	
I can't make this any better.	5. I can always improve so I'll keep trying.	
I just can't do Math.	6. I'm going to train my brain at Math.	
I made a mistake.	7. Mistakes help me to learn better.	
She's so smart, I will never be that smart.	8. I'm going to figure out how she does it.	
It's good enough.	9. Is it really my best work?	
Plus 'A' didn't work.	10. Good thing the alphabet has 26 more letters!	

(Original source unknown)

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What is RtI?

- RtI – Response to Intervention
- Eliminates “wait to fail” – students receive systematic assistance as soon as data indicates
- Students can be referred for reading, math and behavior concerns



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Speech & Language and Rtl

- Speech and Language concerns are often revealed during Rtl/SAT meetings without the teacher really knowing that they even had a concern about their student's speech or language skills.



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Speech Language & Rtl

- "He has a really hard time answering questions and just gives me this blank look."
- "She has great language. She talks all the time, but she doesn't really make sense when she talks."
- "He seems like he knows what he's trying to say but he can't get his thoughts out."
- "He can only follow directions if I give them one step at a time."
- "None of his classmates can understand him when he talks, but it might be developmental."



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Speech Language & Rtl

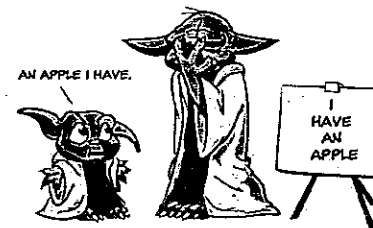
- **Speech:** the verbal means of communicating (the physical process of forming words) which includes:
 - **articulation:** how speech sounds are made (note: students should have all sounds by 2nd grade)
 - **fluency:** the rhythm of speech (stuttering is most common)
 - **voice:** the use of vocal folds and breathing to produce sound



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Speech Language & Rtl

- **Language:** oral language is what we speak and understand. There are two distinct areas of language: receptive language (what we hear and understand from others) and expressive language (the words we use to create messages others will understand).



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Speech Language & Rtl

Can the student:

- ask and answer questions appropriately
- understand/use concept words appropriately (over/under, few/many, etc.)
- give and follow multi-step directions
- put words together to form appropriate sentences
- change the structure of words to vary meaning
- identify and describe
- maintain a topic
- make sense



What happens if you suspect a student has a speech/language delay:

1. Determine the type of concern (articulation, language, etc.)
2. Complete the Request for Consultation Form and return it to Copen or Cronin. These will be posted in the Shared Drive under the folder "Speech" and will also be available on the bulletin board outside of the speech room. Be very specific and give examples!
3. One of us will then follow up with you and/or the student to determine if further assessments are warranted. **THIS IS NOT AN EVALUATION!**
4. If the errors appear to be developmentally appropriate, we will give suggestions/recommendations. If the errors are not developmentally appropriate, we will recommend conducting an Rtl/SAT meeting.



What happens if you suspect a student has a speech/language delay:

5. Call the parent to let them know you have a concern. Fill out the Rtl packet. The classroom teacher is responsible for completing the Rtl packet (which Niki Hummers has in the front office) and the meeting will not be scheduled until the packet is completed and turned in to Niki.
6. At the Rtl meeting, the team will discuss all concerns and will determine if further assessments are required. No evaluations are conducted without parental consent.
7. If the parent gives consent for evaluations, the SLP (and psychologist/PT/OT, etc) have 60 days to complete the evaluations.



What happens if you suspect a student has a speech/language delay:

8. After the evaluations are completed, the team will reconvene to discuss the results, determine eligibility for services and develop an IEP if appropriate. Parental consent is required for beginning special education services.



Eligibility Criteria

****Students have to meet eligibility for services in order to receive speech/language therapy. Even if we find weaknesses, they may not qualify for services, so it's important not to make promises that "speech therapy is really going to help them..." because they may not qualify.**

- Language: In our district, that means the student must score 1.5 standard deviations below the mean (Standard Score 77 or lower) on one comprehensive measure of language (in either receptive or expressive language skills) and show a similar delay on a secondary measure.
- Articulation: The student must have at least one speech sound error that is no longer developmentally appropriate for their age.
- Fluency: dysfluencies on 10% or more of spoken words



Rtl Process

- Extra assistance/accommodations
- Tier 1A/Tier 2 as data indicates
- Contact with parent to discuss concerns
 - This year, teachers have to contact parents before turning in a referral packet.
 - 1st contact with parent should not be from Ms. Hummers



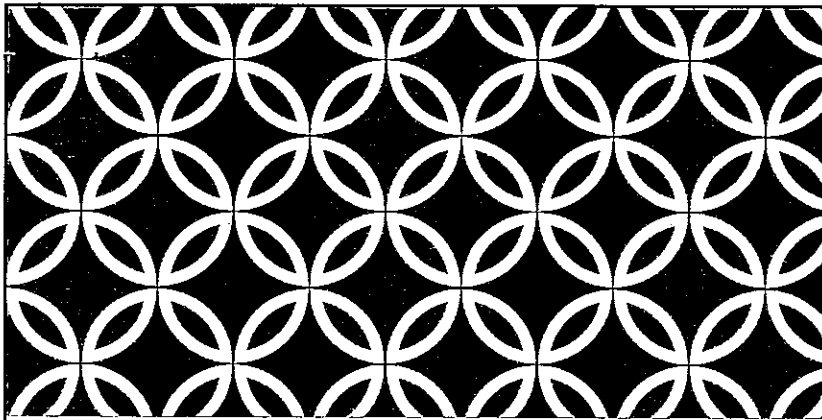
Packet Time

- Complete packet to have a formal meeting with Rtl team
 - These meetings are not just to refer a student for evaluation.
 - Think tank – ideas from wealth of knowledge around table
 - To place in Tier 3A – must have a meeting



Questions, Comments, Concerns



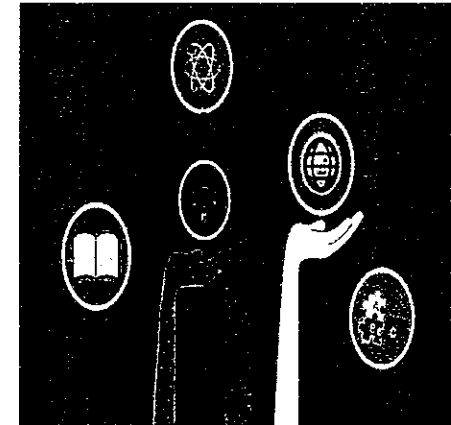


CHILD FIND & CONFIDENTIALITY

School District Five of
Lexington and Richland
Counties
August 2016

WHAT IS CHILD FIND?

Federal law
ensuring the
identification of
all children with
disabilities in
need of special
education



THE IDEA 04: SPECIAL EDUCATION

In order to qualify, the student meets eligibility criteria

AND

there is an adverse effect on educational performance

AND

the student requires specialized instruction to adapt
content, methodology, and/or delivery

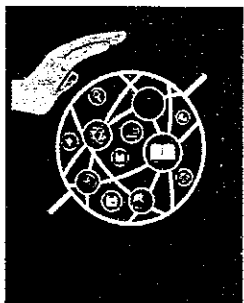
Results in an Individualized Education Program (IEP)

SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

- Protects students with disabilities who require accommodations (and/or related services) in the general education setting
- Ensures commensurate opportunity for students
- Ensures student is not discriminated against due to disability

Results in an Individual Accommodation Plan
(IAP)

THE IDEA 04 DISABILITY CATEGORIES



Autism
Emotional disability
Intellectual disability
Speech-language impairment
Traumatic brain injury
Developmental delay

The IDEA 04 Disability Categories, Con't.

Specific learning disability
Deaf or hard of hearing
Vision impairment
Orthopedic impairment
Other health impaired
Deaf-blindness
Multiple disabilities



SPECIFIC LEARNING DISABILITY

Written expression

Oral expression

Listening comprehension



Reading

- Basic reading
- Fluency
- Reading comprehension

Math

- Calculations
- Reasoning

SPEECH/LANGUAGE IMPAIRMENT

▪ One of the 13 disability areas or (rarely) a related service necessary for child to meet IEP goals

▪ Evaluation must be a team referral

▪ Need to consider if team suspects another disability

OCCUPATIONAL THERAPY (OT) PHYSICAL THERAPY (PT)

- For students who are identified in one of the 13 disability areas **AND** need OT/PT in order to meet IEP goals
- Not a stand-alone service for IDEA

ADHD: ATTENTION DEFICIT HYPERACTIVITY DISORDER

- May be considered under the IDEA 04 as Other Health Impaired or Section 504
- Take special care communicating with parent/guardian re: medication, behavior, etc.

AS AN IEP TEAM MEMBER:

- You should be an active participant in the IEP process
- Be prepared with data and knowledge of the student
- Call a meeting when needed



TEACHERS MUST:

- Follow the IAP, IEP, 504 and BIP
- Consult with team/administration as needed
- Document communication & interventions
- Track data



TEACHERS MUST NOT:

- Diagnose/label – describe only
- Prescribe
- Make changes in the IAP or IEP arbitrarily
- Decide alone: team approach safest



CONFIDENTIALITY

- Applies to everyone
- Need to know basis
- Do not discuss one student w/ parents of another

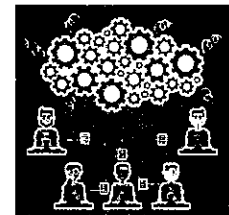
Do not have conversations about students in public forums—where there is not a need to know!

CONFIDENTIALITY

- Social Networking sites
- Share ONLY appropriate information with substitutes
- Be discreet when sending child to special education class or nurse, etc.

EMAIL

- Are you ok w/ parent/lawyer reading it?
- Even if you don't put a specific student's name or initials, could the email be tied to a specific student in court?
- Once received, did you protect the content?
- Did you forward/share only with those with a need to know?
- Were you careful (e.g., accidentally sent to Mkelly instead of Mkelley)?
- Your email belongs to the district.
- Remember: we still have telephones!



RtI (Response to Intervention) SAT (Student Assistance Team)

New forms....

- ★ Can be found on The Heroes Homepage.
 - (Teacher Request for Assistance)

- ★ RtI/SAT Meeting Request form

SCHOOL CONTACTS FOR
QUESTIONS/CONCERNS



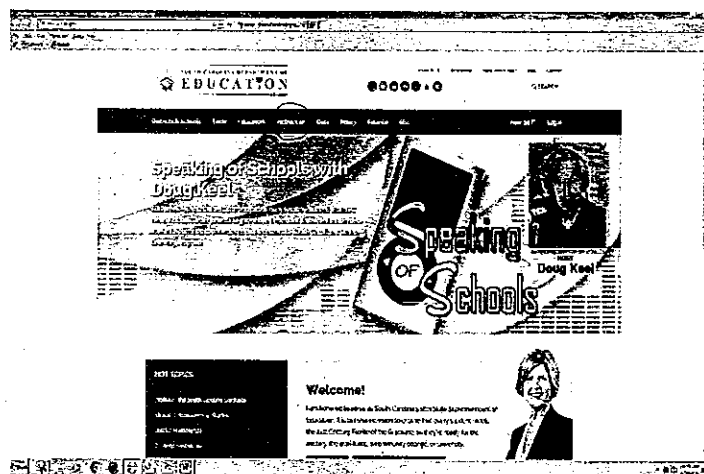
Read to Succeed Update

South Carolina Leaders of Literacy
Richland 2 Conference Center
August 26, 2016

Updates

- District Reading Plan Comments
- School Reading Plan Submission Reminder
- School Based Literacy/Reading Coach MOA
- Community Partnership Grants
- Webpage Updates

Webpage Updates



Literacy Specialists and Coaches

Early Learning

Read to Succeed

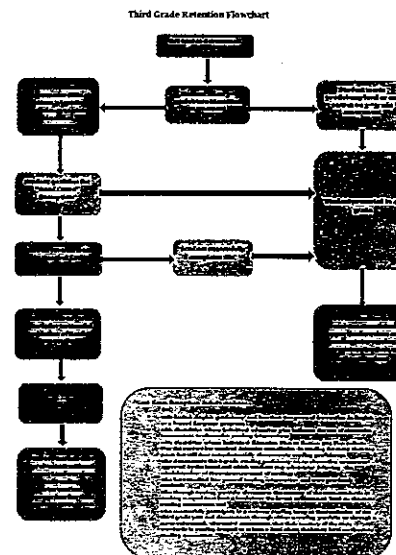
Child Development Education
Program

Third Grade Retention

The following resources have been developed and will be posted under the "Third Grade Retention" tab in the Read to Succeed section of the Office of Early Learning and Literacy webpage:

- Sample parent letters
- Flowchart
- Timeline

Flowchart



The following have been developed and will be updated based on feedback:

- Portfolio Contents
- Program of Intensive Reading Instruction and Intervention
- Guidance Document

Literacy Assessment Portfolio



Read to Succeed Literacy Assessment Portfolio

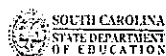
DISTRICT		SCHOOL	
STUDENT NAME		GRADE LEVEL	
PRINCIPAL NAME		TEACHER NAME	
PARENT/GUARDIAN NAME		SCHOOL YEAR	

Section 59-155-150 of Act 016 provides several "good cause" exceptions in order for students to be promoted to fourth grade. One includes a collection of evidence referred to as a Literacy Assessment Portfolio (LAP), which includes documentation of student progress toward reaching grade-level proficiency. The South Carolina Department of Education (SCDE) has approved the 4th-grade assessments below as acceptable sources of evidence. The yellow shaded boxes indicate the grade level(s) for which the assessment is appropriate. Assessments should be administered no less than two times per year.

The LAP is divided into five sections - 1) state approved assessments, 2) required documentation, 3) intervention and progress monitoring, 4) Summer Reading Camp information and 5) recommended grade level equivalent scores. For ease of reference, the on-grade level target (GLT) for the beginning (B), middle (M), and end (E) for each grade level and assessment are noted on page 4 of this document.

1) SCDE Approved Assessment Options (Please circle the assessment used.)	4 th Grade		5 th Grade		6 th Grade		7 th Grade	
	GLT	Score	GLT	Score	GLT	Score	GLT	Score
4K Assessments:								
Measures, PALS - 4K, or Teaching Strategies GOLD	B							
Reading Assessments:								
Dynamic, DRA-2, or Emergent and Beyond	M							
SC READY	E							
The following assessments may be used in addition to previously listed assessments.								
Reading Assessments:								
DETL, Next Steps to Guided Reading	B							
Reading	E							
Marie Clay's Observation Survey	B							
Computer Based Assessments:								
DETL, MAP, STAR	M							
Teacher Observation	E							

LAP – Sections 2 and 3



2) Required Documentation
Below are examples of evidence that should be included in a student's LAP. Other evidence may be provided but all must reflect student work that is independently produced in a classroom. Consideration should be given to ensure grade level appropriateness of tasks. A minimum of three samples should be included.

Writing					
- Responses to narrative or informational text read aloud or read independently - Arabic writing - Responses to text-dependent prompts					
Reading - Re-tellings of text read aloud or independently - Transcribed conversations - Summary, discussion or written responses to questions after silent reading - Benchmark assessments					

3) Intervention and Progress Monitoring
The following components of the assessment a district or school is administering, may be used to identify strengths and deficiencies in reading for those students not yet demonstrating grade-level proficiency. Students not on grade-level in reading should be program monitored a minimum of once a month using selected components of these assessments in addition to weekly running records.

If using DRA+, consider: (To be inserted)					
If using Lexia and Planit, consider: (To be inserted)					
If using DRA+, consider: Sentence Writing and Spelling Core Reading Words					
Classroom Interventions (Tier 1): Small guided reading groups Shared reading and writing in small groups					

Section 3, cont. and Section

4



1 to 1 conferencing during reading and writing workshop					
Tier II Intervention - Levelled Literacy Intervention (LLI) - Lexia Den Comprehensive Intervention Model (CDI) - Additional small group instruction					
Tier III Intervention - Reading Recovery - Intensive small group instruction					
Progress Monitoring - Running records - Student conferences					
4) Summer Reading Camp Information					
Successful completion? Y or N	gk	gk	1 st Grade	2 nd Grade	3 rd Grade
Pre-test Name and Score					
Post-test Name and Score					
Extensor of Writing? Y or N					
Number of books read to student					
Number of books student reads independently					
Teacher's Name					
Signature					
Date					

Section 5

Grade Level Assessments Targets Matrix – In Progress

Program of Intensive Reading Instruction and Intervention



READ TO SUCCEED PROGRAM OF INTENSIVE READING INSTRUCTION AND INTERVENTION 2016-2017

A Program of Intensive Reading Instruction and Intervention is in place for this student with the goal of improving his/her reading skills. The program for reading instruction and intervention is individualized, based on data, and shall continue until the student is determined to be reading on grade level based on one of the state approved assessments. The student will not be promoted to the fourth grade if the reading deficiency is not "corrected" by the end of third grade unless the student qualifies for a good cause exemption.

DISTRICT		SCHOOL	
STUDENT NAME		GRADE LEVEL	
PRINCIPAL NAME		TEACHER NAME	
PARENT/GUARDIAN NAME		SCHOOL YEAR	

Based on the most current results from one of the following assessments, this student is not demonstrating grade-level proficiency in reading. The date and the scores for the beginning (B), middle (M), and end of year (E) administrations are listed.

Assessment	Date (B)	Score/Level	Date (M)	Score/Level	Date (E)	Score/Level
FALS - PALS (AE only)						
Teaching Strategies GOLD (AE only)						
PAIGOLS (AE only)						
DIBELS						
Lexia						
Lexia and PLANIT						
Benchmark Assessment System						
NAEP						
Next Steps to Guided Reading						
Marie Clay's Observational Survey						

Intervention Services and Supports

Please indicate the current interventions and/or supplemental services or supports provided to this student.

Intervention Services and Supports	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Tier I Instruction through a daily literacy block using high quality, evidence-based instruction				
Tier II Instruction (Please describe.)				
Tier III Instruction (Please describe.)				
After school				
Before school				
Summer Reading Camp				

Parent/Family Support and Documentation

Parent/Family Support

The following are suggestions for parents to support their student at home toward reaching grade-level reading proficiency.

Take reading part of every day, even for just a few minutes.
Read to your child each day. When the book contains a new or interesting word, pause and talk about the word with your child.
Discuss the meaning of unknown words, both those he reads and those he hears.
Set aside a time each day for your child to read independently.
Choose books that are at an appropriate reading level for your child.
Let your child see you reading.
Ask your child questions about the story as you read together.
Visit your local library.

Parent/Teacher Conferences

Grading Period	Date	Comments
1 st Nine Weeks		
2 nd Nine Weeks		
3 rd Nine Weeks		
4 th Nine Weeks		

As the Parent/Guardian of _____, I have been notified of the following:

☐	1. My student has been identified as not demonstrating grade-level proficiency in reading.
☐	2. A description of the proposed supplemental instructional services and supports provided to my student toward reaching grade-level proficiency.
☐	3. My student will not be promoted to the fourth grade if he/she is reading significantly below grade level unless he/she qualifies for a "good cause" exemption.
☐	4. Suggestions for parents/guardians to help their student reach grade level proficiency.
☐	5. The grade-level performance scores of the student.
☐	6. The results of the third grade state-wide reading assessment (SC READY) is not the only basis for promotion; "Good Cause" exemptions are considered.

Parent/Guardian Name	
Parent/Guardian Signature	Date

A parent/guardian was unable to attend parent-teacher conference. A written reading progress update was mailed to the parent/guardian.

Guidance Document Contents

Introduction

Legislative Requirements

- Communication with Parents
- Literacy Assessment Portfolio (LAP)
 - ❖ Documentation
 - ❖ Submission Process
- Interventions
- Summer Reading Camp (SRC)

Appendices

Appendices

Appendix A: Tools for Determining Grade Level Expectations

- State Approved Formative Assessments
- Diagnostic Assessments
- Grade Level Assessment Targets Matrix

Appendix B: Communication Samples

- Sample Parent Letters
- Read to Succeed Overview

Appendix C: Additional Resources

Questions?

Reading Plan Refinement

- District Assurances
 - Goals and Action Steps
- School Assurances
 - Goals and Action Steps
 - Primary Elementary Reflection Tool
 - Middle and High Reflection Tool

Primary and Elementary Exemplary Literacy Reflection Tool

Types of Assessment	Emerging (There is limited evidence)	Developing (There is evidence)	Accomplishing and Extending (There is compelling evidence)
A Comprehensive System of Assessment • Summative Assessment - o SC Ready, MAP • Formative Assessment - o <u>Formative and Pinnell</u> - o <u>DRA, Diagnostic</u> - o 4K Assessments: PALS, Gold, <u>MySight</u> • Data Teams - o Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans • Documentation of Data	☐ Teachers rarely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers rarely make instructional decisions for students based on this data. ☐ Teachers rarely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers rarely collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers sometimes use a comprehensive system of assessment to formatively assess their students. ☐ Teachers sometimes make instructional decisions for students based on this data. ☐ Teachers sometimes work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers sometimes collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers routinely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers routinely make instructional decisions for students based on this data. ☐ Teachers routinely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans. ☐ Teachers routinely collect and analyze data to determine targeted, effective in-class intervention.
Assurance (s)			
Possible Sources of Evidence: Running Records, Reading/Writing-Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Truisteeed Conversations			
Evidence:			

Revised 8/8/16

Read to Succeed School Assurances for Primary and Elementary Schools

I certify this school:

- (a) _____ Documents and monitors the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.

Types of Assessment	Emerging (There is limited evidence)	Developing (There is evidence)	Accomplishing and Extending (There is compelling evidence)
A Comprehensive System of Assessment • Summative Assessment - o SC Ready, MAP • Formative Assessment - o <u>Formative and Pinnell</u> - o <u>DRA, Diagnostic</u> - o 4K Assessments: PALS, Gold, <u>MySight</u> • Data Teams - o Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans • Documentation of Data	☐ Teachers rarely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers rarely make instructional decisions for students based on this data. ☐ Teachers rarely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers rarely collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers sometimes use a comprehensive system of assessment to formatively assess their students. ☐ Teachers sometimes make instructional decisions for students based on this data. ☐ Teachers sometimes work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers sometimes collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers routinely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers routinely make instructional decisions for students based on this data. ☐ Teachers routinely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans. ☐ Teachers routinely collect and analyze data to determine targeted, effective in-class intervention.

8/8/16 Primary/Elementary Assurances Document

Assessing for Research-Based Instructional Practices: - Reading Instruction - Read Aloud - Shared Reading - Independent Reading - Reading Process - Time to read w/ conferencing and using a system for collecting this data - Writing Instruction - Read Aloud - Shared/Interactive Writing - Instruction - Independent Writing - Time to write w/ conferencing and using a system for collecting this data - Content-area Instruction - MiniLesson - Time to construct knowledge around content area standards through reading and writing w/ conferencing and using a system for collecting this data - Integration of Disciplinary Literacy	☐ Teachers rarely ensure that instructional events are short and focused so that students practice new behaviors and processes by reading and writing authentic texts for a majority of the instructional time. ☐ Teachers rarely monitor student engagement in reading and writing and use the data to confer with students. ☐ Teachers rarely use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency. ☐ Teachers rarely teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep	☐ Teachers sometimes ensure that instructional events are short and focused so that students practice new behaviors and processes by reading and writing authentic texts for a majority of the instructional time. ☐ Teachers sometimes monitor student engagement in reading and writing and use the data to confer with students. ☐ Teachers sometimes use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency. ☐ Teachers sometimes teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep	☐ Teachers routinely ensure that instructional events are short and focused so that students practice new behaviors and processes by reading and writing authentic texts for a majority of the instructional time. ☐ Teachers routinely monitor student engagement in reading and writing and use the data to confer with students. ☐ Teachers routinely use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency. ☐ Teachers routinely teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings as they work through challenging texts.

8/8/2016 Secondary Literacy Reflection Tool

Secondary Read to Succeed School Assurances

I certify this school:

(a) Documents and monitors the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment	Emerging (There is limited evidence)	Developing (There is evidence)	Accomplishing and Extending (There is compelling evidence)
A Comprehensive System of Assessment - Summative Assessment - SC Ready, MAP - EOG - Formative Assessment - Portfolios and Eintel, DRA, Dominic - Benchmarks - Data Teams - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans - Documentation of Data	☐ Teachers rarely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers rarely make instructional decisions for students based on this data. ☐ Teachers rarely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers rarely collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers sometimes use a comprehensive system of assessment to formatively assess their students. ☐ Teachers sometimes make instructional decisions for students based on this data. ☐ Teachers sometimes work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers sometimes collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers routinely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers routinely make instructional decisions for students based on this data. ☐ Teachers routinely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans. ☐ Teachers routinely collect and analyze data to determine targeted, effective in-class intervention.

8/8/2016 Secondary School Assurances

Analysis of Data

Strengths	Possibilities for Growth

1-3 Goal Statements (Based on analysis of data)

Goal 1:

Action Plan:

Read to Succeed District Assurances

I certify this district:

(a) Documents and monitors the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts.

District Lenses of Assessment	Emerging (There is limited evidence)	Developing (There is evidence)	Accomplishing and Extending (There is compelling evidence)
A Comprehensive System of Assessment - Summative Assessment - SC Ready, MAP - Formative Assessment - Portfolios and Eintel, DRA, Dominic 4K Assessments: PALS, Gold, MyIGDIA - Data Teams - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans - Documentation of Data	☐ Teachers rarely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers rarely make instructional decisions for students based on this data. ☐ Teachers rarely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers rarely collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers sometimes use a comprehensive system of assessment to formatively assess their students. ☐ Teachers sometimes make instructional decisions for students based on this data. ☐ Teachers sometimes work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students. ☐ Teachers sometimes collect and analyze data to determine targeted, effective in-class intervention.	☐ Teachers routinely use a comprehensive system of assessment to formatively assess their students. ☐ Teachers routinely make instructional decisions for students based on this data. ☐ Teachers routinely work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans. ☐ Teachers routinely collect and analyze data to determine targeted, effective in-class intervention.

8/8/2016 District Assurance Document

10) _____ Provides teacher and administrator training in reading and writing instruction.

Assessing for Professional Development • Literacy Competencies for Teachers • Literacy Competencies for Administrators	☐ Teachers rarely participate in professional learning opportunities based on school data: - o Study groups - o Collaboration with school coach - o Books clubs - o Teacher action research - o Collaborative planning - o Peer coaching ☐ Administrators rarely participate in professional learning opportunities within and outside the school based on personal needs and/or schoolwide data: - o Study groups - o Collaboration with school coach - o Book clubs	☐ Teachers sometimes participate in professional learning opportunities based on school data: - o Study groups - o Collaboration with school coach - o Books clubs - o Teacher action research - o Collaborative planning - o Peer coaching ☐ Administrators sometimes participate in professional learning opportunities within and outside the school based on personal needs and/or schoolwide data: - o Study groups - o Collaboration with school coach - o Book clubs	☐ Teachers routinely participate in professional learning opportunities within and outside the school based on personal needs and/or schoolwide data: - o Study groups - o Collaboration with school coach - o Books clubs - o Teacher action research - o Collaborative planning - o Peer coaching ☐ Administrators routinely participate in professional learning opportunities within and outside the school based on personal needs and/or schoolwide data: - o Study groups - o Collaboration with school coach - o Books clubs

11) _____ Includes strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

Assessing for Literacy Partnerships Assurance (g)	☐ Teachers and/or schools rarely participate in strategically planned and developed partnerships in order to promote reading and writing: - o County libraries - o State and local arts organizations	☐ Teachers and/or schools sometimes participate in strategically planned and developed partnerships in order to promote reading and writing: - o County libraries - o State and local arts organizations	☐ Teachers and/or schools routinely participate in strategically planned and developed partnerships in order to promote reading and writing: o County libraries are used to increase the volume of reading in the community over the

8-8-2016 District Assurance Document

Analysis of Data

Strengths	Possibilities for Growth

1-3 Goal Statements (Based on analysis of data)

Goal 1: _____

Action Plan: _____

Questions?

Google Form Survey Link

<https://goo.gl/forms/nCqXAJJ8N8sT6smd2>

Contact Information

- Jennifer Anderson
803.734.8280 janderson@ed.sc.gov
- Cathy Chapman
843.283.6754 cchapman@ed.sc.gov
- Cathy Jones-Stork
803.734.0790 cjones@ed.sc.gov
- Bev Collom
803.734.7939 bcollom@ed.sc.gov



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents

FROM: Julie Gore-Fowler, Ph.D., Deputy Superintendent
Division of College and Career Readiness

John R. Payne, Director
Office of Special Education Services

Jennifer Anderson, Director
Office of Early Learning and Literacy

DATE: July 28, 2016

RE: Required Dyslexia Training before School Year 2016–17

This memorandum provides specific guidance regarding the requirement that the South Carolina Department of Education (SCDE) provide training to all reading and literacy coaches, interventionists, and teachers in kindergarten through grade three on dyslexia, evidence-based screening tools, and evidence-based, multi-sensory instructional methods and interventions before the beginning of the 2016–17 school year. This information was shared with you in a memorandum dated June 3, 2016, (<http://ed.sc.gov/newsroom/school-district-memoranda-archive/required-dyslexia-training-before-school-year-2016-17/required-dyslexia-training-before-school-year-2016-17/>).

Attached to this memorandum, please find instructions to provide to your reading coaches, interventionists, and teachers on how to complete the three online modules and accompanying surveys/quizzes. The three online modules have a total viewing time of one hour. We ask that you broadly disseminate these instructions to ensure that all applicable staff completes the training. We will provide weekly notices to all superintendents on the numbers of completers for

Required Dyslexia Training

July 28, 2016

Page 2

each of the three modules. We ask that all modules be completed before students return to school, or by August 15, 2016.

As required by the Joint Resolution, we will submit a report to the General Assembly by October 1, 2016, on the numbers and percentages of completers. We will use our state-funded literacy specialists to work with your reading coaches to confirm staffing numbers. It is critical that each participant complete the accompanying survey for each of the three modules as it will be the mechanism used to determine who has completed each module.

If you have any questions in the meantime, please contact Jennifer Anderson at (803) 734-1629, janderson@ed.sc.gov; or John Payne at (803) 734-8224, jrpayne@ed.sc.gov.

We appreciate your assistance with this training.

2016 – 2017 Elementary School Professional Development Plan

District Days	School Days

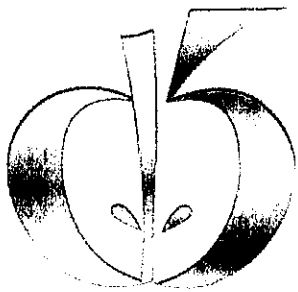
School Name: Harbison West Elementary

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
(W) 8/10 School Directed PD Day, IEP/504 and Child Find Presentation	(T) 10/25 Data Team	(F) 1/17 District Leadership	(T) 3/28 Data Team
(TH) 8/11 Back-to-School Rally(AM)/ Teacher Work Day (PM)	(T) 11/1 School Based Committee	(T) 1/24 Data Team	(T) 4/4 School Based Committee
(F) 8/12 District Prof Dev Day	(M) 11/7 District Prof Dev Day	(T) 1/31 5 th Tuesday District Designated Activities	(T) 4/18 District Leadership
(M) 8/15 School Directed PD Day, RtI/Speech PD	(T) 11/8 ELECTION DAY	(T) 2/7 School Based Committee	(T) 4/25 Data Team
(T) 8/16 Teacher Work Day (No Interruptions)	(T) 11/15 District Leadership	(T) 2/14 School Based PD: Profile of the SC Graduate: Teachers bring lesson plans and highlight skills from the profile in their plans.	(T) 5/2 School Based Committee
(T) 8/23 School Based PD: SLO/Data Team Kickoff	(T) 11/22 NO MEETING	(M) 2/20 District Prof Dev Day	(T) 5/9 School Based PD: Grading & Vertical Articulation Meetings
(T) 8/30 5 th Tuesday District Designated Activities	(T) 11/29 ESOL Presentation	(T) 2/21 District Leadership	(T) 5/16 District Leadership
(T) 9/6 School Based Committee	(T) 12/6 School Based Committees	(T) 2/28 Data Team	(T) 5/23 Data Team
(T) 9/13 School Based PD: Read 2 Succeed and ELA with Kristen Hill -Math Practices with Keisha Scott	(T) 12/13 - Mid-year SLO updates	(T) 3/7 School Based PD: Social Studies and Science with district coordinators- tools for cross curricular integration	(T) 5/30 5 th Tuesday (There will not be District Designated Activities)
(T) 9/20 District Leadership	(M) 1/2 School Directed PD Day (Swap Day for PD during Summer 2016)	(T) 3/14 School Based Committee	(F) 6/2 Teacher Work Day (No Interruptions)
(T) 9/27 Data Team	(T) 1/3 School Based Committee	(T) 3/21 District Leadership	
(T) 10/4 School Based Committee	(T) 1/10 PBIS, De-escalation, Case Studies & Behavior Data w/Sara Webber 1/11/17 Grade Level and Department Breakout Sessions with Sara Webber		
(M) 10/10 Parent Conference Day			
(T) 10/11 School Based PD:			

Parent Conference Day
(T) 10/18 District Leadership

<u>ELEMENTARY</u>		<u>District Professional Development Days</u>	<u>Notes</u>
1 st Tuesdays	School-Directed Activities	August 12, November 7, February 20	Moved from 11/15. We need to work on integrating this into another PD Day. School Based PD: PBL Challenging Problem & Question and how it related to data teaming
2 nd Tuesdays	School-Directed Activities	8:00 AM – 12:00 PM District Session	
3 rd Tuesdays	District Leadership Teams	12:00 PM – 1:20 PM Lunch	
4 th Tuesdays	Data Team/Design Activities	1:30 PM – 3:30 PM District-developed PD at school	
5 th Tuesdays	District-Designated Activities Aug 30, Nov 29, Jan 31, ~~May 30~~		

Instruction/S Kearns/June 6, 2016



Summer 2017 Events Schedule



June 5	MS (6-8) SS Curriculum Writing Location: DFMS Rooms 101-103 8:00 AM – 3:30 PM
June 6	HS SS Curriculum Writing – World History and U.S. History Location: DFMS Rooms 101-102 8:00 AM – 3:30 PM
June 5, 6	Magnet School Core Leadership Team Training – Cultural Competency (5 grant schools only) Location: IHS 9:00 AM – 4:00 PM
June 5, 6, 12, 13, 14, 15	Summer Technology Courses Session 1 Location: DFHS TTC 8:30 AM – 3:30 PM
June 5, 6, 19	Secondary MA Summer Curriculum Writing (June 19 will be used, if needed) Location: Portable 4 @ District Office 8:00 AM – 3:30 PM
June 6	Elementary MA Curriculum Updates NRES PD Room 8:00 AM – 3:30 PM
June 7, 8	Superintendent's Administrative Leadership Summit Location: IMS 8:00 AM – 5:00 PM
June 12, 13	SPED Behavior Professional Development Location: TBD 8:00 AM – 3:30 PM
June 12, 13, 14, 15, 16	Summer Institute I Location: DFHS 8:00 AM – 4:00 PM
June 19, 20	SPED HS & MS & Elementary Curriculum Writing Location: TBD 8:00 AM – 3:30 PM
June 19, 20, 21	Secondary World Languages Summer Curriculum Writing Location: IHS 8:00 AM – 3:30 PM
June 19, 20, 26, 27, 28, 29	Summer Technology Courses Session 2 Location: DFHS TTC 8:30 AM – 3:30 PM
June 20, 21, 22	Elementary and Secondary ELA Summer Curriculum Writing Location: SHHS Lecture Hall 8:00 AM – 3:30 PM
June 20, 21, 22	Technology Summer Curriculum Writing Location: TBD 8:00 AM – 3:30 PM
June 21, 22	Elementary SCI Summer Curriculum Writing Location: SHHS Learning Commons 8:00 AM – 3:30 PM
June 26	HS SCI Summer Curriculum Writing – Physical Science and Chemistry Location: SHHS Learning Commons 8:00 AM – 3:30 PM
June 26, 27, 28	Intermediate/MS SCI Summer Curriculum Writing Location: SHHS Learning Commons 8:00 AM – 3:30 PM
June 27, 28	HS SCI Summer Curriculum Writing – Biology and Earth Science Location: SHHS Learning Commons 8:00 AM – 3:30 PM
July 10, 11, 12, 13, 14	Summer Institute II Location: DFHS 8:00 AM – 4:00 PM

July 12, 13	Data Team CFA Training with HMHCO Consultant (July 12 - Elementary; July 13 - Secondary) Location: CATS Multipurpose Room 8:00 AM – 3:30 PM
July 18, 19, 20	#LeaD5 PD Facilitator Training Location: CATS Multipurpose Room 8:00 AM – 4:00 PM
July 20	Elementary Summer Reading Camp Celebration (Elementary Principals are invited) Location: HWES 10:30 AM - 12:30 PM
July 24	K-12 PBIS Summer Training Location: SHHS Lecture Hall 8:00 AM – 3:30 PM
July 24, 25, 26, 27	Secondary MA Textbook Training - Foundations and Intermediate Algebra Location: DFHS Technology Training center 8:00 AM – 3:30 PM
July 26, 27	Children of Poverty Workshop with Dr. Tammy Pawloski Location: The Center Multi-Purpose Room 8:30 AM – 4:00 PM
July 26 <u>OR</u> 27	Math Curriculum Training for Teachers NEW to D5 (<i>Voluntary attendance; recertification points will be given</i>) Portable 4 @ District Office 8:30 AM – 11:30 AM (July 26) 12:30 PM – 3:30 PM (July 27)
July 31	Summer Institute I Final Day Location: DFHS 9:30 AM – 11:00 AM
August 1	Summer Institute II Final Day Location: DFHS 9:30 AM – 11:00 AM
August 2, 3	Introduction to Data Teams with Dian Alston & Kayce Cook (<i>Teachers new to District 5 but not Inductees</i>) Location: SHHS Lecture Hall 8:00 AM – 11:30 AM (August 2) 8:00 AM – 3:30 AM (August 3)
August 2, 3	Mentor Training with HR Location: CATS Multipurpose Room 8:30 AM – 3:00 PM
August 7, 8	K-5 Assessment in Reading (<i>Beginning teachers and teachers new to District 5</i>) Location: IES Science lab 8:00 AM – 3:30 PM
August 7, 8	SCI Textbook Training – MS SCI; AP and IB Physics and Chemistry Location will be determined once textbook adoption is finalized 8:00 AM – 3:30 PM
August 7, 8, 9, 10	MA Textbook Training - Foundations and Intermediate Algebra Teachers Location: DFHS Technology Training center 8:00 AM – 3:30 PM
August 8, 9	ELA Textbook Training – AP Language and AP Literature Location will be determined once textbook adoption is finalized 8:00 AM – 3:30 PM
August 9	K-5 Taking Assessment to the Next Level in Reading (Experienced D5 teachers) Location: IES Science Lab 8:00 AM – 3:30 PM
August 14	Secondary Department Head Meeting DFMS Rm 104(ELA), 102(MA), 106(SCI), 101(SS), 103(Arts) 8:30 AM – 11:30 AM
August 14	Induction Professional Seminar (AM – John Young; PM – Instruction) Location: CMS Cafeteria 8:30 AM – 3:30 PM

2017 - 2018 Elementary School Professional Development Plan

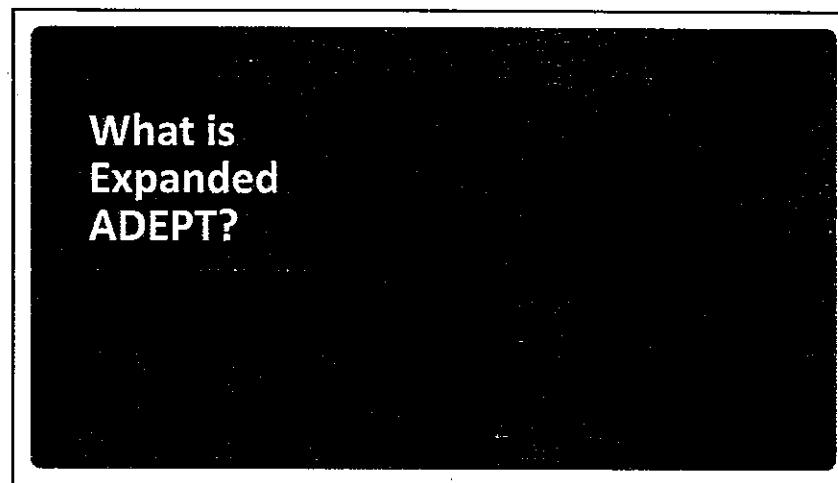
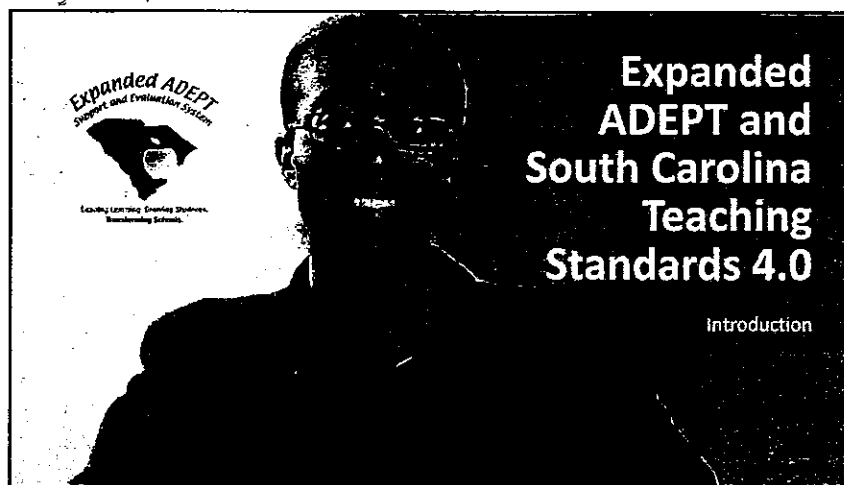
2017-2018

School Name: Harbison West Elementary School

1st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
(W) 8/16 School Directed PD Day - Beginning of the Year Expectations and Nuts and Bolts	(T) 10/31 5 th Tuesday District Designated Activities - School-based Need	(T) 1/23 - Data Team Meetings	(T) 4/10 - 4.0 Rubric focus on "Planning"
(TH) 8/17 Back-to-School Rally(AM)/ Teacher Work Day (PM)	(M) 11/6 District Prof Dev Day	(T) 1/30 5 th Tuesday District Designated Activities - Data Team Training based on School Needs from Fishbowl done by Data Team Trainers	(T) 4/17 District Leadership
(F) 8/18 School Directed PD Day - Nuts and Bolts Continued, IEP/504 and Child Find Presentation	(T) 11/7 - School Committees	(T) 2/6 - School Committees	(T) 4/24 - Data Team Meetings
(M) 8/21 NO SCHOOL	(T) 11/14 - Data Team PD based on needs assessment	(T) 2/13 - PD on 4.0 Rubric (Introduction)	(T) 5/1 - School Committees
(T) 8/22 Teacher Work Day (No Interruptions)	(T) 11/21 NO MEETING	(M) 2/19 Teacher Forum Day	(T) 5/8 - 4.0 Rubric focus on "Professionalism"
(T) 8/29 5 th Tuesday District Designated Activities- School PD Rubric 4.0 Snapshot/SLO expectations, Mindfulness PD with Lucy Bailey	(T) 11/28 - Data Team Meetings	(T) 2/20 District Leadership	(T) 5/15 District Leadership
(T) 9/5 - School Committees	(T) 12/5 - School Committees	(T) 2/27 - Data Team Meetings	(T) 5/22 - Data Team Meetings
(T) 9/12 - Collaborative Proactive Solutions (CPS) PD with Lucy Bailey	(T) 12/12 - PBIS for Staff	(T) 3/6 - School Committees	(T) 5/29 5 th Tuesday (There will not be District Designated Activities)
(T) 9/19 District Leadership	(T) 1/2 School Directed PD Day (Swap Day for PD during Summer 2017)	(T) 3/13 - 4.0 Rubric focus on "Environment"	(T) 6/5 - School Committees
(T) 9/26 - Data Team Meetings	(T) 1/9 - Mindfulness refresher PD with Lucy Bailey	(T) 3/20 District Leadership	(M) 6/11 Teacher Work Day (No Interruptions)
(T) 10/3 - School Committees	(T) 1/16 District Leadership	(T) 3/27 - Data Team Meetings	
(F) 10/6 Parent Conference Day			
(T) 10/10 - Collaborative Proactive Solutions (CPS) follow-up and reflective PD with Lucy Bailey, ACEs			
(T) 10/17 District Leadership			
(T) 10/24 - Data Team Meetings			

ELEMENTARY		District Professional Development Days	Notes
1st Tuesdays	School Directed Activities	August 21	Please include plans for your school's grade level or department Data Team Facilitators' meetings. Due to 8/29 (5th Tuesday) being the first full week of school, schools may determine the focus for this Tuesday PD.
2nd Tuesdays	School Directed Activities	8:00 AM – 11:30 AM District Session; 11:30 AM – 12:30 PM Lunch	
3rd Tuesdays	District Leadership Teams	November 6	
4th Tuesdays	Data Team/Designated Activities	8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch; 1:30 PM – 3:30 PM District-Developed PD at school	
5th Tuesdays	District Designated Activities Aug 29, Oct 31, Jan 30, ~~May 29~~	February 19 Teacher Forum Day	

Instruction/S Kearns/June 2, 2017



Expanded ADEPT

- South Carolina Educator Support and Evaluation
 - *South Carolina Teaching Standards 4.0* rubric selected to replace SAFE-T as a part of Expanded ADEPT
 - Initiative led by SCDOE and educators from across the state
 - Supports educators with feedback related to professional practice, does not simply based on student test scores
 - New rubric is aligned to the Profile of the South Carolina Graduate

Instruction

Environment

Planning

Professionalism

South Carolina Teaching Standards

Planning	Environment	Instruction	Professionalism
• Instructional Plans • Student Work • Assessment	• Managing Student Behavior • Expectations • Environment • Respectful Culture	• Standards & Objectives • Motivating Students • Presenting Instructional Content • Lesson Structure & Pacing • Activities & Materials • Questioning • Academic Feedback • Grouping Students • Teacher Content Knowledge • Teacher Knowledge of Students • Thinking • Problem Solving	• Growing and Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Benefits of Expanded ADEPT

The Benefits of Expanded ADEPT

- Holistic approach
- Frequent, robust and objective feedback
- Connection between teacher practice and student learning
- RESULTS: Students are college and career ready

Parts of the Rubric

Domains Indicators Descriptors Performance Levels

Standards and Objectives	Instruction			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	- All learning objectives and state content standards are explicitly communicated. - Sub-objectives are aligned and logically sequenced to the lesson's major objective. - Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.	- Most learning objectives and state content standards are communicated. - Sub-objectives are mostly aligned to the lesson's major objective. - Learning objectives are connected to what students have previously learned.	- Some learning objectives and state content standards are communicated. - Sub-objectives are sometimes aligned to the lesson's major objective. - Learning objectives are not clearly connected to what students have previously learned.	- Learning objectives and state content standards are not communicated. - Sub-objectives are largely aligned to the lesson's major objective. - Learning objectives are rarely connected to what students have previously learned. - Expectations for student performance are vague. - State standards are not appropriately displayed. - There is evidence that few students demonstrate mastery of the objective.

Implementation Timeline

Expanded ADEPT Implementation Timeline

Recalibration	Readiness & Training	Implementation
2016-17 Summer <i>Phase I Training:</i> Institutes of Higher Education Business Rules Work Group <i>Fall-Spring</i> Phase II Training: District and Evaluators Evaluator Certification begins	2017-18 Continued district and evaluator training on NIET 4.0 rubric. District readiness and support structures Technical support on transition to rubric	2018-19 Full statewide implementation of Expanded ADEPT system Observation and feedback to all teachers using NIET 4.0 differentiated rubric

HWES Timeline

March	May	Beginning of 18-19
<i>Environment</i> PD	Planning PD	Instruction PD on the SWAP day and beginning of year PDs
April	Remainder of 17-18	
<i>Professionalism</i> PD	Discussion embedded in planning sessions	

Questions?



Expanded ADEPT and South Carolina Teaching Standards 4.0

Introduction



Expanded ADEPT

- South Carolina Educator Support and Evaluation
 - *South Carolina Teaching Standards 4.0* rubric selected to replace SAFE-T as a part of Expanded ADEPT
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- Supports educators with feedback related to professional practice, does not simply based on student test scores
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Instruction

Environment

Planning

Professionalism

South Carolina Teaching Standards

Planning	Environment	Instruction	Professionalism
• Instructional Plans • Student Work • Assessment	• Managing Student Behavior • Expectations • Environment • Respectful Culture	• Standards & Objectives • Motivating Students • Presenting Instructional Content • Lesson Structure & Pacing • Activities & Materials • Questioning • Academic Feedback • Grouping Students • Teacher Content Knowledge • Teacher Knowledge of Students • Thinking • Problem Solving	• Growing and Developing Professionally • Reflecting on Teaching • Community Involvement • School Responsibilities

Parts of the Rubric

Domains	Indicators	*Descriptors	*Performance Levels	
Instruction				
Instruction	Exemplary (4)	Proficient (3)	Needs Improvement (2)	
	Unsatisfactory (1)			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Unsatisfactory (1)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instruction	- All learning objectives and state content standards are explicitly communicated. - Sub-objectives are aligned and logically sequenced to the lesson's major objective. - Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.	- Most learning objectives and state content standards are communicated. - Sub-objectives are mostly aligned to the lesson's major objective. - Learning objectives are connected to what students have previously learned.	- Learning objectives and state content standards are communicated. - Sub-objectives are sometimes aligned to the lesson's major objective. - Learning objectives are not clearly connected to what students have previously learned.	- Learning objectives and state content standards are not communicated. - Sub-objectives are poorly aligned to the lesson's major objective. - Learning objectives are rarely connected to what students have previously learned. - Expectations for student performance are vague. - State standards are not appropriately displayed. - There is evidence that few students demonstrate mastery of the objective.

Implementation Timeline

Expanded ADEPT Implementation Timeline

Recalibration	Readiness & Training	Implementation
2016-17 <i>Summer</i> Phase I Training: Institutes of Higher Education Business Rules Work Group <i>Fall – Spring</i> Phase II Training: District and Evaluators Evaluator Certification begins	2017-18 <i>Continued district and evaluator training on NIET 4.0 rubric</i> <i>District readiness and support structures</i> <i>Technical support on transition to rubric</i>	2018-19 Full statewide implementation of Expanded ADEPT system <i>Observation and feedback to all teachers using NIET 4.0 differentiated rubric</i>

HWES Timeline

March Environment PD	May Professionalism PD	Beginning of 18-19 Instruction PD on the SWAP day and beginning of year PDs
April Planning PD	Remainder of 17-18 Discussion embedded in planning sessions	

Environment

ENVIRONMENT			
Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where all students can experience success. - Students take initiative and follow through with their own work. - Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	- Teacher sets high and demanding academic expectations for every student. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where most students can experience success. - Students complete their work according to teacher expectations.	- Teacher sets high and demanding academic expectations for most students. - Teacher encourages students to learn from mistakes. - Teacher creates learning opportunities where some students can experience success. - Teacher expectations for student work are not clear for all students.	- Teacher expectations are not sufficiently high for every student. - Teacher creates an environment where mistakes and failure are not viewed as learning experiences. - Students demonstrate little or no pride in the quality of their work.

Environment: Expectations

What does this look like in the classroom?

What does this sound like in the classroom?

Proficient (3)

- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where most students can experience success.
- Students complete their work according to teacher expectations.

STUDENT			
Managing Student Behavior	Exemplary (4)	Proficient (3)	Needs Improvement (2)
	- Students are consistently well-behaved, and on task. Teacher and students establish clear rules and expectations for learning and behavior. - The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks inconsequential behavior. - The teacher deals with students who have caused disruptions rather than the entire class. - The teacher attends to disruptions quickly, firmly, and consistently with no interruption to instruction.	- Students are mostly well-behaved, and on task, some minor learning disruptions may occur. - Teacher establishes rules for learning and behavior. - The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. - The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.	- Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. - Teacher establishes rules for learning and behavior. - The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. - The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. - The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.

Environment: Managing Student Behavior

What does this look like in the classroom?

What does this sound like in the classroom?

- Students are mostly well-behaved, and on task, some minor learning disruptions may occur.
- Teacher establishes rules for learning and behavior.
- The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.
- The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.

Environment	Environment			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	- The classroom welcomes all members and guests. - is organized and understandable to all students and encourages student collaboration. - supplies, equipment, and resources are easily and readily accessible for all students. - displays student work that frequently changes. - is consistently arranged to promote individual and group learning.	- The classroom welcomes most members and guests. - is organized and understandable to most students. - supplies, equipment, and resources are accessible for most students. - displays student work. - is arranged to promote individual and group learning.	- The classroom welcomes some members and guests. - is organized and understandable to some students. - supplies, equipment, and resources are accessible. - displayed student work is not updated regularly. - is sometimes arranged to promote individual and group learning.	- The classroom is somewhat cold and uninviting. - is not well organized and understandable to students. - supplies, equipment, and resources are difficult to access. - does not display student work. - is not arranged to promote group learning.

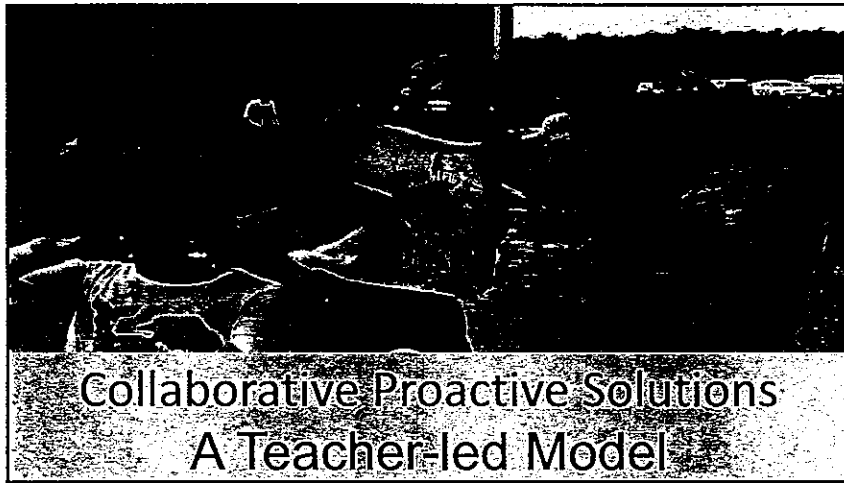
Environment: Environment	
What does this look like in the classroom? What does this sound like in the classroom?	The classroom - welcomes most members and guests. - is organized and understandable to most students. - supplies, equipment, and resources are accessible for most students. - displays student work. - is arranged to promote individual and group learning.

ENVIRONMENT (Continued)				
Respectful Culture	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	- Teacher-student interactions demonstrate caring and respect for one another. - Students exhibit caring and respect for one another. - Teacher solicits, and is receptive to the interests and opinions of all students. - Positive relationships and interdependence characterize the classroom.	- Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. - Students exhibit respect for the teacher and are often polite to each other. - Teacher is often receptive to the interests and opinions of students.	- Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. - Students exhibit respect for the teacher, and are generally polite to each other. - Teacher is sometimes receptive to the interests and opinions of students.	- Teacher-student interactions are sometimes authoritarian, negative, or disrespectful. - Students exhibit disrespect for the teacher. - Student interaction is characterized by conflict, sarcasm, or put-downs. - Teacher is not receptive to interests and opinions of students.
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student-Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Moving Towards Student-Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy Emphasis on Teacher Direction- Minimal Evidence of Student Ownership of Learning.

Environment: Respectful Culture	
What does this look like in the classroom? What does this sound like in the classroom?	Proficient (3) - Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. - Students exhibit respect for the teacher, and are often polite to each other. - Teacher is often receptive to the interests and opinions of students. - Some Evidence of Student-Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.

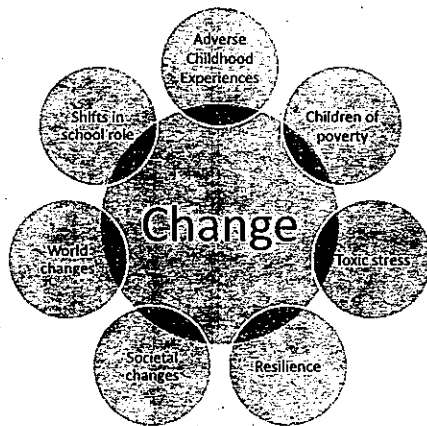
Comments?
Questions?
Concerns?

April 10 - Planning Domain

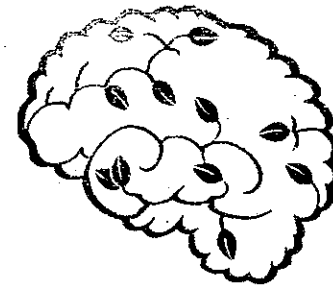


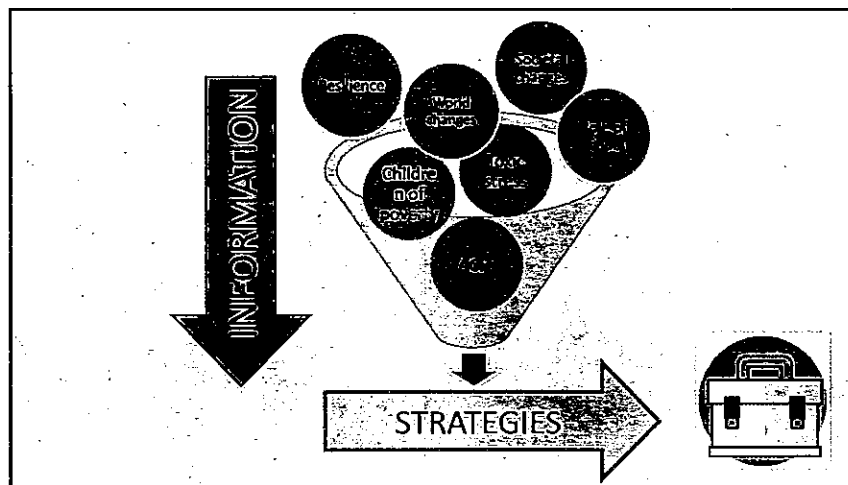
Children have not changed.
Childhood has.

- Barbara Oehlberg



Change





Consequences

Natural: laws of nature that follow a chosen behavior

Logical: response chosen to follow a behavior that violates norm

Imposed: prearranged to follow violation of rules (punishment)



Kids do well if they can.

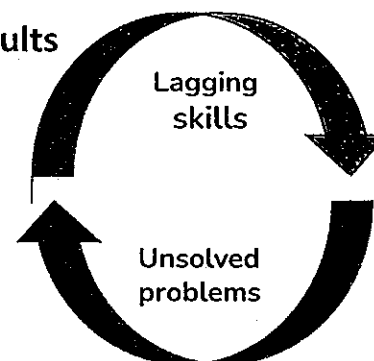
-Ross Greene



Collaborative Proactive

Solutions:

First Step – Adults



Formative assessment for behavior

- Redefine behavior in terms of skill deficits
- Teach skills
- Reassess
- Make changes

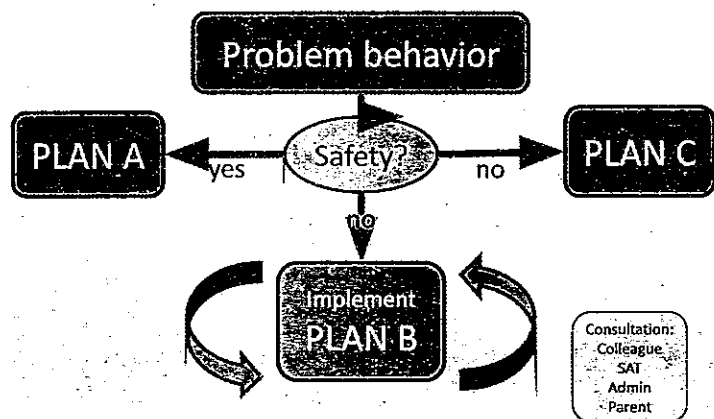


Lagging skills = New responses

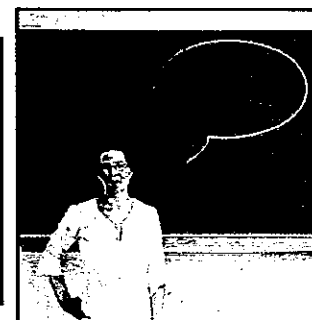
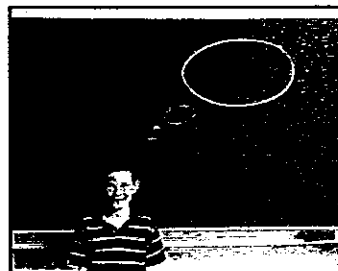
How can I help?

Can we solve this together?

How can you make it better?



Collaborative Proactive Solutions: Second Step – Plan B: Teacher and Student



Empathy step:

Describe the unsolved problem

- Be neutral, interested, curious
- Not about the negative behavior

I've noticed
that...

Define the problem

Part 1: Student perspective

- Invite student's concerns
- Listen, reflect, ask questions

What's up?

Define the problem

Part 2: Adult concerns

- Share adult concerns re:
student and/or others

The thing
is...

Invitation

Part 1: Invite collaboration

- Brainstorm, respect input
- Identify likely successful ideas
- Summarize

I wonder if
there's a
way...

Invitation

Part 2: Agree on a solution

- Make a plan
- Clarify roles
- Agree to assess and meet again



Thanks.
Let's see if
this helps.

Fidelity notes

- ☐ When cooler heads prevail - not in the heat of the moment
- ☐ Focus on the problem not the problem behavior
- ☐ Skills vs information
- ☐ Limits of teaching skills: engagement and motivation

CPS Plan B: Benefits

Proactive - initiate before behavior becomes significant
Teacher and student relationship maintained and repaired
Teacher maintains power and influence
Admin intervention maintains impact
Teaching of skills is imbedded in the plan
Students see teacher as a person who solves problems
Students learn to solve problems themselves

one stable, caring adult

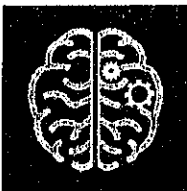


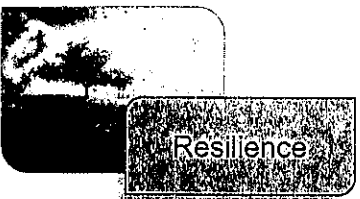
solve problems
teach skills
show compassion

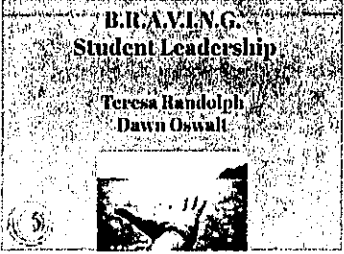
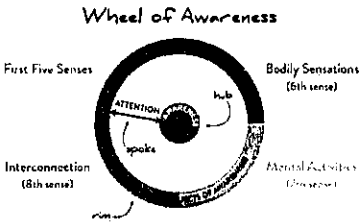
Questions, resources, offers



Social Emotional Wellness: Online PD

Module Title	Module Video, Thinksheet, Recertification Survey	Additional Resources
	<u>got stress?</u> <10 min video about managing stress <u>got stress? Thinksheet</u> <u>got stress? Reflection Survey for Recertification Credit</u>	<u>Stress Response: Savior to Killer</u> <6 min video with Robert Sapolsky <u>How to Make Stress Your Friend</u> <15 min video with Kelly McGonigal
 Emotional Well-Being Check-Ins	<u>Emotional Well-Being Check-Ins</u> <9 min video of ideas for checking in on students' emotional status <u>Emotional Well-Being Check-Ins Thinksheet</u> <u>Emotional Well-Being Check-Ins Reflection Survey for Recertification Credit</u>	<u>Moments of Genuine Connection</u> Dave Stuart Jr. on Cult of Pedagogy <u>Focusing on Student Well-Being in Times of Crisis</u> Edutopia article <u>Real Rap with Reynolds: Your Attention is More Important Than Your Advice</u> 4 min video <u>What Great Listeners Actually Do</u> Harvard Business review article
Vulnerable Decision Points How social emotional wellness impacts our decisions 	<u>Vulnerable Decision Points</u> <10 min video review of strategies for making sound decisions <u>Vulnerable Decision Points Thinksheet</u> <u>Vulnerable Decision Points Reflection Survey for Recertification Credit</u>	<u>Don't Discipline Hangry: Three Steps to a Better Classroom</u> PBIS.org article <u>How to Build Relationships Across Difference</u> Greater Good Magazine article more ↓↓↓

	<u>Trauma Responsive Schools</u> <8 min video introduction to the concept of trauma and six attributes of being trauma responsive <u>Six Attributes Team Thinksheet</u> <u>Trauma Responsive Schools Reflection Survey for Recertification Credit</u>	<u>The National Child Traumatic Stress Network</u> website w/ multiple resources <u>Getting Started with Trauma-Informed Practices</u> <4 min Edutopia video <u>Building Adult Capacities to Improve Child Outcomes</u> <6 min video <u>Trauma Informed Teaching Strategies</u> ASCD article <u>Shawn Ginwright: Beyond Trauma Informed Care</u> <21 min video interview by Brené Brown
	<u>Resilience</u> <13 min video introduction to the concept of resilience and four factors for cultivating it in students and ourselves <u>Four Mindsets Team Thinksheet</u> <u>Applying the Mindsets to Ourselves Thinksheet</u> <u>Coloroso Quote Graphic</u> Own it. Fix it. Learn from it. Move on. <u>Resilience Reflection Survey for Recertification Credit</u>	<u>Fostering Belonging with Classroom Norms</u> <4 min Edutopia video <u>Why It's So Important That Teachers Cultivate Their Own Resilience</u> Elena Agilar article <u>Resilience</u> article and related resources from Center on the Developing Child at Harvard University (emphasis on early childhood) <u>Building Your Resilience</u> American Psychological Association article
	<u>ACEs and Trauma</u> <9 min video reviewing the risks of trauma and the relevance to teaching and learning <u>ACEs and Trauma Team Thinksheet #1</u> <u>ACEs and Trauma Team Thinksheet #2</u>	<u>First Sergeant Shawn McDaniels Remembers</u> <3 min video by Resilient Richland <u>Dr. Nadine Burke Harris</u> <18 min PBS interview <u>Children's Trust of South Carolina</u> Resources and SC-specific data <u>Centers for Diseases Control and Prevention</u> multiple ACEs resources

	ACEs and Trauma Reflection Survey for Recertification Credit	more ↓↓↓
	<u>B.R.A.V.I.N.G. Student Leadership</u> <21 min video conversation about applying the BRAVING model to student leadership with Teresa Randolph and Dawn Oswalt BRAVING Student Leadership Thinksheet BRAVING Mini Poster Dare to Lead pdf BRAVING Student Leadership Reflection Survey for Recertification Credit	Daring Classrooms Brenè Brown hub specifically for teachers Dare to Lead Brenè Brown hub
 Dr. Whitecotton's students generously share their mindfulness story with District Five in this video. Do not copy or share.	<u>Anchor & Aim: Practicing Mindfulness Toward Conscious Choice and Transformation</u> <38 min video of a mindfulness model for adults and students with Dr. Emily Whitecotton Anchor & Aim Thinksheet Anchor & Aim Reflection Survey for Recertification Credit	Dan Siegel Shows a Model of the Brain <9 min Seven Ways Mindfulness can Help Teachers Greater Good Science Center article

Mindfulness Spaces

Guiding questions for
creating spaces
in our schools

Have we
clarified the
intent of the
space?

NOT FOR

- de-escalation of an unsafe behavior
- physical intervention
- seclusionary time-out
- punishment

FOR

- de-stressing, regaining emotional equanimity
- learning to self-regulate
- supported reflection

Have we
clarified the
intent of the
space?

Are we consistently practicing mindfulness that is:

secular

culturally sensitive

transparent

appropriate for the individual
and never forces participation



Have we clarified the 5WH?



Is the decor conducive and appropriate?

Consider:

Calming colors

Variable lighting

Comfy seating

Few visual distractions

Culturally appropriate (e.g., no cultural or religious symbols)



What materials are appropriate given our intent?

Consider:

Sensory items

Appropriate seating

Device for music, guided practices

A clock or timer



*(no food/drink,
no strong scents)*

Thoughts about materials:

- Keep everything clean
- Vet all online materials (e.g., mindfulness videos/audios).
- Spend your money wisely.
- Keep sensory items in bins or a cabinet; don't let the room look or feel cluttered.
- Are materials age appropriate?

Other considerations:

Is the space safe?

Are there unintended consequences we need to consider?

Would you be comfortable with your own child in this space?

How do we communicate all of this with parents, teachers, and staff?

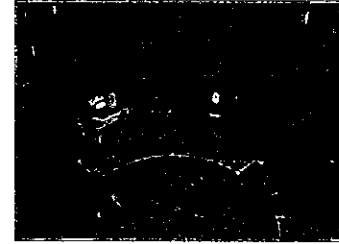
Consider:

Discuss at a faculty meeting

Letter/flyer to parents

Basic guidelines posted in the room

Resources (e.g., websites to learn more)





Adverse Childhood Experiences (ACEs)

The study



- Examined health and social effects of adverse childhood experiences throughout lifespan



- Conducted by Dr. Robert Anda, CDC and Dr. Vincent Felitti, Kaiser Permanente

- Decade-long study involving 17,000 people

- Demographics: primary care setting, educated, middle class, predominantly white

- Largest study ever done on the subject

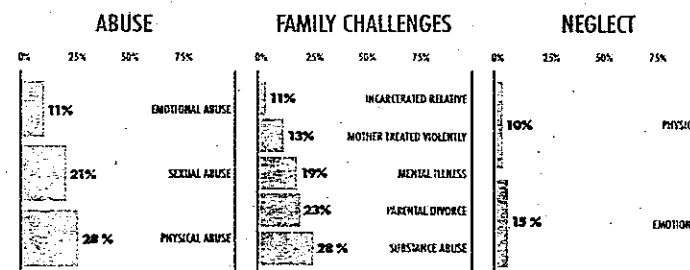
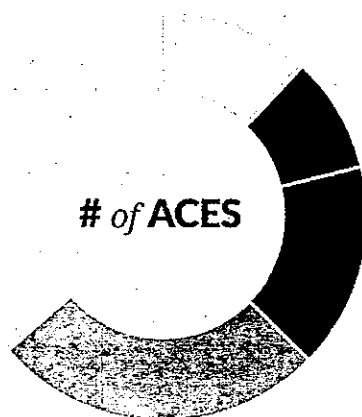
ZERO
36%

ONE
26%

TWO
16%

THREE
9%

FOUR OR MORE
12%



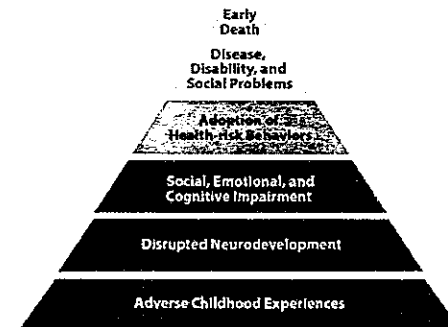
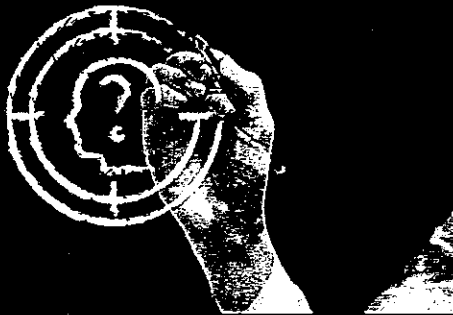
What it found

People with
4 or more ACEs
compared to those
with 0 ACEs

RISK FACTOR	% INCREASE
Smoking	242%
Obesity	222%
Depression	357%
Illicit drug use	443%
Injected drug use	1,133%
Sexually Transmitted Diseases	298%
Attempted suicide	1,525%
Alcoholism	555%

But, not just behavioral health issues...

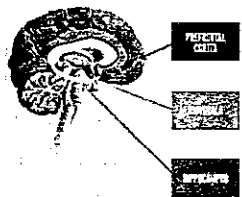
Heart disease
Liver disease
Pulmonary disease
Inflammatory disease



Mechanism by Which Adverse Childhood Experiences
Influence Health and Well-being Throughout the Lifespan



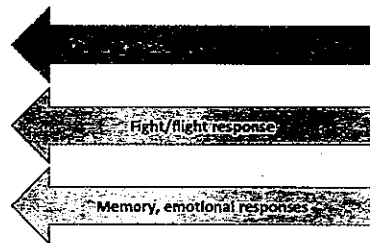
- ① Reduces the ability to respond, learn, or figure things out, which can result in problems in school.
- ② Increases difficulty in making friends and maintaining relationships.
- ③ Increases stress hormones which affects the body's ability to fight infection.
- ④ Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.
- ⑤ Increases problems with learning and memory, which can be permanent.



CHANGES IN BRAIN ARCHITECTURE DUE TO TOXIC STRESS INCLUDE:

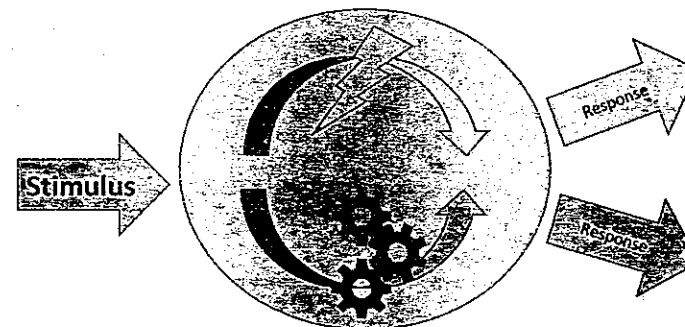
- Loss of brain cells
- Damage to brain cell connections
- Enlargement or atrophy of certain parts of the brain
- Hyperactivity of certain parts of the brain

Brain graphic: centerforyouthwellness.org



Stress response cycle

Automatic reaction



Intentional response

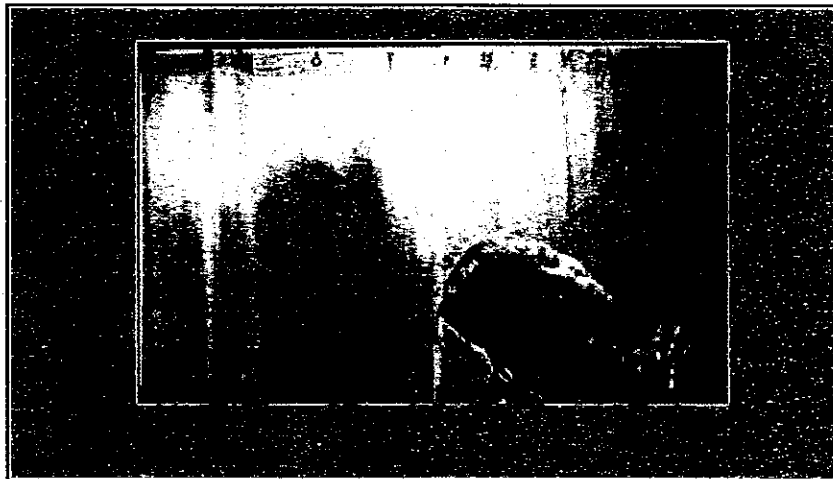
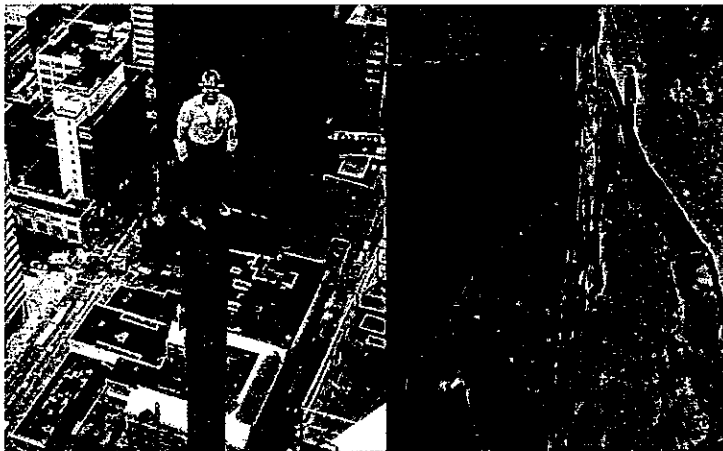
Healthy fight/flight response system

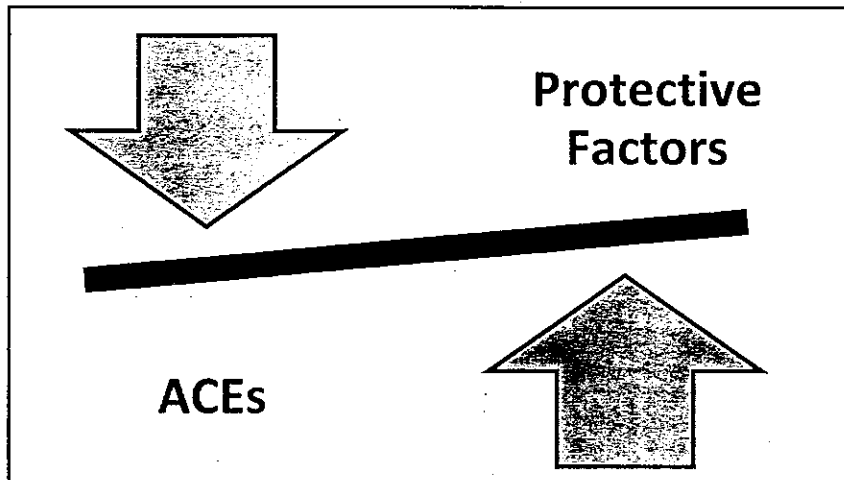
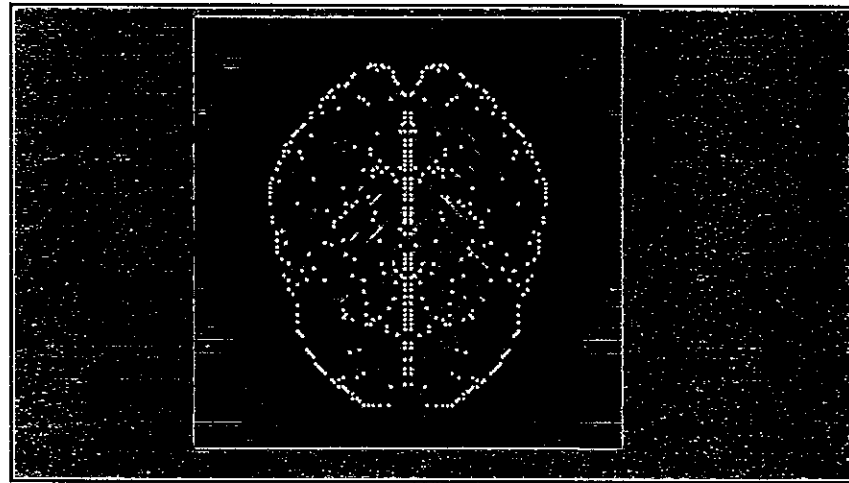
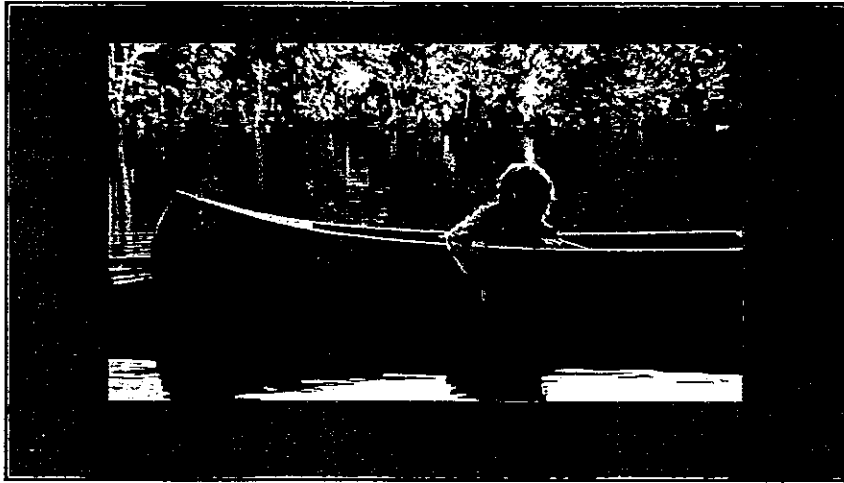
Balanced responsiveness
Trust and safety
Attention control
Physiology is supportive
Memory intact
Can solve problems
Available for learning

Over-activated fight/flight response system

- Under reactive
- Everything is a potential disappointment
- Unfocused
- Impaired memory
- Can't risk vulnerability
- Lethargic, unresponsive

- Highly reactive
- Everything is a potential threat
- Poor attention control
- Impaired memory
- Can't risk vulnerability
- Hyper-vigilant
- Physical stress/tension

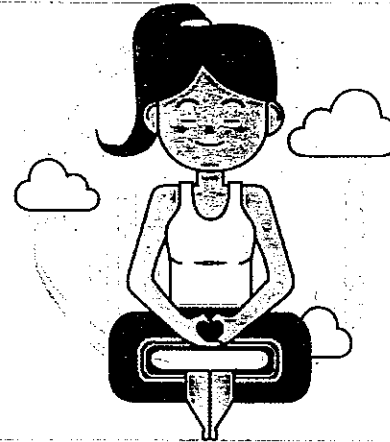
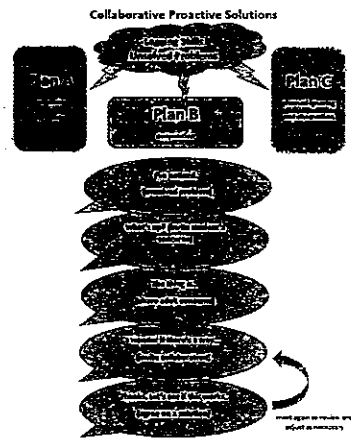




Protective Factors Build Resilience*

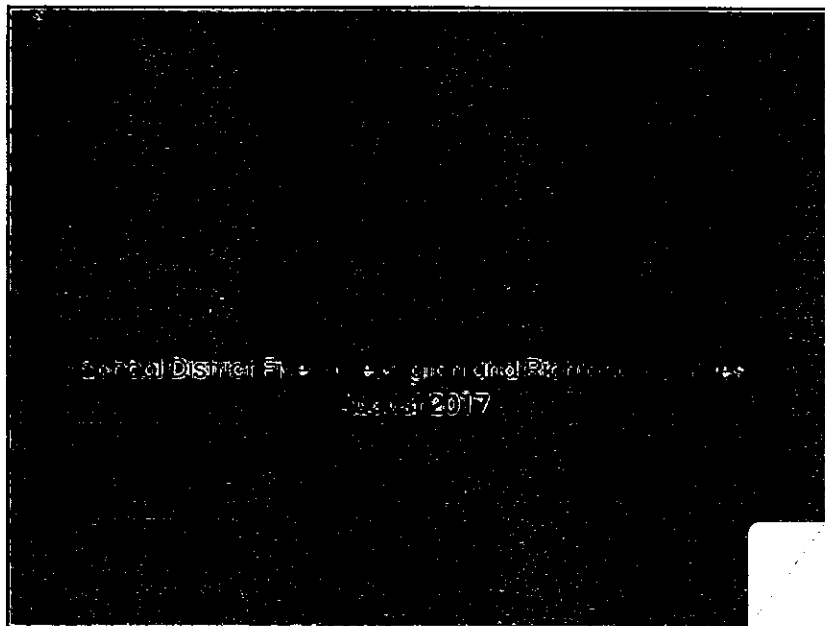
- supportive adult-child relationships
- a sense of self-efficacy and perceived control
- opportunities to strengthen adaptive skills and self-regulatory capacities
- sources of faith, hope, and cultural traditions

**the ability to adapt positively to adversity*



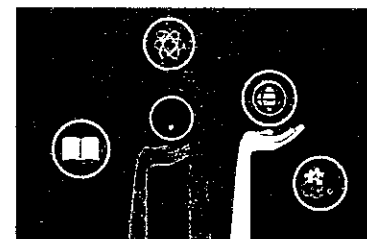
one stable, caring adult

solve problems
teach skills
show compassion



WHAT IS CHILD FIND?

Federal law ensuring the identification of all children with disabilities in need of special education



THE IDEA 04: SPECIAL EDUCATION

In order to qualify, the student meets eligibility criteria

AND

there is an adverse effect on educational performance

AND

the student requires specialized instruction to adapt content, methodology, and/or delivery

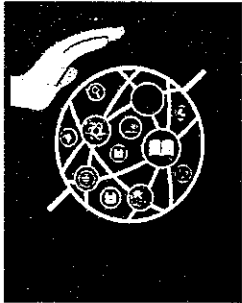
Results in an Individualized Education Program (IEP)

SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

- Protects students with disabilities who require accommodations (and/or related services) in the general education setting
- Ensures commensurate opportunity for students
- Ensures student is not discriminated against due to disability

Results in an Individual Accommodation Plan (IAP)

THE IDEA 04 DISABILITY CATEGORIES



Autism
Emotional disability
Intellectual disability
Speech-language impairment
Traumatic brain injury
Developmental delay

The IDEA 04 Disability Categories, Con't.

Specific learning disability
Deaf or hard of hearing
Vision impairment
Orthopedic impairment
Other health impaired
Deaf-blindness
Multiple disabilities



SPECIFIC LEARNING DISABILITY

Written expression

Oral expression

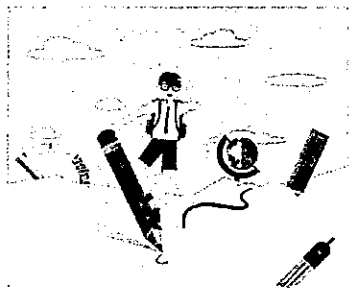
Listening comprehension

Reading

- Basic reading
- Fluency
- Reading comprehension

Math

- Calculations
- Reasoning



SPEECH/LANGUAGE IMPAIRMENT

- One of the 13 disability areas or (rarely) a related service necessary for child to meet IEP goals
- Evaluation must be a team referral
- Need to consider if team suspects another disability

OCCUPATIONAL THERAPY (OT) PHYSICAL THERAPY (PT)

- For students who are identified in one of the 13 disability areas **AND** need OT/PT in order to meet IEP goals
- Not a stand-alone service for IDEA

ADHD: ATTENTION DEFICIT HYPERACTIVITY DISORDER

- May be considered under the IDEA 04 as Other Health Impaired or Section 504
- Take special care communicating with parent/guardian re: medication, behavior, possible medical needs, etc.

AS AN IEP TEAM MEMBER

- You should be an active participant in the IEP process
- Be prepared with data and knowledge of the student to include how they are performing in class and what accommodations and/or modifications are needed.
- Call a meeting when needed

TEACHERS MUST:

- Follow the IAP, IEP, 504 and BIP
- Consult with team/administration as needed
- Document communication & interventions
- Track data



TEACHERS MUST NOT:

- Diagnose/label – describe only
- Prescribe
- Make changes in the IAP or IEP arbitrarily
- Decide alone: team approach safest



CONFIDENTIALITY

- Applies to everyone
- Need to know basis
- Do not discuss one student w/ parents of another

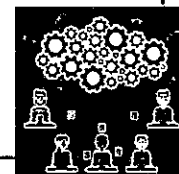
*Do not have conversations about students in public forums—where there is **not** a need to know!*

CONFIDENTIALITY

- Social Networking sites
- Share **ONLY** appropriate information with substitutes (accommodations and modifications)
- Be discreet when sending child to special education class or nurse, etc.

EMAIL

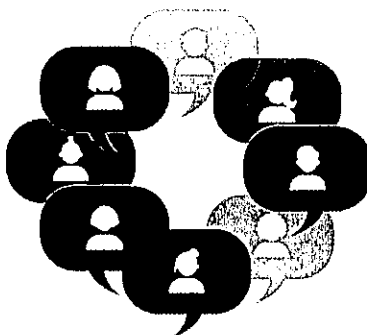
- Are you ok w/ parent/lawyer reading it?
- Once received, did you protect the content?
- Did you forward/share only with those with a need to know?
- Were you careful (e.g., accidentally sent to Mkelly instead of Mkelley)?
- Your email belongs to the district.
- When concerned call or speak to someone directly.



**SCHOOL CONTACTS FOR
QUESTIONS/CONCERNS**

PD Topics 2017-18

The following are professional development topics administrators may consider adding to their PD plan for promoting Tier 1 and Tier 2 PBIS. Several of these topics (e.g., ACE's, resilience, positive psychology) provide a foundation for more specific topics that can be introduced later. We can also collaborate and develop other topics to meet a school's needs. Training can be provided as needed (e.g., one-time whole faculty presentation, small group, mini-PD series) with reinforcements throughout the year (e.g., follow-up articles or visits).



Collaborative Proactive Solutions (CPS): CPS is a model for teachers and teams to identify a student's lagging skills that result in a problem leading to misbehavior. The teacher then develops a plan with the student for solving the problem while developing new skills. CPS is based on Ross Green's book Lost In School.

Adverse Childhood Experiences (ACE's): ACEs impact health, social/emotional, and behavioral development, increasing risk levels across the lifespan. Students with these experiences may be highly reactive and unregulated, overreacting to triggers in their school environment, or under-aroused and withdrawn. Understanding ACEs and their impact is essential to providing the appropriate support for students.

Resilience: Developing resilience in students helps them navigate school and the world successfully. Resilience is a protective factor counterbalancing ACEs and other life stressors and improves a student's outcomes in all areas. Schools can take proactive steps to build and develop resilience in students.

Mindfulness: Mindfulness practices help reduce stress, increase self-regulation and attention, and promote rational detachment and awareness of emotions. They can be practiced by faculty and staff and integrated into the classroom with students.

Positive Psychology and Authentic Happiness: Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. It teaches us how we can cultivate happiness in ourselves and others, reduce stress, improve performance, and increase grit and resilience.

Second Step: The Second Step program for Kindergarten through Grade 5 is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. The middle school Second Step program helps schools teach and model essential communication, coping, and decision-making skills that help adolescents navigate around common pitfalls such as peer pressure, substance abuse, and bullying (both in-person and online).

Building and Sustaining Math Success

Colleen Boissinot, K-12 Coordinator of Mathematics
Erika Cartledge, Elementary Math Specialist
October 17, 2018

Learning Intentions

As we focus on building and sustaining math success in our schools and our district, we will intentionally examine student behaviors in math and teacher intentions with planning for effective math instruction.

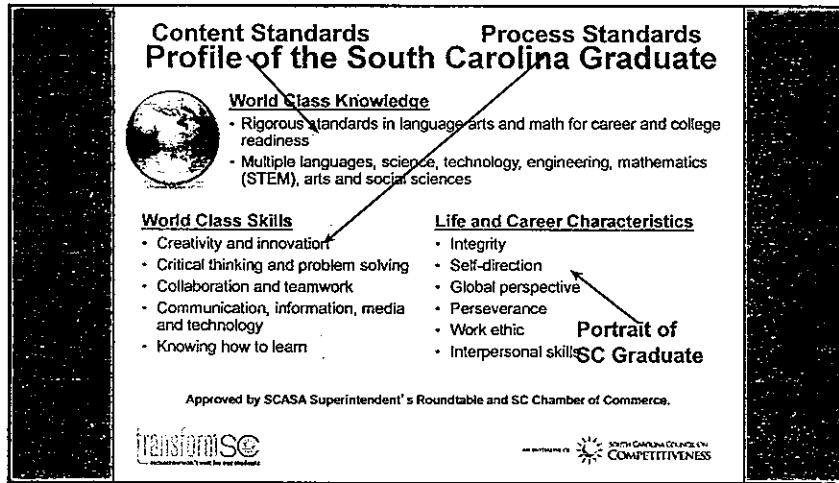
Success Criteria

As a result of my learning today, I will...

- connect math process standards to student math behaviors.
- connect the Profile of the South Carolina Graduate to the math process standards.
- explore strategies to build and sustain math success at my school.
- be able to communicate my learning to others at my school.

In my school, do I see students...

1. Make sense of problems and persevere in solving them.
2. Reason both contextually and abstractly.
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
4. Connect mathematical ideas and real-world situations through modeling.
5. Use a variety of mathematical tools effectively and strategically.
6. Communicate mathematically and approach mathematical situations with precision.
7. Identify and utilize structure and patterns.



What are Math Process Standards?

Math Process Standards focus on behaviors students in grades K-12 should demonstrate when engaged in mathematics.

Mathematical Process #3

I can explain my thinking and try to understand others.

Mathematical Process #3

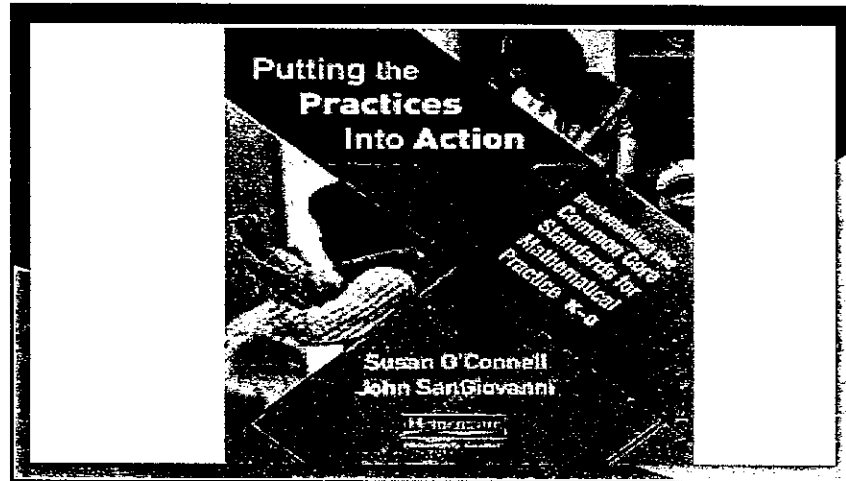
I can make, justify (prove), and present arguments by...

- Using objects, drawings, diagrams, and actions
 - Using examples and non-examples
 - Applying context
 - Explaining both verbally and in writing

Mathematical Process #3

I can critique the reasoning of others by...

- Listening
- Asking questions to clarify or improve arguments
- Comparing strategies and arguments



Eliminate It

rectangle	cylinder
circle	triangle

"I think we should keep/delete _____ because..."

Putting the Practices into Action by: Susan O'Connell and John Sangiovanni p. 50

Eliminate It

21	63
17	84

"I think we should keep/delete _____ because..."

Putting the Practices into Action by: Susan O'Connell and John Sangiovanni p. 50

Agree or Disagree ?

Pose a math statement and ask students to *agree* or *disagree* with it.

I agree/disagree that _____ because...

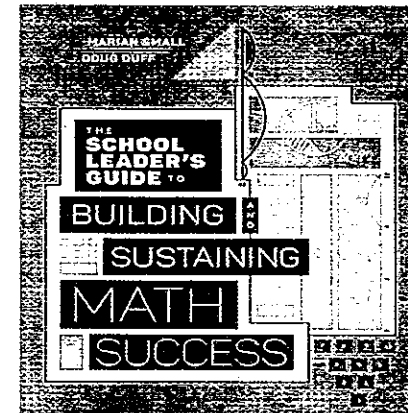
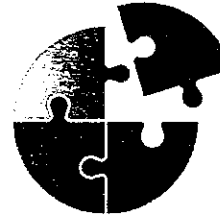
Agree or Disagree?

75% is more than $\frac{3}{4}$.

Tell why you agree or disagree.

Putting the Practices into Action by Susan O'Connor and John Santogiovanni p. 55

Engage: JIGSAW



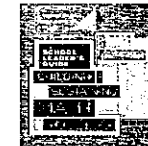
Engage: JIGSAW



- Count off 1-7.
- Gather in like groups: 1s, 2s, 3s, etc.
- Each group will read and discuss one of 7 selections from, *The School Leader's Guide to Building and Sustaining Math Success* p.116-129.
- Each group will represent their section on chart paper to present/share with the whole group.
- Each group will have 1 minute to share their representation and the big idea(s) of their selection.

Selections from:

The School Leader's Guide to Building and Sustaining Math Success



1. *Focus on Math Process Standards as Well as Content*
2. *Reflection on Practice*
3. *High Expectations – In Instruction*
4. *High Expectations – Assessment of Learning*
5. *Attending to Students' Instructional Needs – Differentiating Structure*
6. *Attending to Students' Instructional Needs – Differentiating Instruction*
7. *Professional Learning – Trying New Strategies, Collaborating and Taking Responsibility*

Revisit Success Criteria

As a result of my learning today, I can...

- connect math process standards to student math behaviors.



Thumbs up



Thumbs sideways



Thumbs down

Revisit Success Criteria

As a result of my learning today, I can...

- connect the Profile of the South Carolina Graduate to the math process standards.



Thumbs up



Thumbs sideways



Thumbs down

Revisit Success Criteria

As a result of my learning today, I can...

- explore strategies to build and sustain math success at my school.



Thumbs up



Thumbs sideways



Thumbs down

Revisit Success Criteria

As a result of my learning today, I can...

- communicate my learning to others at my school.



Thumbs up



Thumbs sideways



Thumbs down

Closure

In terms of building and sustaining math success...

- ☐ Where are you now?
- ☐ Where are you going?
- ☐ What do you need?

References

O'Connell, S. and Sangiovanni, J., (2013). Putting the Practices into Action. Portsmouth, NH: Heinemann.

Small, M. and Duff, D (2018). The School Leader's Guide to Building and Sustaining Math Success. Alexandria, VA: ASCD.

2017 SC READY Math Test Data Review - Grades 3-5 (284 Mb PDF)

2017 SC READY Math Test Data Review - Grades 6-8 (242 Kb PDF)

Algebra 1 - 2017 Test Results Data Review (214 Kb PDF)

Quick Links for Teachers (new)



2018 – 2019 Elementary School Professional Development Plan

School Name: Harbison West Elementary

1st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
(T/W) 8/14 and 8/15 SWAP Day and School Directed PD Day - Beginning of the Year/Nuts and Bolts	(T) 10/30 5 th Tuesday District PD on Rigor	(T) 1/22 Data Teams	(T) 3/26 Data Teams
(TH) 8/16 School Directed PD Day Beginning of the Year/Nuts and Bolts Part 2, IEP/504 and Child Find Presentation	(T) 11/6 Teacher/Student Holiday	(T) 1/29 5 th Tuesday District Designated Activities	(T) 4/2 School Committees - see link on 9/4
(F) 8/17 Back-to-School Rally(AM)/Teacher Work Day (PM)	(T) 11/13 Resilience Skill Mastery Session 2: Goals/Purpose Focused, SEL	(T) 2/5 Stop the Bleed Training	(T) 4/9 Resilience Skill Mastery Session 6: Cognitions Focused (Meta-cognition), SEL
(M) 8/20 #LeaD5 District Prof Dev Day	(T) 11/20 No Meeting	(T) 2/12 Resilience Skill Mastery Session 4: Managing Energy/Routines Focused, SEL	(T) 4/23 Data Teams
(T) 8/21 Teacher Work Day (No Interruptions)	(T) 11/27 Data Teams	(M) 2/18 #LeaD5 District Prof Dev Day	(T) 4/30 5 th Tuesday District Designated Activities
(T) 8/28 SLO Planning	(T) 12/4 School Committees - see link on 9/4	(T) 2/19 District Leadership - see link on 9/18	(T) 5/7 School Committees - see link on 9/4
(T) 9/4 School Committees	(T) 12/11 Resilience Skill Mastery Session 3: Managing Energy Focused, SEL	(T) 2/26 Data Teams	(T) 5/14 Resilience Skill Mastery Session 7: Cognitive Distortions Focused, Resilience Skill Mastery Session 8: Emotional Agility Focused, SEL
(T) 9/11 This day was cancelled due to weather	(T) 12/18 District Leadership - see link on 9/18	(T) 3/5 School Committees- see link on 9/4	(T) 5/21 District Leadership - see link on 9/18
(T) 9/18 District Leadership	(T) 1/8 School Committees - see link on 9/4	(F) 3/8 #LeaD5 District Prof Dev Day	(T) 5/28 Data Teams
(T) 9/25 Data Teams	(T) 1/15 District Leadership - see link on 9/18	(T) 3/12 Resilience Skill Mastery Session 5: Mindsets Focused, SEL	(M) 6/4 School Committees - see link on 9/4
(T) 10/2 School Committees - see link on 9/4		(T) 3/19 District Leadership - see link on 9/18	(F) 6/7 Teacher Work Day (No Interruptions)
(M) 10/8 Parent Conference Day			
(T) 10/9 Resilience Skill Mastery Session 1: Cohesion Focused, SEL			
(T) 10/16 District Leadership - see link on 9/18			
(T) 10/23 Data Teams			

Elementary Schools

1st Tuesdays	School Directed Activities
2nd Tuesdays	School Directed Activities

District Professional Development Days

August 20

8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch;
1:30 PM – 3:30 PM District-Developed PD at school

Notes

Please include plans for your school's monthly Data Team Facilitators' meetings.

		Data Team Facilitator meetings: 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6 Teachers Meet weekly with our Math/Reading Coaches on Tuesday and Data Team weekly on Wednesday during their planning periods.	
3rd Tuesdays	District Leadership Teams	February 18 8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch; 1:30 PM – 3:30 PM District-Developed PD at school	
4th Tuesdays	Data Team Designated Activities		
5 th Tuesdays	District Designated Activities Oct 30, Jan 29, April 30	March 8 8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch; 1:30 PM – 3:30 PM District-Developed PD at school	

(8) PD

8 support days

DR. TREVA ANDERSON

2018-2019

ANDERSON SPORT & PERFORMANCE PSYCHOLOGY CONSULTING, LLC

Harbison West Elementary Resilience Skill Mastery Sessions

2nd Tuesday of each month in person, 4th Tuesday providing assignments/prompts for small group discussions

**Cohesion Scale, Brief Resilience Scale Pre-sessions*

9/11

Session 1: Cohesion Focused

Cohesion activity, common values

9/25

1a: VIA Strengths Survey, Web of Support

→ 20 min.

10/9

Session 2: Goals/Purpose Focused

Theory of motivation, individual goals for school year

10/23

2a: Purpose Board *create a purpose board*

11/13

Session 3: Managing Energy Focused

Awareness of energy demands (Holmes-Rahe Scale), warning signs, Controllables

11/27

3a: Self-awareness stress discussion

12/11

Session 4: Managing Energy/Routines Focused

Coping strategies, Deep breathing (emWave), Transition routines

**Coping Resources Inventory as requested*

1/22

4a: Coping Action Plan, discuss Transition routines

**Conduct mid-year feedback*

2/12

Session 5: Mindsets Focused

Fixed/Growth Mindset (internal focus), Outward Focus

2/26

5a: Action plan for shifting mindsets

3/12

Session 6: Cognitions Focused

Meta-Cognition

3/26

6a: Discussing meta-cognition homework

4/9

Session 7: Cognitive Distortions Focused

Identifying Common Cognitive Distortions

4/23

7a: Correcting inaccurate cognitions

5/14

Session 8: Emotional Agility Focused

Emotional Rigidity

5/28

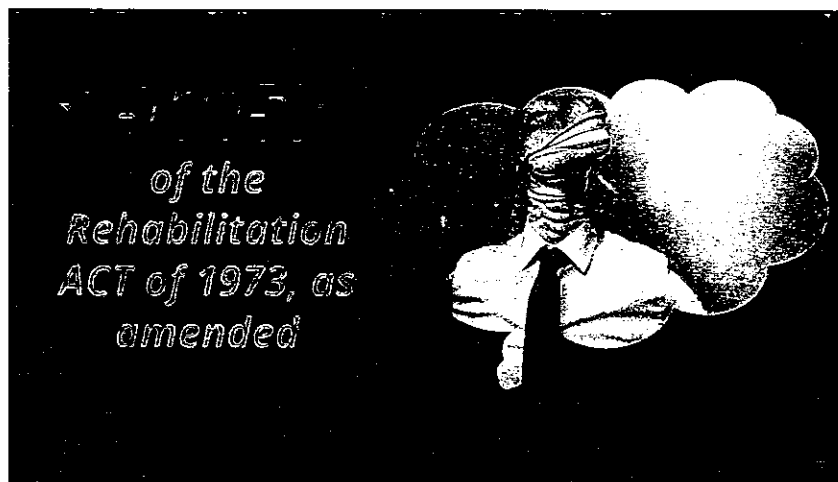
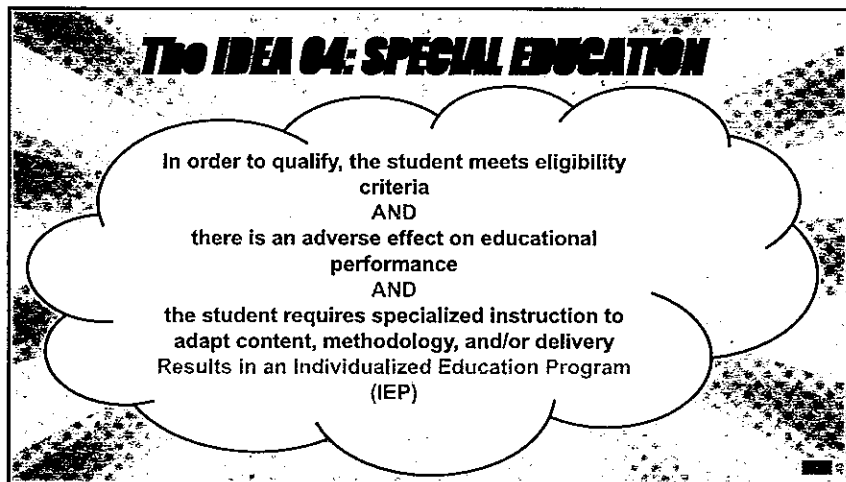
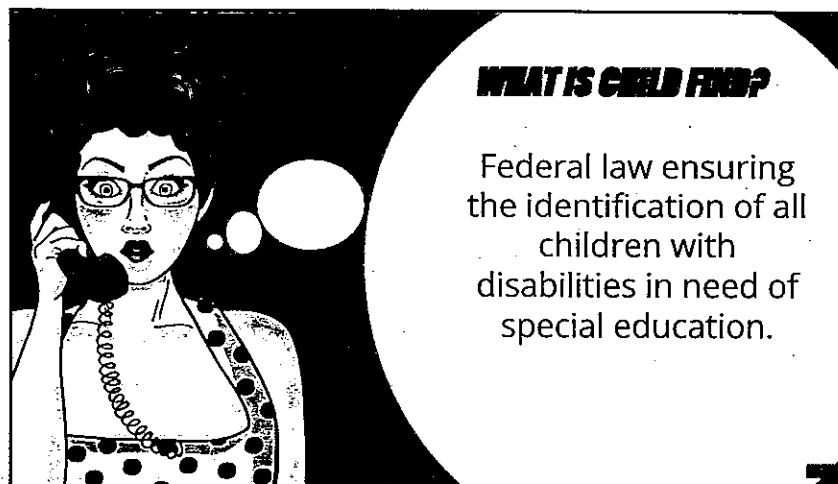
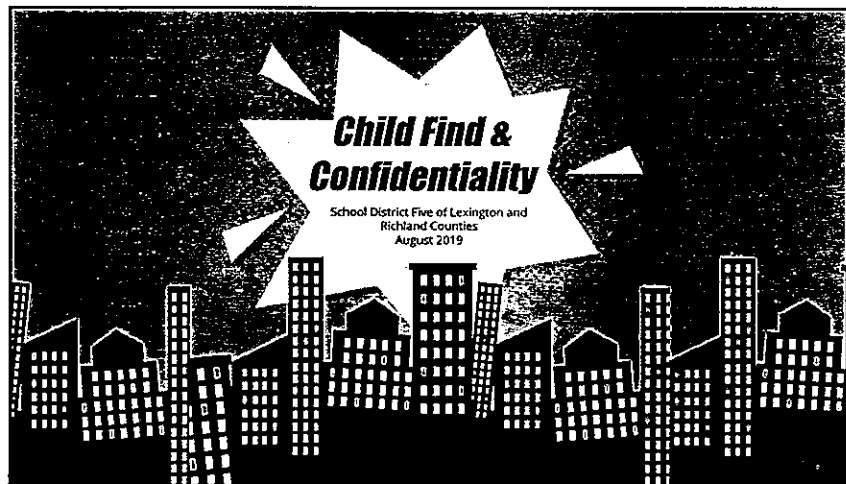
8a: Embracing Emotions and Practicing Emotional Agility

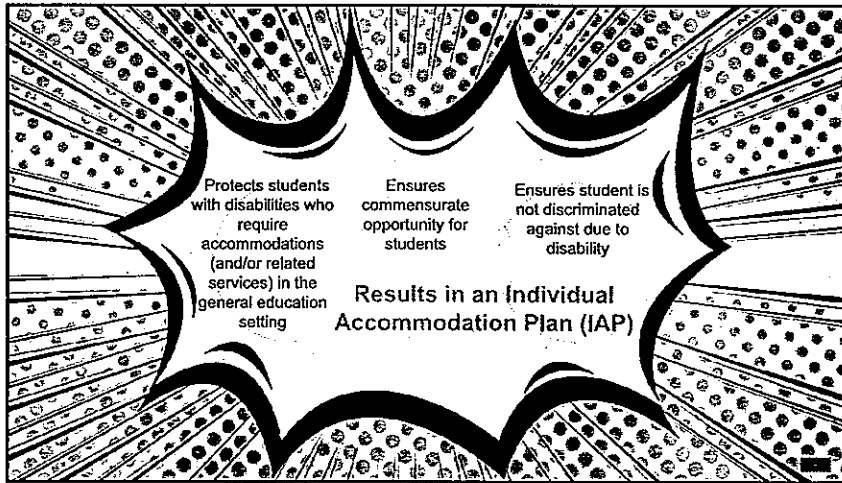
Session 9: Mindfulness Focused

Awareness and Acceptance

9a: Practicing awareness on demand

**Conduct Post-training feedback, Cohesion Scale, Brief Resilience Scale*





Protects students with disabilities who require accommodations (and/or related services) in the general education setting

Ensures commensurate opportunity for students

Ensures student is not discriminated against due to disability

Results in an Individual Accommodation Plan (IAP)



The IDEA 04 Disability Categories

- Autism Spectrum Disorder
- Emotional disability
- Intellectual disability
- Speech-language impairment
- Traumatic brain injury
- Developmental Delay

The IDEA 04 Disability Categories, Cont.

- Specific learning disability
- Deaf or hard of hearing
- Vision Impairment
- Deaf-blindness
- Orthopedic impairment
- Other health impaired
- Multiple disabilities

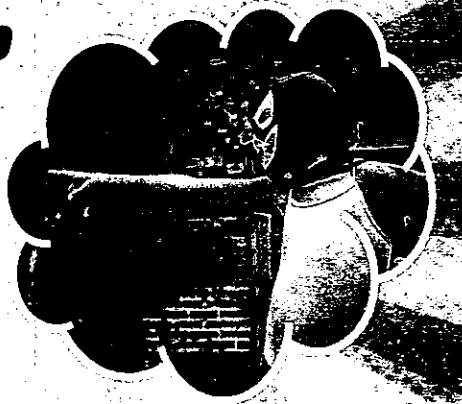


Specific Learning Disability

- 1** Reading
 - Basic Reading Skills
 - Reading Fluency
 - Reading comprehension
- 2** Math
 - Calculation
 - Problem Solving
- 3** Written expression
- 4** Oral expression
- 5** Listening comprehension

Speech/language Impairment

- One of the 13 disability areas or (rarely) a related service necessary for child to meet IEP goals
- Evaluation must be a team referral
- Need to consider if team suspects another disability



Occupational Therapy (OT)
Physical Therapy (PT)

As An IEP Team Member:



1. Review the student's IEP goals and objectives.



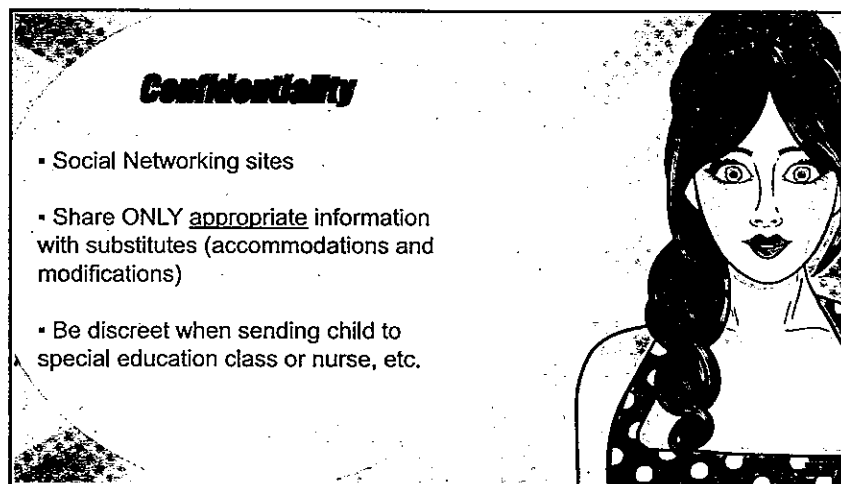
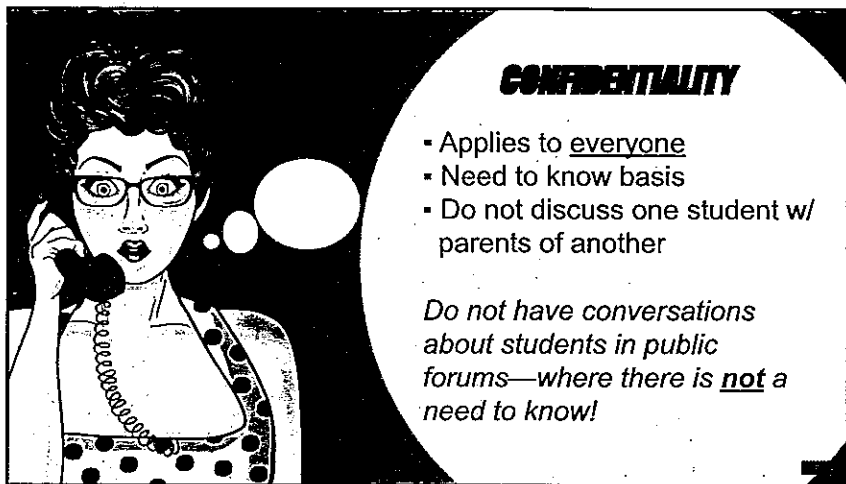
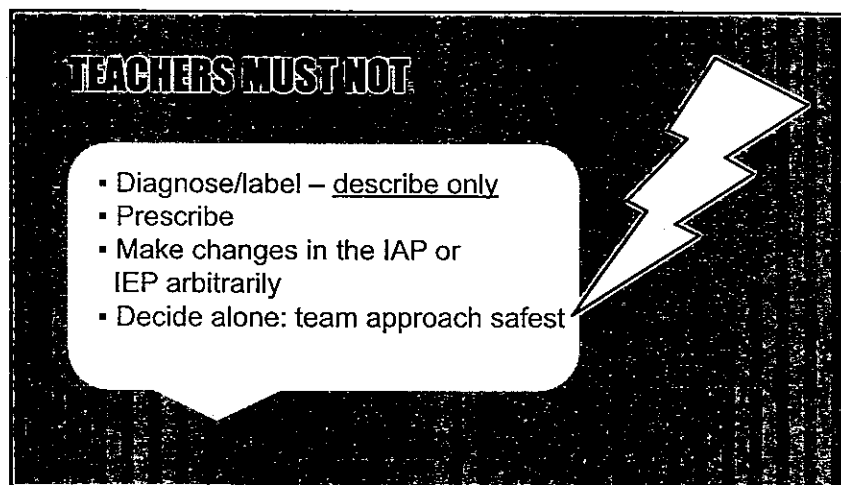
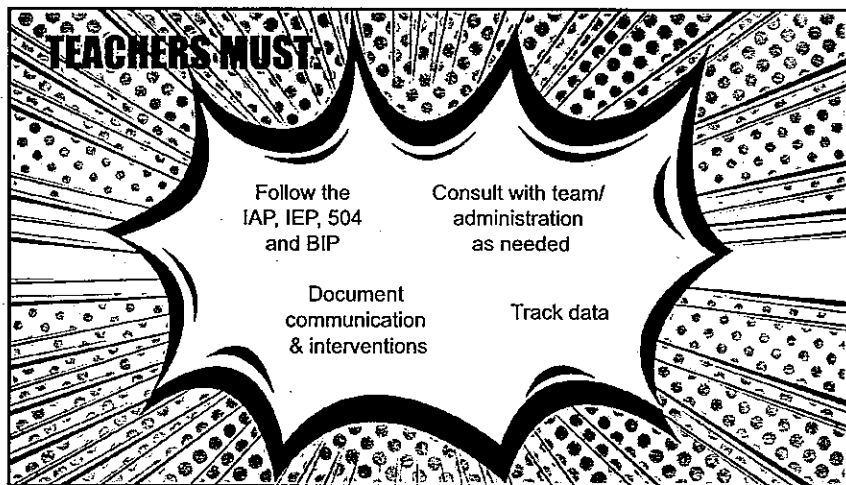
2. Review the student's IEP goals and objectives.



3. Review the student's IEP goals and objectives.

ADHD: Attention Deficit Hyperactivity Disorder

- May be considered under the IDEA 04 as Other Health Impaired or Section 504
- Take special care communicating with parent/guardian re: medication, behavior, possible medical needs, etc.



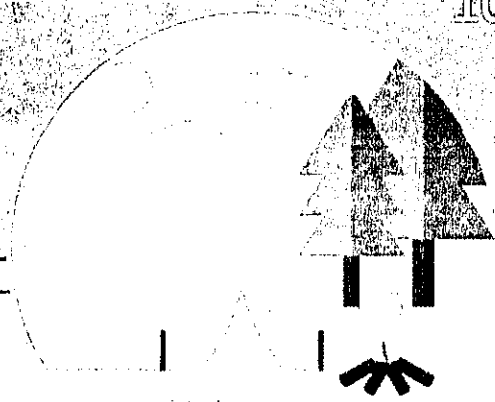
EMAIL

Are you ok with a parent/lawyer reading it?
Once received, did you protect the content?
Did you forward/share only with those with a need to know?
Were you careful (e.g., accidentally sent to Mkelly instead of Mkelley)?
Your email belongs to the district.
When concerned call or speak to someone directly.

SCHOOL CONTACTS FOR
QUESTIONS/CONCERNS
Maureen McCaffery (School
Psychologist)
Sherri Croft (Placement
Chair)
504 Coordinator
SAT Coordinators (Thais
West, Sara Holstein, & Lacey
Hallman)

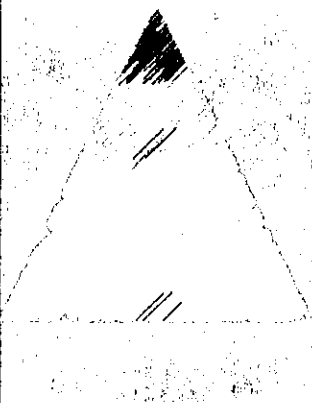
Kick off District Five's
10th year of
PBIS!!

Take
advantage
of some
team time!



PBIS CAMP

Thursday, August 1, 2019
Spring Hill High School
8:30 – 3:30

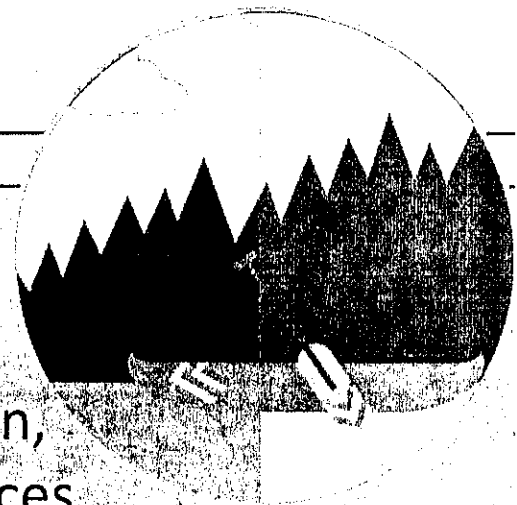


Administrators:
Sign-up link is
in summer
folder sent by
Sara Kearns

Questions:
lbailley@lexrich5.org

Break-out
session topics
include motivation,
restorative practices,
coaching, data collection,
alternative consequences, SEL,
students in foster care...

AND MUCH MORE!



2019 - 2020 Elementary School Professional Development Plan

School Name: Harbison West Elementary

1st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
First 6 days PD Plan (T) 8/13 School Inservice/Teacher Workday (W) 8/14 School Inservice/Teacher Workday (Th) 8/15 Teacher Work Day (F) 8/16 District Kickoff (AM); Teacher Workday (PM)	(T) 10/29 5 th Tuesday District Designated Activities - Grading Presentation (T) 10/29 During the planning times that day, RtI Classroom Check-ins with teachers.	(T) 1/21 District Leadership Remaining Staff: Tier 1 Tuesday** (Th) 1/23 Planning around MAP Data and MARGOT Report (supporting weak strands in Reading)	(M) 3/30 Data Team Facilitators' meeting (T) 3/31 5 th Tuesday District Designated Activities (Th) 4/2 Meeting/PD with Erika Cartledge during planning
First 6 days PD Plan (M) 8/19 #LeaD5 District Prof Dev Day	(T) 11/5 School Committees (Th) 11/7 Meeting/PD with Erika Cartledge during planning	(M) 1/27 Data Team Facilitators' meeting (T) 1/28 Safety PBIS Review of Procedures and Expectations Textbook Adoption Overview (T) 1/28 During the planning times that day, RtI Classroom Check-ins with teachers. (Th) 1/30 Planning around MAP Data and MARGOT Report (supporting weak strands in Math)	(T) 4/7 School Committees (Th) 4/9 Meeting/PD with Math Coach during planning
(T) 8/20 Teacher Work Day (No interruptions) (Th) 8/22 MAP Testing Proctor PD	(T) 11/12 Topic: Gradual Release in Instruction and Expectations (Th) 11/14 PD on the MARGOT Report	(T) 2/4 School Committees (Th) 2/6 Math Adoption Textbook Review	(T) 4/14 SPRING BREAK
(T) 8/27 SCLead SLO training	(T) 11/19 District Leadership *Vertical Alignment meetings K - 6th grade	(T) 2/11 Math Adoption Textbook Review	(T) 4/21 District Leadership Remaining Staff: Tier 1 Tuesday**

	(Th) 11/21 Meeting/PD with Robin Cox during planning	(Th) 2/13 K-2 Math Adoption Textbook Review, 3-5 SS Adoption Textbook/Resource Review and Math Adoption Textbook Review if additional time allows	(Th) 4/23 Meeting/PD with Robin Cox during planning
(T) 9/3 Reverse PD w/Lucy Bailey *Lucy will conduct PD with Grade levels during their planning. They will then receive their planning time afterschool. (Th) 9/5 Meeting/PD with Erika Cartledge during planning	(M) 11/25 Data Team Facilitators' meeting (T) 11/26 School Committees	(M) 2/17 #LeaD5 District Prof Dev Day PM - Grading Presentation (T) 2/18 District Leadership Remaining Staff: Tier 1 Tuesday** (Th) 2/20 Meeting/PD with Robin Cox during planning	(M) 4/27 Data Team Facilitators' meeting (T) 4/28 State Testing Training PD with USC for PDS-D 4th and 5th grade (T) 4/28 During the planning times that day, RtI Classroom Check-ins with teachers (Th) 4/30 Meeting/PD with Reading/RtI Coach during planning.
(T) 9/10 Topic: Gradual Release in Instruction and Expectations (Th) 9/12 Meeting/PD with Robin Cox during planning	(T) 12/3 Reverse PD w/Lucy Bailey *Lucy will conduct PD with Grade levels during their planning. They will then receive their planning time afterschool. (W) 12/4 During the planning times that day, RtI Classroom Check-ins with teachers. (Th) 12/5 Meeting/PD with Erika Cartledge during planning	(M) 2/24 Data Team Facilitators' meeting (T) 2/25 School Committees (T) 2/25 During the planning times that day, RtI Classroom Check-ins with teachers. (Th) 2/27 Meeting/PD with Math Coach during planning	(T) 5/5 School Committees (Th) 5/7 Meeting/PD with Erika Cartledge during planning
(T) 9/17 District Leadership Remaining Staff: Tier 1 Tuesday** (Th) 9/19 Meeting/PD with Math Coach during planning	(T) 12/10 Topic: Gradual Release in Instruction and Expectations (Th) 12/12 Meeting/PD with Math Coach during planning	(T) 3/3 Reverse PD w/Lucy Bailey *Lucy will conduct PD with Grade levels during their planning. They will then receive their planning time afterschool.	(T) 5/12 Topic: Gradual Release in Instruction and Expectations PD with USC for PDS-D 4th and 5th grade (Th) 5/14 Meeting/PD with Math Coach during planning

		Cartledge during planning	
(T) 9/24 Teacher Behaviorists Rock!! with Dawn Oswalt	(M) 12/16 Data Team Facilitators' meeting	(T) 3/10 Topic: Gradual Release in Instruction and Expectations PD with USC for PDS-D 4th and 5th grade	(M) 5/18 Data Team Facilitators' meeting
(T) 9/24 During the planning times that day, Eddie Crosby will train teachers on Edmentum.	(T) 12/17 District Leadership Remaining Staff: Tier 1 Tuesday**	(Th) 3/12 Meeting/PD with Reading/RtI Coach during planning	(T) 5/19 District Leadership Remaining Staff: Tier 1 Tuesday**
(Th) 9/26 Meeting/PD with Reading/RtI Coach during planning	(Th) 12/19 Meeting/PD with Robin Cox during planning		(Th) 5/21 Meeting/PD with Robin Cox during planning
(M) 9/30 Data Team Facilitators' meeting	(T) 1/7 Reverse PD w/Lucy Bailey *Lucy will conduct PD with Grade levels during their planning. They will then receive their planning time afterschool.	(M) 3/16 #LeaD5 District Prof Dev Day	(T) 5/26 Planning for 2020-2021 (Rosters, class placement notes, etc.)
(T) 10/1 School Committees		(T) 3/17 District Leadership Remaining Staff: Tier 1 Tuesday**	(T) 5/26 During the planning times that day, RtI Classroom Check-ins with teachers.
(Th) 10/3 Meeting/PD with Erika Cartledge during planning	(Th) 1/9 MAP Data Math Review during planning	(Th) 3/19 Meeting/PD with Robin Cox during planning	(Th) 5/28 Meeting/PD with Reading/RtI Coach during planning
(M) 10/7 Parent Conference Day	(T) 1/14 Staff PBIS	(T) 3/24 School Committees	(T) 6/2 Planning for 2020-2021
(T) 10/8 Topic: Gradual Release in Instruction and Expectations	(Th) 1/16 MAP Data Reading Review during planning	(T) 3/24 During the planning times that day, RtI Classroom Check-ins with teachers.	
(Th) 10/10 Meeting/PD with Math Coach during planning		(Th) 3/26 Meeting/PD with Math Coach during planning	
(T) 10/15 District Leadership Remaining Staff: Tier 1 Tuesday** (Th) 10/17 Meeting/PD with Reading/RtI Coach during planning (M) 10/21 Data Team Facilitators' meeting (T) 10/22 School Committees			(M) 6/8 Swappable Day

*All Data Teams meet weekly on Wednesday.

Tier 1 Tuesday: For staff remaining we will have **Tier 1 Tuesday. This will be for teachers to work on their Tier 1 plans with assistance from the RtI/Reading Coach and Reading Interventionist.

<u>Elementary</u>		District Professional Development Days	<u>NOTES</u>
1st Tuesdays	School Directed Activities	August 19	Please include plans for your school's monthly Data Team Facilitators' meetings and PD which addresses specific needs for support staff (Regular and SPED). Any PD during the school day should be listed within the week of the Tuesday date that it occurs
2nd Tuesdays	School Directed Activities	8:00 AM - 12:00 PM District Session; 12:00 PM - 1:20 PM Lunch; 1:30 PM - 3:30 PM District-Developed PD at school	
3rd Tuesdays	District Leadership Teams	February 17	
4th Tuesdays	Data Team/Designated Activities ~ Unless criteria has been met: see note	8:00 AM - 12:00 PM District Session; 12:00 PM - 1:20 PM Lunch; 1:30 PM - 3:30 PM District-Developed PD at school	
Criteria for 4th Tuesday: If your teams meet at least 2 times per month and you have access to their meeting calendars, you may use this Tuesday for a <i>School Designated PD session</i> .		March 16 8:00 AM - 12:00 PM District Session; 12:00 PM - 1:20 PM Lunch; 1:30 PM - 3:30 PM District-Developed PD at school	
5th Tuesdays	District Designated Activities October 29 and March 31		

HARBISON WEST ELEMENTARY
Schedule for Monday, August 12th - Tuesday, August 20th

2019-2020

Monday, August 12th SWAP DAY	Tuesday, August 13th	Wednesday, August 14th	Thursday, August 15th	Friday, August 16th	Monday, August 19st	Tuesday, August 20th
Welcome Back! <u>To Do List:</u> • Work on Long Range Plans for 2019-2020. Long Range Plans are due to Mrs. Fischer by 3:00 PM August 16th. • Time to plan with team or work in your classroom. • You may also use your time to complete the online trainings in Google Classroom (see attached checklist) • Hook up Computer, SMART Board, and all other Technology devices to ensure they are working properly. If they are not working properly, please contact Miriam HardKover to put in a technology ticket. All online PD must be completed by Tuesday, August 20th at 3:00 PM *Lunch - on your own (1hr)	8:00 – 8:30 Breakfast (Cafeteria) 8:35 – 9:30 Welcome/ Introduction 9:30 – 10:30 Team Building 10:30 – 11:45 • Office (15 min) • ESOL (15 min) • WINGs (30 min) • Restorative Practice (Beth/Brenna 15 min) • Support Staff w/ Fischer in Media Center (11:30-11:45) 11:45 – 12:45 Lunch on your own 12:45 – 3:00 Nuts and Bolts, Part I 1:00 - 2:30 New Staff Orientation w/library orientation 2:15 Safeschools video	8:00 – 3:00 Nuts and Bolts, Part 2 8:30 staff picture 9:00-10:00 • Child Find/SPED/ Mandated Reporter (30 min) • District PBIS (30 min) 15 min Break 10:15-11:15 <u>Breakout Sessions</u> • School PBIS (20 min) • RtI (20 min) • Expectations First Couple of Weeks/Security (20 min) 11:30 -12:30 Lunch on your own. 1:00-2:00 Preschool, 4K, Kindergarten Assistant PD	8:00 – 3:00 Work in Your Room All Day No Interruptions! Enjoy your day! *Lunch - on your own (1hr)	8:30 D5 Back to School Kick-Off at Irmo High School (All faculty and staff expected to attend). *Refer to Back-to-School letter and email regarding transportation to the Kick-Off. *Wear your new HWES t-shirt with black, khaki, white bottoms. No jeans. *Lunch - on your own (1hr) 12:30 -3:00 Work in Your Room All Afternoon No Interruptions!!! Enjoy your day!	8:00 – 12:00 #LeaD5 12:00 – 1:30 Lunch on your own 1:30 – 3:00 Work in Your Room 3:30 - 5:30 Meet the Teacher/Open House	8:00 – 3:00 Work in Your Room All Day No Interruptions! Enjoy your day! *Lunch - on your own (1hr)

Harbison West Elementary School**2019-2020**

Tuesdays 1st: Committees (some exceptions) 8/27, 10/1, 10/22, 11/5, 11/26, 2/4, 2/25, 3/24, 4/7, 5/5 2nd: PD - Gradual Release in Instruction and Expectations 9/10, 10/8, 11/12, 12/10, 1/14, 2/11, 3/10, 5/12 3rd: Leadership - elementary (Tier 1 Tuesday - Kylie) 4th: TBD	Thursdays Math Planning and PD ELA Planning and PD See Thursday Schedule below
Wednesdays - Data Teams	Data Team PD and Fishbowls: 10/22/19 HWES - 9:30-11:00 a.m. 2/13/20 HWES - 8:00-9:30 a.m.

September 2019

Thursday, September 5, 2019 - Math, Erika Cartledge

Thursday, September 12, 2019 - ELA, Robin Cox

Thursday, September 19, 2019 - Math Planning

Thursday, September 26, 2019 - ELA Planning - Early Release (shorter period)

October 2019

Thursday, October 3, 2019 - Math, Erika Cartledge

Thursday, October 10, 2019 - Math Planning

Thursday, October 17, 2019 - Staff Survey during planning

Thursday, October 24, 2019 - Guided Reflective Questions based on the previous PD topics

November 2019

November 7, 2019 - Math, Erika Cartledge

November 14, 2019 - Focus on Reviewing MAP Data given by the District (MARGOT: MAP Strands)

November 21, 2019 - ELA, Robin Cox

November 26, 2019 - ELA Planning

December 2019

December 5, 2019 - Math, Erika Cartledge

December 12, 2019 - Math Planning

December 19, 2019 - ELA, Robin Cox/Planning

January 2020

January 9, 2020 - MAP Data Math Review

January 16, 2020 - MAP Data Reading Review

January 23, 2020 - Planning around support weak strands in Reading

January 30, 2020 - Planning around supporting weak strands in Math

February 2020

February 6, 2020 - Math, Erika Cartledge

February 13, 2020 - ELA Planning

February 20, 2020 - ELA, Robin Cox

February 27, 2020 - no planning - Early Release

March 2020

March 5, 2020 - Math, Erika Cartledge

March 12, 2020 - ELA Planning

March 19, 2020 - ELA, Robin Cox

March 26, 2020 - Math Planning (ELA Rtl Mtg.)

April 2020

April 2, 2020 - Math, Erika Cartledge

April 9, 2020 - Math, Planning

[April 16, 2020 - Spring Break](#)

April 23, 2020 - ELA, Robin Cox

April 30, 2020 - no Planning - Early Release

May 2020

Extended Planning

Tuesday Afternoon Professional Development - Gradual Release DRAFT

9/10/2019	Overview of Gradual Release
10/8/2019	Environment • School tour ◦ Evidence of procedures and routines ◦ Evidence of children owning the room ◦ Math & Literacy rich environments ◦ Messages that you belong and you matter • Take away- positive message poster ◦ Choice and voice • Procedures, routines throughout the year • Helping children own the school and the classroom • Messages that you belong and you matter
11/12/2019	• Productive Struggle (Math/Science Focus)
12/10/2019	• Who's Doing the Work PD? (Reading Focus)
1/14/2020	Demonstration - Intentional instruction in all areas • Problem-solving - beneath the surface • Strategies v. activities - data teams • Celebration of what we have done thus far • What's permanent and what's visa vise? • Google Form for Feedback
2/11/2020	Guided • Did my teaching work? • Assessments that help us know...tie to data teams/CFAs
3/10/2020	Independence • What is independence? • Work Stations? - (We have problems in work stations and can be unproductive if the work does not truly practice on an independent level. Doesn't always "look" neat when it is 2-3 weeks after the teaching, but it is a valuable time for on-going practice and automaticity
5/12/2020	End-of-Year • What have we learned? • What do we need to spend more time thinking about? (Feedback for next year's PD) • What have we learned AND embraced? • What have we learned that we NEED to embrace?

This Is PBIS Camp 2020!!



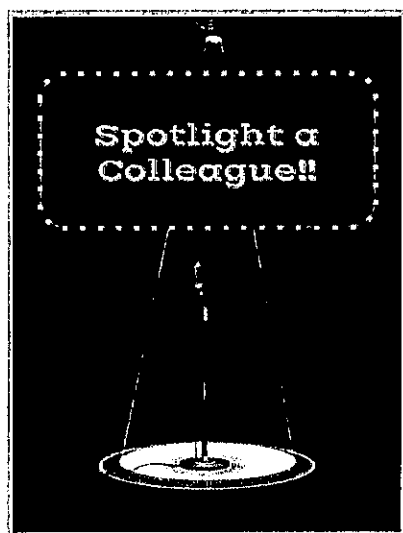
← This was PBIS Camp 2019!

We may not be together in a room this year but there will be more of us, working together as always, to support our students, families, and each other as 2020 continues!



SEW PROFESSIONAL DEVELOPMENT MODULES

8 modules for 8 hours of Online PD
Easy-peasy!



Spotlight a Colleague!!

D5 educators share their inspiration
via brief video interviews

■
See anyone you know?

■
Want to interview a colleague?

PBIS 2.0+

Ready.
Resourceful.
Resilient.

What is PBIS 2.0+?

<4 min intro to 20/21 PBIS

PBIS Snapshot Rubric

more ↓



Crisis Prevention Institute Online Recertification Modules

Participants - Anyone whose current CPI certification expired after January 15, 2020 or will expire by September 30, 2020 may recertify via these two modules. If your certification expired prior to January 15, 2020, you will need to take a Basic course when that training resumes. *If you have any questions about your certification please email Laura Meggs prior to viewing the modules.*

CPI Refresher Module 1

Content - Module 1 will give a brief overview of the Crisis Development Model, Precipitating Factors, Rational Detachment, Verbal and Non-verbal communication, and the Verbal Escalation Continuum.

CPI Refresher Module 2

Content - Module 2 will give a brief overview of Limit Setting, Decision Making Matrix, Non-restrictive Interventions, and the Coping Model.



Classroom Culture

Helping Children Own the School & Classroom

Tuesday, October 8, 2019

Instructional Team:

Randy Norman, Sarah Fischer, Allison Bethea,
Taryn Hixenbaugh, & Kylie Skotniski



Learning Intentions

Today we will

- acknowledge evidence of literacy and math rich environments,
 - share what we learned from each other; and,
 - take new ideas to our classrooms.
-



Success Criteria

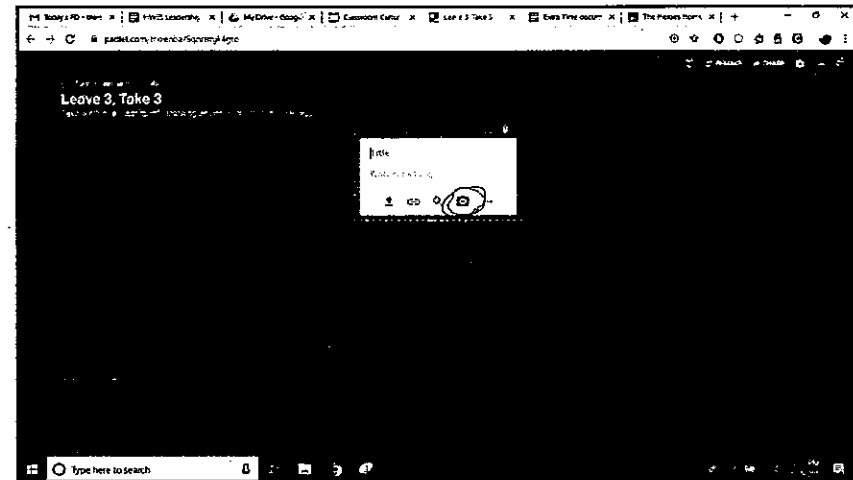
- We will know we are successful when:
 - We continue to see evidence ongoing practices of procedures and routines.
 - We continue to reinforce higher expectations of our students.
 - We continue to demonstrate and facilitate student collaboration.
 - We understand and communicate to each child that they are valued.
-



School Scavenger Hunt

- Leave 3, Take 3
 - **Leave** an appreciation (post-it) on the board in **3** different classrooms
 - **Take 3** pictures for Padlet
 - Look for evidence of:
 - Procedures and routines
 - Math and Literacy rich environments
 - Children owning the room
 - Messages that "you belong and you matter"
-

<https://www.padlet.com/thixendur/sqzst3mksctdy>



Harbison West
ELEMENTARY SCHOOL

Home of the Heroes (Title 1 School)

On your mark...

Get set...

GO!

Harbison West
ELEMENTARY SCHOOL

Home of the Heroes (Title 1 School)

Here's what we found!

Padlet



JigSaw Time!

1. Do NOT open your scroll.
2. Look at the number on your paper scroll.
3. Gather as a group by like number.
4. Read your assigned part of the article.
5. Discuss how this relates to your classrooms.
6. Be ready to share.



Clarity and Closure

"We can never take for granted the importance of our students feeling they belong. In a world that does not yet fully welcome everyone, schools can reinforce existing divisions or provide students a safe community that feels like a second home. As educators, we really can help change the world, one child at a time."

<https://www.edutopia.org/article/every-student-matters-cultivating-belonging-classroom>



Our take away for you...

Open your paper scroll

Take this message with you and share with your students to cultivate a culture that "we are glad you're here and you matter!"

Instructional Team:
Randy Norman, Sarah Fischer, Allison Bethea
Taryn Hixenbaugh, Kylie Skotniski

Tuesday, March 10, 2020

Group 1:
Kindergarten, Horrell

Group 3:
2nd Grade

Group 5:
Reading Interventionists,
ESOL, Patterson

Group 2:
1st Grade; Rowe

Group 4:
3rd Grade, Johnson

Group 6:
Related Arts

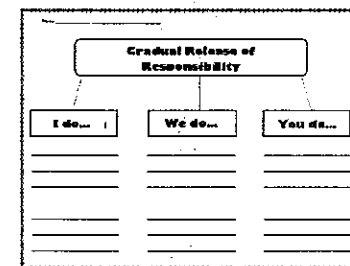
Station 1

Productive Struggle

K-2 Example

3-5 Example

Station 2





Station 3 I do, We do, You do Sort

Primary Side

Station 1:

From Fantasyland to Tomorrowland, this our very own Harbison West Land.



Station 2:

This person might be a good Resource when you are looking for strategies for your struggling learners.



Station 3:

If you feel like rockin' a beat, here's the place you need to meet.



Elementary Side

Station 1:

If you ever need a broach for an elegant affair, this *gifted* teacher will show you exactly what to wear.



Station 2:

Harbison West is definitely a family! Find your next spot where we affectionately call "Miss Rossi's brother" and I'm sure his favorite treat will be waiting.



Station 3:

Looking for a jeans pass? I'm sure you will be able to find them in this person's classroom.





Gradual Release Productive Struggle

Sarah Fischer
Kylie Skotniski

Tuesday, November 12, 2019



Groups

Group 1
Kindergarten
Hernandez

Group 2
1st Grade
Talbert

Group 3
2nd Grade

Group 4
3rd Grade

Group 5
4th Grade

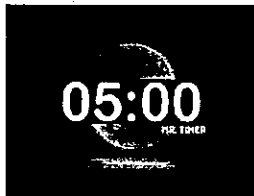
Group 6
5th Grade
Gannon

Group 7
Related Arts
Burkett

Group 8
SPED



Teaching Problem Solving: Let Students Get "Stuck" and "Unstuck"



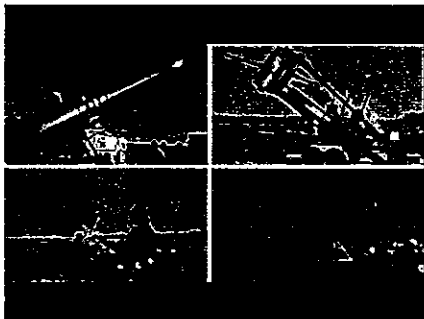
Debrief





Harbison West
ELEMENTARY SCHOOL

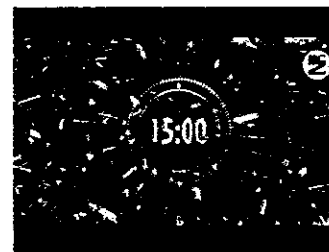
Home of the Heroes / Title 1 School



Harbison West
ELEMENTARY SCHOOL

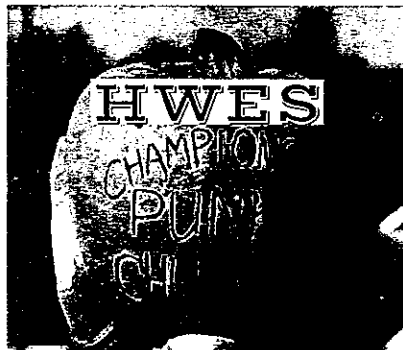
Home of the Heroes / Title 1 School

Punkin' Chunkin' Construction



Harbison West
ELEMENTARY SCHOOL

Home of the Heroes / Title 1 School





Harbison West
ELEMENTARY SCHOOL

Home of the Heroes (Title I School)

Clarity and Closure



2020 – 2021 Elementary School Professional Development Plan: Harbison West Elementary

Aug/Sept/Oct	Nov/Dec/Jan	Feb/Mar	Apr/May/June
(TH) 8/20 School Inservice/Teacher Workday, IEP/504 and Child Find Presentation	(T) 11/3 ELECTION DAY	(T) 2/2 Safety Mid-year Review, Breakout Q&As (Topics: TBD based on Teacher Interest Survey)	(T) 4/6 SPRING BREAK
(F) 8/21 #LeaD5 District Prof Dev Day (AM) PM - Module 7: Planning Instructional Units for Distance Learning (The Distance Learning Playbook)	(T) 11/10 Data Team Strategies: Questioning with Virginia Tate	(T) 2/9 School Committees	(T) 4/13 Reverse PD w/ Lucy Bailey: Social/Emotional Focus
(M) 8/24 District Rally (AM); Teacher Workday (PM) (No interruptions)	(T) 11/17 District Leadership/School Tier 1 Tuesday/Escolares Team Planning	(M) 2/15 #LeaD5 District Prof Dev Day (AM)	(T) 4/20 District Leadership/School Tier 1 Tuesday/Escolares Team Planning
(T) 8/25 (AM) Distance Learning-The Distance Learning Playbook: Modules 2 and 8	(T) 11/24 School Committees	(T) 2/16 District Leadership/School Tier 1 Tuesday/Escolares Team Planning	(T) 4/27 School Committees
(W) 8/26 Distance Learning - The Distance Learning Playbook: Modules 1, 3, 5, 9 as well as Choice Options	(T) 12/1 Breakout Q&As (Topics: TBD based on Teacher Interest Survey)	(T) 2/23 Data Team Strategies: Chunking Content with Amy Taylor	(T) 5/4 District Based Distance Learning
(TH) 8/27 Teacher Work Day	(T) 12/8 School Committees	(T) 3/2 District Based Distance Learning	(T) 5/11 School Committees
(T) 9/8 SLO/Evaluation Orientation Presentation and Work Time	(T) 12/15 District Leadership/School Tier 1 Tuesday/Escolares Team Planning	(T) 3/9 Reverse PD w/ Lucy Bailey: Social/Emotional Focus	(T) 5/18 District Leadership/School Tier 1 Tuesday/Escolares Team Planning
(T) 9/15 Breakout Q&As (Topics: Seesaw, Google Classroom, Related Arts Rotations, Google Level 1 Certification, Bitmoji Rooms lead by Teacher Facilitators) (Feedback Exit Slip)	(T) 1/5 District Based Distance Learning	(M) 3/15 #LeaD5 District Prof Dev Day (AM)	(T) 5/25 2021-2022 School Year Planning
(T) 9/22 School Committees	(T) 1/12 Reverse PD w/ Lucy Bailey: Social/Emotional Focus	(T) 3/16 District Leadership/School Tier 1 Tuesday/Escolares Team Planning	(T) 6/1 District Based Distance Learning
(T) 9/29 Breakout Q&As (Topics: Seesaw, Google Classroom, Related Arts Rotations, Google Level 1 Certification, Bitmoji Rooms lead by Teacher Facilitators) - continued from 9/15 with new/different topics if needed (Feedback Exit Slip)	(T) 1/19 District Leadership	(T) 3/23 Data Team Strategies: Inquiry-based instruction with Beth Boland	(T) 6/8 2021-2022 School Year Planning
(T) 10/6 District Based Distance Learning	(T) 1/26 Data Team Strategies: Modeling vs. Thinking with Kayce Cook	(T) 3/30 Breakout Q&As (Topics: TBD based on Teacher Interest Survey)	(T) 6/15 District Leadership/School Tier 1 Tuesday/Escolares Team Planning
(M) 10/12 Teacher Work Day/Staff Development (Parent Conferences)			(M) 6/21 Teacher Work Day
(T) 10/13 Reverse PD w/ Lucy Bailey: Social/Emotional Focus			
(T) 10/20 District Leadership/School Tier 1 Tuesday/Escolares Team Planning			
(T) 10/27 Data Team Strategies: Nonlinguistic Representation with Melony Sanford			

Elementary

District Professional Development Days

NOTES

1st Tuesdays Distance Learning
2nd Tuesdays School Directed Activities
3rd Tuesdays District Leadership Teams
4th Tuesdays Data Team/Designated Activities ~ Unless criteria has been met: see note

August 21
 8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch;
 1:30 PM – 3:30 PM District-Developed PD at school
February 15
 8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch;
 1:30 PM – 3:30 PM District-Developed PD at school

Please include plans for your school's monthly Data Team Facilitators' meetings and PD which addresses specific needs for support staff (Regular and SPED). Any PD during the school day should be listed within the week of the Tuesday date that it occurs

Criteria for 4th Tuesday: If your teams meet at least 2 times per month and you have access to their meeting calendars, you may use this Tuesday for a *School Designated PD session*.

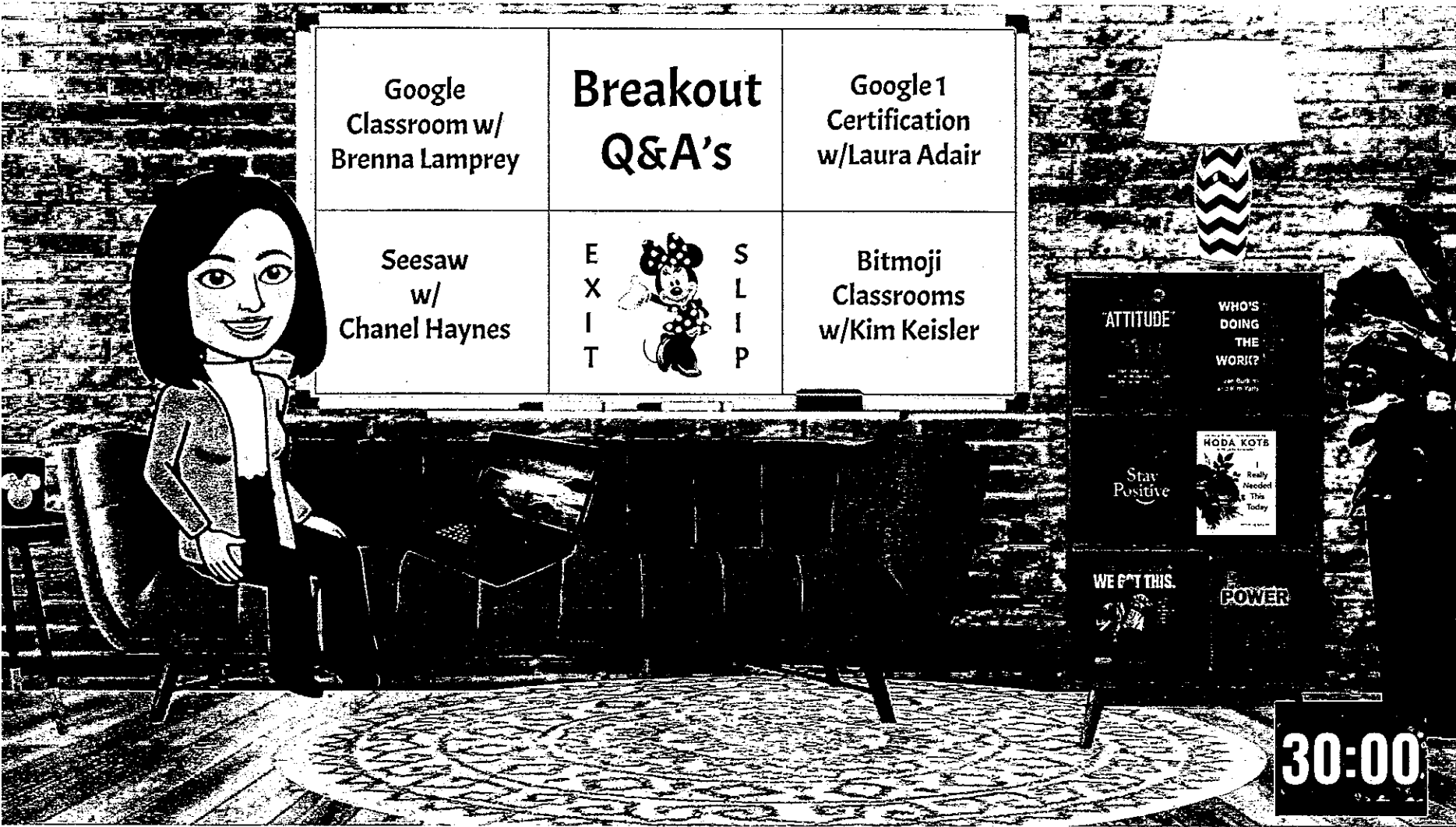
5th Tuesdays School Designated PD; 9/29 & 3/30

March 15

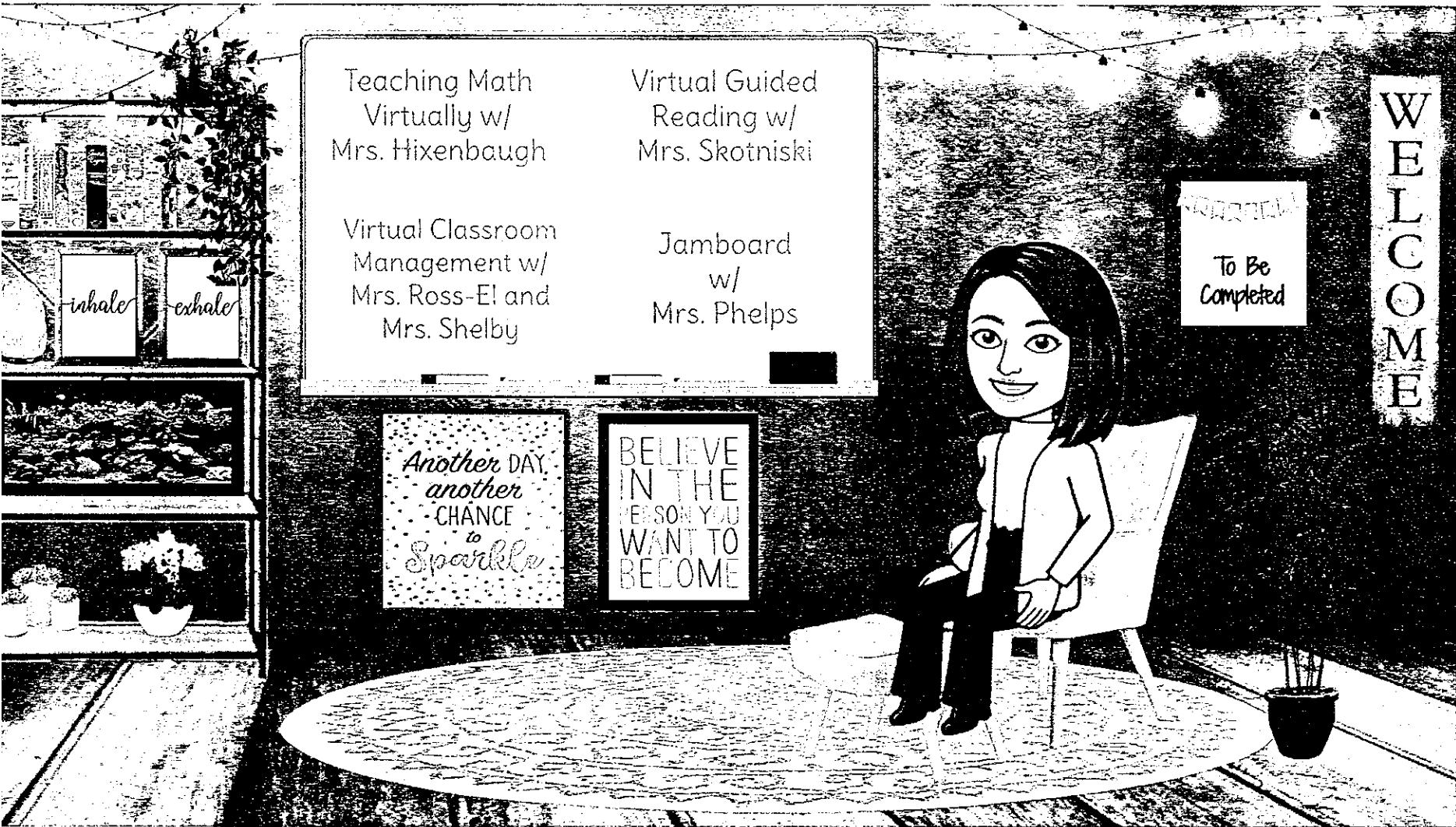
8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch;
1:30 PM – 3:30 PM District-Developed PD at school



Sept. 15



Sept. 29



Teaching Math
Virtually w/
Mrs. Hixenbaugh

Virtual Guided
Reading w/
Mrs. Skotniski

Virtual Classroom
Management w/
Mrs. Ross-E! and
Mrs. Shelby

Jamboard
w/
Mrs. Phelps

To Be
Completed

W
E
L
C
O
M
E

Another DAY,
another
CHANCE
to
Sparkle

BELIEVE
IN THE
PERSON YOU
WANT TO
BECOME

Dec. 1

"JUST A LITTLE BIT OF PIXIE DUST"

BREAKOUT PD 2/2/2021

MRS.
HIXENBAUGH

TEACHING MATH
VIRTUALLY

MRS.
HARDKOVER

SIMPLIFY YOUR
PLANNING

MRS.
SKOTNISKI

VIRTUAL GUIDED
READING

MRS.
HOLIFIELD

PEAR DECK

Exit
Slip

25:00

Click on the door to enter the PD session!!



The Six Basic Human Needs

All behavior
is an attempt to meet
a basic human need.

6 basic human needs

- Be safe*
- Belong
- Be happy
- Be successful
- Communicate
- Self-regulate

*physical, social, and emotional

universal
timeless
individual
trauma responsive

we need
support and
skills to meet
our needs
appropriately

Be safe
Belong
Be happy
Be successful
Communicate
Self-regulate

proactively
meeting
needs

Be safe
Belong
Be happy
Be successful
Communicate
Self-regulate

Break-out Rooms



Supportive Practices: The Six Basic Human Needs Model and Guiding Questions for 3-9-21 Break-out Groups

Safety	Supportive Practices
Ensure physical, social, academic, and emotional safety	1. Establish and hold clear boundaries for maintaining safety 2. Anticipate and prevent possible breaches of safety 3. Assertively protect students from physical, social, and emotional harm
Establish expectations and norms	1. Establish, review, and modify expectations and norms with student input 2. Phrase expectations in descriptive and positive terms 3. Define each person's role in maintaining adherence to expectations and norms 4. Reinforce appropriate behavior via descriptive feedback
Develop schedules, procedures, routines	1. Post schedules and cues for procedures and routines 2. Implement predictable, consistent routines and procedures
Plan for transitions	1. Develop and practice specific plans for transitions 2. Monitor student activities during less structured times

Belonging	Supportive Practices
Build relationships: Student - Educator	1. Greet students on arrival; call students by name 2. Show respect and warmth via a calm, supportive, and positive tone of voice 3. Individualize forms of acknowledgement, support, and feedback 4. Be accessible in ways that are comfortable on an individual basis
Build relationships: Educator - Family	1. Use a variety of strategies to connect with all families 2. Honor family preferences for modes of communication 3. Communicate proactively 4. Communicate to establish a partnership benefiting the student
Build relationships: Student - Peers	1. Include regular opportunities for peer socialization 2. Provide multiple and varied opportunities for students to support one another
Build relationships: Educator - Colleagues	1. Seek help from colleagues and offer help to colleagues 2. Maximize the value of all adult roles in the building 3. Contribute to a work setting free from gossip and criticism
Promote community and affiliation	1. Intentionally plan activities and cultivate habits promoting a sense of affiliation 2. Seek to connect each student with the class/school in meaningful ways

Honor student voice	1. Embed practices to elicit and include student feedback and voice 2. Encourage collaboration among adults and students to continuously improve the school community
Assure equity, inclusion, and diversity	1. Consider all decisions through the lens of equity, inclusion, and diversity 2. Use reflection and inquiry to reconsider established practices 3. Seek out different perspectives to inform decision-making

Happiness	Supportive Practices
Provide positive attention/recognition	1. Attend to and recognize students as individuals 2. Recognize a wide range of positive student attributes 3. Reinforce individual students in the way they prefer
Participate in shared enjoyment	1. Demonstrate shared enjoyment in teaching, learning, and personal interactions 2. Share one's own interests, stories, and experiences in appropriate ways
Prioritize opportunities to explore interests and exercise strengths	1. Bridge academic goals to student interests and strengths 2. Allow opportunities for students to explore personal interests and strengths 3. Value interests, skills, and abilities that are non-traditional or non-academic

Success	Supportive Practices
Deliver directions effectively	1. Keep directions clear, brief, and specific 2. Engage students' attention prior to giving directions 3. Check for understanding and provide additional explanation as needed
Practice sound pedagogy	1. Incorporate best practices from research (e.g., universal design for learning, inquiry-based learning, explicit instruction, renewable assignments) 2. Shape practices to meet changing needs
Address motivation and engagement	1. Anticipate and respond to issues with engagement and motivation through varied strategies (e.g., motivational interviewing, planning for change, collaboration, referrals)

Communication	Supportive Practices
Initiate supportive dialogue	1. Allow de-escalation prior to responding to heightened emotions or behavior 2. Attend to unspoken emotions behind behavior 3. Use reflective language and ask questions to seek

	understanding
Lead collaborative problem solving practices	1. Use restorative practices to actively engage students in problem-solving 2. Set norms for having respectful conversations around difficult topics
Coach social skills and emotional literacy	1. Teach and model emotion words and ways to express feelings 2. Integrate facial expressions, tone of voice, proximity, and body language into coaching about emotions 3. Observe, monitor, and coach social skills

Self-regulation	Supportive Practices
Teach strategies	1. Explicitly teach strategies for emotional and physical self-regulation 2. Provide a basic understanding of the stress-response system's impact on learning and interacting
Honor individual differences	1. Accommodate individual needs and preferences (e.g., seating, noise level, personal space, need for movement) 2. Allow flexibility in setting and procedures for students to self-regulate

Guiding Question

1. In what areas are we (collectively and individually) already strong?
2. How might we be more intentional and strategic about things we already do?
3. What are new skills and strategies that would support us in this model?
4. In what areas might we be stronger for working more collaboratively?
5. Are there areas in which we'd like additional resources?
 - a. If so, what would this look like (e.g., articles/research, synchronous/asynchronous PD, consultation, modeling, time to work in groups)?
6. How might these supportive practices be tied specifically to our work at our school by:
 - a. grade level
 - b. demographics
 - c. SIC, PBIS, after-school activities, PD, initiatives, etc.
7. How has 20-21 shifted the focus toward these practices?
8. How does this model benefit educators as well as students?
9. How does this model benefit parents and guardians as well as students?
10. How do these practices resonate with cultural shifts impacting education?
11. How do these practices allow for increased flexibility in meeting individual needs?
12. What connections can we make between this model and other district practices?
 - a. Superintendent's Priorities
 - b. safety
 - c. attendance
 - d. discipline

- e. instruction, content, Mosaic
- f. social work, parenting, mental health, SEL, SEW, PBIS
- g. other

Meet the instructional needs of students by

Chunking Content

Amy Taylor

Superintendent's Priorities for 2018-2020

Focus our work decisions on/around our strategic plan.

Strategic Plan (2016-2021)

Goal 1: We will provide world-class knowledge via challenging curricula with high expectations for all students.

STRATEGIES: Employ research-based instructional practices, provide professional development, and utilize data.

Learning Intentions

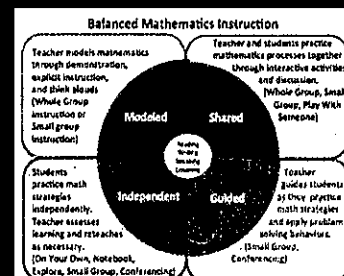
Today I will learn about Chunking Content as an element of Direct Instruction so that I can use with my school data team as an instructional strategy.

Success Criteria

I'll know that I'm successful when...

- I can describe chunking content
- I can lead a group through this strategy
- I can apply this strategy to my group or classroom

Balanced Mathematics Instruction



Chunking Content

- Present small pieces for longer processing time
- An element of Direct Instruction (effect size 0.6)
- Size of the chunks depends on student's prior knowledge and understanding
- Three strategies for chunking content:
 - Using Pre-assessment data to plan for chunks
 - Presenting content in small, sequentially related sets
 - Allowing for processing time between chunks

Presenting Content in Small Chunks

Teacher Actions

- Chunking content into small, digestible bites
- Presenting each chunk of content to student
- Following each chunk of content with an opportunity for students to process it

Presenting Content in Small Chunks

Desired Student Responses

- Explaining why the teacher chunks content into small bites
- Processing each chunk of new information after it is presented

Extension

- Asking students to select a chunk of information that they would like to investigate in greater detail

Tips for Chunking Content

- Organize the content into topics or steps
- Give each topic a heading to help students categorize the information in relation to the whole
- Each chunk should build on the previous chunk
- Graphs, charts, and images may help clarify information
- Give students the opportunity to ask questions about each chunk

Rationale for my choice ~ FRACTIONS

Conceptual Understanding of Fractions

Teacher Note: Fractions are one of the most important topics students need to understand in order to be successful in algebra and beyond. Therefore, it is absolutely critical that we teach fractions well, present fractions as interesting and important, and commit to helping students understand the big ideas. Fraction understanding is developmental in nature and experiences begin in second grade. In grade 3, fractions are a major emphasis, with attention to using fraction symbols, exploring unit fractions (fractions with numerator 1), and comparing fractions.

Clarke and colleagues (2008) and Cramer and Whitney (2010), researchers of fraction teaching and learning, offer research-based recommendations that provide an effective summary of this unit:

1. Give a greater emphasis to number sense and the meaning of fractions, rather than rote procedures for manipulating them.
2. Provide a variety of models and contexts to represent fractions.
3. Emphasize that fractions are numbers, making extensive use of number lines in representing fractions.
4. Spend whatever time is needed for students to understand equivalences (concretely and symbolically), including flexible naming of fractions.
5. Link fractions to key benchmarks and encourage estimation.

Standard being taught through Chunking Content

3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. CC.3.T12

- a. A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;
- b. A fraction a/b is the quantity formed by a parts of size $1/b$;
- c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;
- d. A fraction can be represented using set, area, and linear models.

- o 3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.
- o 3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (i.e., mL, L) to the nearest whole unit.
- o 3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.

3.NSF.1.102
Represent unit fractions and fractions on a number line

Chunking Content - Procedure

Decide on the chunks you wish to teach and process.

- Read Aloud - Gator Pie - with process time for students (through the activity)
- Geometric representations of two-dimensional shapes with process time (through the activity)
- Unit fractions represented on a number line with process time (through the activity)

First Chunk - Read Aloud - Gator Pie

Read the book to students or use the video recording to have it read aloud to your students.

Pause to discuss the book **Independent and shared math practice**

Gator Pie

Materials: copy of Gator Pie by Louise Matthews



After listening to the story complete the following task:

1. Design and draw your own gator pie.
2. Show one way that you could cut your pie into equal portions. What fraction of the pie would one alligator get?
3. Show other ways that you could cut your pie into equal fractions. What fraction of each pie would one alligator get?

Extension to the Chunk #1

Gator Pie

Materials: copy of Gator Pie by Louise Matthews



After listening to the story complete the following task:

1. Design and draw your own gator pie.
2. Choose a number between 2 and 8. Show one way you could cut your pie so that this number of alligators would each get an equal portion.
3. How many different ways can you cut your pie so that this number of alligators get an equal portion? Explain your thinking.

Second Chunk - Geometric Representations

- Use the **Order Fraction Model** to shade unit fractions
- **Desmos card for activity (teacher.desmos.com)** or other **Geometric Shape activity**
- **Shirchidesmos.com code: B05747Z**

Third Chunk - Unit Fractions on a Number Line

- Advantage over the area model: much easier to divide the whole into equal parts because it is one-dimensional.
- We can build on unit fractions with the number line since it serves as an informal ruler.
- We begin with the unit segment as the segment from 0 to 1, one whole - and divide into equal parts.
- Use the Fraction Models Strip to begin the instruction of this chunk.
- Number lines will be guided practice for students.
- Math Minutes will be.

Success Criteria

I'll know that I'm successful when...

- I can describe chunking content
- I can lead a group through this strategy
- I can apply this strategy to my group or classroom

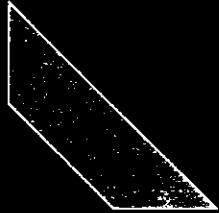
Closure

Rate your current level of effectiveness in regard to chunking content.

Score	Description
4 Improving	I adapt behaviors and create new strategies for unique situations and needs.
3 Applying	I seek out and implement new strategies and ways to improve my practice.
2 Developing	I seek out and implement new strategies and ways to improve my practice.
1 Beginning	I seek out and implement new strategies and ways to improve my practice.
0 Not Using	I am unaware of strategies and behaviors associated with this strategy.

References

- Cartledge, E. (n.d.). *Grade 3*. Retrieved from OS Elementary Mathematics Curriculum: <https://sites.google.com/lexrich5.org/d5elementarymathcurriculum/home>
- Lang-Raad, N. D., & Marzano, R. J. (2019). *The New Art and Science of Teaching Mathematics*. Bloomington: Solution Tree Press.
- Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria: ASCD.
- Marzano, R. J. (2016). *Marzano Compendium of Instructional Strategies*. Bloomington: Marzano Research.
- Mathews, L. (1995). *Gator Pie*. Littleton: Sundance Publishing.



Rally Training

Purpose

We have a lot on our plates right now.

One of our primary areas of focus has been and will continue to be understanding and addressing the academic needs of our students.

Rally allows teachers to quickly identify the academic strengths and needs of their classes, and it allows them to see individual students' academic performance over time.

This is a tool that streamlines administrative and teacher work and allows them to build a more complete picture of students' academic needs.

Let's get started.

The site is single sign-on, so please make sure you are logged in to Gmail before beginning.

Go to sc-rally.org.

Purpose

We are in the middle of a global pandemic.

We have dramatically changed the way we are offering instruction.

Why should we care about this specific thing in the middle of everything else we have going on?

Select the school district.
School District Five of Lexington and Richmond Counties

SELECT YOUR DISTRICT: SCHOOL

LOG-IN

Select your email.
We are going to take a brief pause here in
order to ensure everyone was able to log
in.

Click the icon.



Select your school from the dropdown.

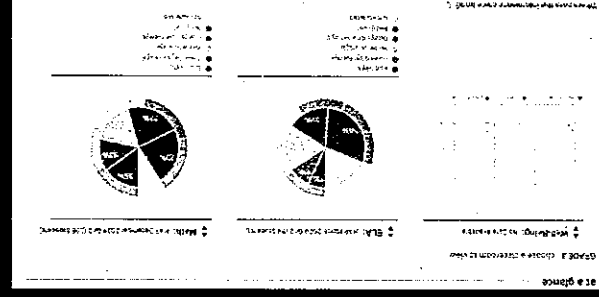
Dropdown menu showing school options:

- Boonville Elementary
- Calverton Elementary
- Chapin Elementary
- Chapin High
- Chapin Intermediate
- Crofton Middle
- Crofton Intermediate
- Danforth Elementary
- Danforth High
- Danforth Middle
- Madison Street Elementary
- M. E. Corey Elementary
- Irmo Elementary

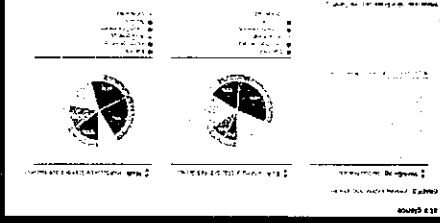
Sometimes, there are hiccups here.

If you don't advance to a new screen, click refresh.

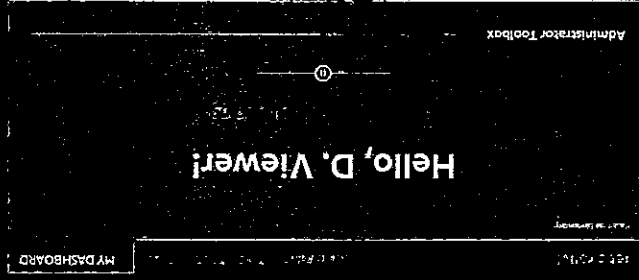
If that fails, try closing your browser and opening up a new window.



Scroll down to the at a glance section.



We are not currently using the Well-being section. The ELA and Math sections show the students' performance on available MAP assessments. The inner circle shows the classroom performance. The outer circle shows the district performance.

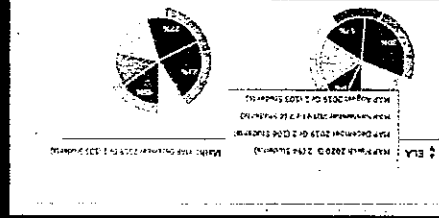


Click See how your school is doing.

You can change the test administration by clicking the dropdown.

A few notes:

Due to issues beyond our control, sometimes Fall Administration is split into August/September. Winter Administration is sometimes split into November/December.



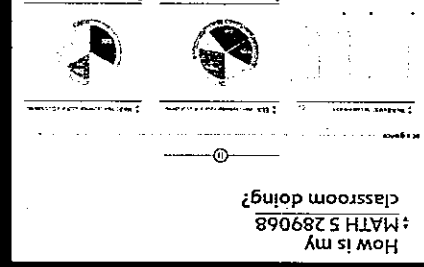
Classroom View

Once you have selected a classroom, you have two viewing options:

My Students

My Classroom

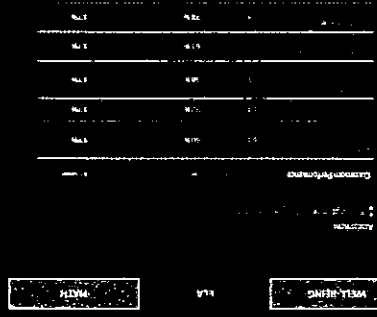
Scroll down.



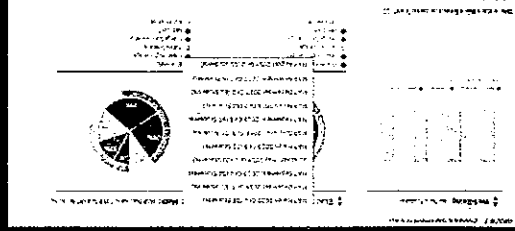
Choose a content area.

Choose an assessment.

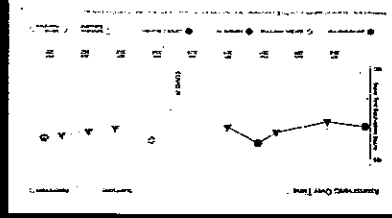
Teachers can see a breakdown of how their students performed on a specific assessment.



If you are looking at Grade 5, you will notice that you can also access SC READY data from the dropdown.



You can see how specific students given standard on the assessment by selected.



Click on a subject.

This chart shows the student's past performance various assessments.

Triangles are interim assessments (IAP).

Circles are summative assessments (SC READY).

The color coding shows how the student performed on

What resources are available?

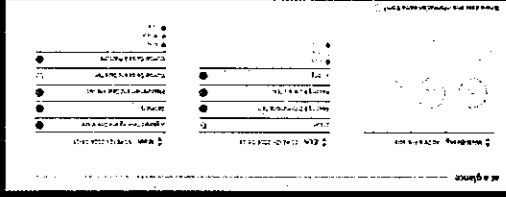
Click Take A Tour.

There are short videos questions about Rally.

Click FAQs.

You can see dropdowns on a variety of topics.

You can see how specific students given standard on the assessment by selected.



Click on a student.
You are provided with an overview of the individual student's performance on assessments.
This screen functions the same as the classroom view. The only difference is that it is student specific.

Closure

Rally allows teachers to quickly identify the academic strengths and needs of their classes, and it allows them to see individual student's academic performance over time. This is a tool that streamlines administrative and teacher work and allows them to build a more complete picture of students' academic needs.

- Grab 5 Post-it notes or small pieces of paper.
- Write down 1 type on each piece.
- 1. Engaging in Kinesthetic Activity
- 2. Making Physical Models
- 3. Drawing Pictures and Pictographs
- 4. Generating Mental Pictures
- 5. Creating Graphic Representations

Types of Nonlinguistic Representations

Nonlinguistic Representations

Melony Sanford

Learning Instruction

Today I will learn about the instructional strategy: nonlinguistic representations.

Success Criteria

I'll know that I'm successful when . . .

- I can define nonlinguistic representations.
- I can support data teams at my school in the implementation of this instructional strategy face to face and/or virtually.

- are one of Marzano's high yield instructional strategies
- can be used with any content or grade level
- must identify important information
- should be explained by students to help deepen their understanding

Nonlinguistic Representations

- Creating graphic representations
- Making physical models
- Generating mental pictures
- Drawing pictures and pictographs
- Engaging in kinesthetic activity

Types of nonlinguistic representations

The Water Cycle

- Read through the article on the water cycle.
- As a group, use the materials available to create a visual to represent the water cycle.
- Only rule- no words on the model.





- are concrete representations of the knowledge that is being learned.
- These are often referred to as manipulatives in math and science.

Physical Models

- Which type of nonlinguistic representation does this show?

Math Example

- Combination of linguistic (words and phrases) and nonlinguistic (symbols and arrows to represent relationships)

Types of graphic organizers

- Time-sequence patterns
- Process/Cause-Effect patterns
- Episode Pattern Organizer
- Generalization/Principle pattern
- Concept patterns

Creating Graphic Representations

Graphic Organizer

Face to Face

- Students creating their own graphic organizers on paper.
- Frayer Model- hard copy

Virtual

- > Frayer Models using Jamboard.
- > Frayer Model using Google Drawings-
directions for each quadrant
- > Frayer Model using Google Drawings
blank for students
- > Frayer Model using Google Slides

- We have been studying imagery in our ELA class.
- As I read an excerpt aloud, you will close your eyes to create a picture in your mind.
- Then, we will identify the elements of imagery in the excerpt.
- An author uses specific words to evoke images as we read.

ELA Example

- Students construct a mental picture of knowledge being learned.
- This would work the same way in a face to face setting as a virtual setting (except might ask students to turn off cameras to close their eyes and create their mental image).

Generating Mental Pictures

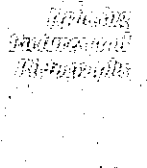
- We have been learning some new math vocabulary terms. You have already defined these terms.
- Now, you are going to draw a visual image to represent the term in the last column of the chart.

Math Example

- Step 3 of Marzano's 6 Step process for direct vocabulary instruction: Ask students to construct a picture, symbol, or graphic representing the term or phrase.
- 5 Methods for drawing pictures or graphic representations
 1. Sketch the actual object.
 2. Sketch a symbol for the term.
 3. Sketch an example of the term.
 4. Sketch a cartoon or vignette with a character using the term.
 5. Sketch a graphic for the term.

Drawing pictures and pictographs

Examples of Different Types of Images



Face to Face

- Paper and pencil/markers, colored pencils

Virtual

- Create the chart (from math example) in Google Drawings.
- Each student has their own copy electronically.
- Students use Google Drawings to add their images.
- If need more than one slide, can create images in Google Slides.

- Students work in groups of four. Each group is responsible for creating a tableau using their bodies that represents an important aspect of the topic/theme they have been studying. The tableau includes a plaque or sign that has one descriptive phrase or sentence that captures the heart of the topic of the tableau. (without giving it away)
- Each group gets a different topic. (I.e. the life cycle of a butterfly)
- Each group member takes on a specific role.
- Group members brainstorm ideas for the tableau and decide what their plaque should say.
- Group members perform by posing.
- The other students may ask questions of the participants in the tableau.

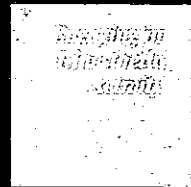
Reflection:

How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about this topic?

Tableau

- Kinesthetic Activity= physical movement
- Physical Movement + specific knowledge= mental image of the knowledge in the mind of the learner.

Engaging in Kinesthetic Activity

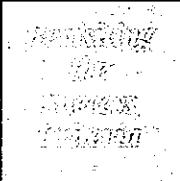


Face to Face

- Students participate in vocabulary charades.
- They have to physically represent key vocab terms they have been studying in a unit.

Virtual

- Give each student a term or terms.
- They have to do some type of movement to represent the term or terms.
- They use FlipGrid or Screencastify to record and send to the teacher.



I'll know that I'm successful when . . .

- I can define nonlinguistic representations.
- I can support data teams at my school in the implementation of this instructional strategy face to face and/or virtually.



Thanks!

Any questions?

- How might you use the instructional strategy, nonlinguistic representations with your students?
- Which of the five types do you feel you could use the most with your students?
- How could you use this strategy in a face to face setting and in a virtual setting?

Reflection



Meeting the instructional needs of students through

Questioning

Virginia Tech

Learning Intentions

Today I will learn about the **QUESTIONING** as a feedback strategy so that I can improve student learning both in-person and in a virtual setting.

Success Criteria

I know that I'm successful when

- I can explain productive questioning
- I am able to apply this strategy to my group or classroom

Instructions

Meeting details



👤 (1)



We are about to take a pre-test.

Open the chat



During the pre-test, one group will be asked to answer questions.

A second group will be asked to questions about those answers.



Questioning Pretest



PK&K teachers and assistants - In the chat box, answer the following question.

1: Questioning has an effect size of .46, ranking questioning as #1 on Hattie's list of strategies. Why do you think this is the case?

Questioning Pretest



1st, 2nd, and 3rd grade teachers & assistants - In the chat box, answer the following question.

2: In one study, teachers claimed to ask 300 - 400 questions per day, with 60% of questions being recall. Why do you believe that teachers find recall questions to be so prevalent?

Questioning Pretest



4th, 5th grade teachers & assistants, RA teachers, & ANY OTHER PARTICIPANTS - In the chat box, answer the following question.

3: Which questioning do you believe is more important, student questioning or teacher questioning? Justify your answer.

Effect Size



- Hattie teaches us that a quality strategy should have an effect size of at least .4.
- Questioning has an effect size of .46, making it effective, but only moderately so.
- The medium effect size is a result of many factors including:
 - Classes in which the majority of questions are recall questions or yes/no questions
 - Classes in which questions are not adequately planned as a strategy for instruction
 - Classes in which questions are one way (teacher to student)
 - Classes in which students are not instructed in how to craft quality procedures for asking probing questions
 - Classes in which wait time (by teachers and students) is not used effectively

What does QUESTIONING look like in a virtual setting?



Recall Questioning (Recitation Questioning)

Recall questioning is generally believed to be low level questioning. However, it is still an important part of the classroom structure. Why is recall questioning necessary?

Important Purposes of Recitation Questioning

- Establish and develop foundational knowledge
- Drill and practice opportunity
- Individual accountability
- Cue students on key facts or concepts that are important to know
- Encourage student talk

Moving Beyond

- Hattie notes that recall questioning is important to advance student learning.
- While recall questioning may be used for establishing a baseline of knowledge, it should not account for 50% of the questioning in a classroom.
- Moving past recall to OPEN questions is an important way to move the process deeper and encourage discussion.

Important Purposes of open/discussion Questioning

- Personalize meaning
- Extend thinking
- Make connections between concepts or between a concept and real-world application
- Extend understanding and make new connections
- Listen to appreciate other points of view
- Learn to discuss in a civilized manner
- To reflect on thinking and beliefs

Open questioning techniques

OPEN

1. Question the answer- The teacher proposes the answer and asks students to justify the answer or propose a new question.
a. example - Instead of "Who wrote *On the Beach*?" ask "What question is asked with the answer Nevil Shute?"
2. Questions involving similarities and differences
3. Questions that require students to summarize and make connections about the content.
a. example - Instead of asking students to name the three changes as the result of the Civil War, ask "Which change that came as a result of the Civil War have had the longest lasting impact on the United States? That change positive or negative in your life today?"
4. Question by asking students to use non-linguistic representations
5. Ask questions that require a hypothesis

OPEN the question....

Open the following question and write your anticipated student answer.

Who wrote *The Emancipation Proclamation*?

Dialog practice....

1. I will ask a question.
2. Quietly think of an answer and a follow-up question.
3. Jot down your thoughts.
4. I will call on a participant for their answer and follow-up question.
5. The participant will call on the next participant, etc.

Questioning as classroom dialog



Classroom questioning is most impactful when it is the norm of classroom dialog. Both students and teachers freely use questioning as a student-to-teacher and student-to-student mode of classroom communication.

1. Establish the norms and expectations of questioning with the students and PRACTICE, PRACTICE, PRACTICE. At the beginning of a year, 9 weeks or semester, this can be done with classroom procedures.
2. Plan key questions and anticipate students' responses. Planning teacher questions and anticipated student responses is an important part of lesson planning.
3. Initiate practices that require all students to collaborate (groups, think-pair-share, etc.).
4. Teach students how to use questioning. Encourage students to ask, "Do I have anything to add?" at the end of an answer to show they have another perspective.
5. Use effective wait time and teach students how to use it.

Questioning Norms



Teach students to use classroom norms for questioning, and involve students in creating norms.

These are some examples of classroom questioning norms:

1. No one can speak or type in the chat before the wait time ends.
2. Jot down thoughts before sharing with the class.
3. When you have an answer, be prepared with one follow-up question.

Questioning Norms



Do we need different norms in the virtual classroom?

Wait Time



Many teachers are skilled at wait time. Students are not! Establish rules around wait time. This is best accomplished when students are allowed to share with a group or partner before sharing with the whole class.

In the virtual classroom or virtually distanced classroom, breakout rooms are a good way to have partner discussions.

What OTHER methods work in our different environment?

When questions are a part of whole group discussion, teach students not to raise a hand before a designated amount of time. Even if a student has asked a question.

Teach students to jot down notes during wait time and then discuss for that.

Success Criteria Revisited

- I can explain productive questioning.
- I am able to apply this strategy to my group or classroom.

Meeting the instructional needs of students with:

Modeling vs Think Aloud



Kayce
Secondary Instructional Support

2/25

Superintendent's Priorities for 2018-2020

Focus our work decisions on/around our strategic plan.

Strategic Plan (2016-2021)

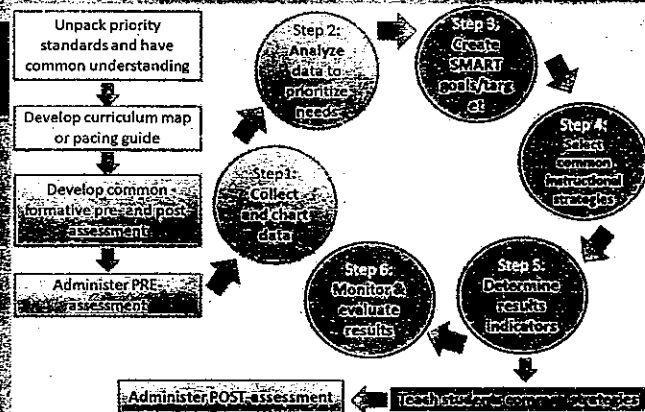
Goal 1:

We will provide world-class knowledge via challenging curricula with high expectations for all students.

STRATEGIES:

Employ research-based instructional practices, professional development, and utilize data.

Quick Refresher



Picture it...

You're in a data team meeting and your team has come to Step 4, Determine Instructional Strategies. Ideas are tossed around and someone suggests modeling as an instructional strategy.

Everyone agrees.

What happens next?



Picture it...

Is this the most appropriate strategy to deliver the material and lead to learning?

Does the entire team share the same definition of modeling?

Will each team member use modeling effectively and with fidelity? (Step 5)



Picture it...

What will modeling look like in each classroom? (Step 5)



Picture it...

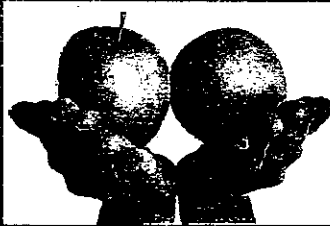
Will ALL students share a guaranteed, common experience no matter whose classroom they are in? (Step 5)



Picture it...

When we analyze growth results, will we be comparing the effectiveness of our shared strategy - modeling?

Or will we be comparing the effectiveness of apples and oranges?



Learning Intentions

Today I will learn:

- How modeling and thinking aloud are different
- Why modeling and thinking aloud are effective and valuable instructional strategies
- How to effectively use modeling and think alouds as part of the Data Team process

Success Criteria

I will know that I am successful...

- When I can articulate the effectiveness of and differences between the two strategies
- If I feel equipped to effectively apply these strategies during instruction
- Once I understand how to use these strategies as part of the Data Team process

Modeling - What is it?

Demonstration

Modeling is an instructional strategy in

which the teacher demonstrates a new

concept or approach to learning and

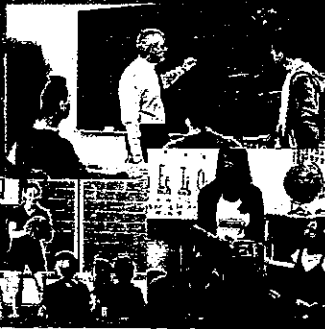
students learn by observing.



Modeling - Why use it?

Proficient readers and mathematicians (and athletes!) automatically engage specific skills and behaviors as they process information/instructional material.

When we model a skill or behavior for students, they observe what it looks like when an "expert" does it.



Modeling - How will students benefit?

Modeling allows students to begin to integrate the skill or behavior into their own strategy toolboxes; repetition helps the behavior become automatic.



Thinking Aloud - What is it?

Verbalizing exactly what you are thinking.

Thinking aloud during instruction models how expert thinkers solve or think through problems.



Thinking Aloud - Why use it?

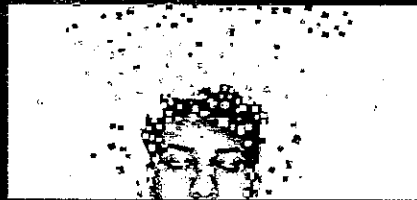
Teachers are the expert thinkers in their academic areas.

Use think-alouds to demonstrate how to approach difficult problems by bringing to the surface complex thinking processes that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks.



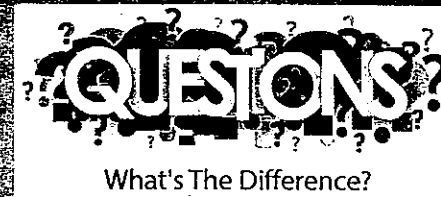
Thinking Aloud - How will students benefit?

By making our thinking and rationalization visible in front of students they begin to understand reason and integrate the skill(s) on their own. The more they see it, the more automatic the skill or process becomes (internalization).



Modeling vs Think Aloud

What is the difference?



Think Aloud WHILE Modeling: An example

How can we affect students' thinking and/or ability to perform a skill?

We have to replace their thoughts with the thought of the expert.

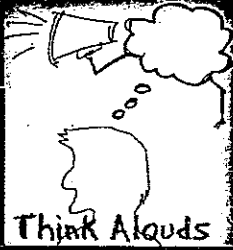


Think Aloud WHILE Modeling

The difference between the telling of action steps and teaching *through* (aloud) a process or skill is the power of a think aloud.

When think alouds are integrated into instruction, it makes visible the teacher's slow-motion self-talk (rationale) throughout the entire process.

Explain
what
thinking



Food for Thought

What might these strategies, or the combination of the two, look like in your classroom?

How might your students benefit from the use of these strategies?

Is there a time when you might use them individually?

What lesson will you teach in the near future where students would benefit from seeing modeling and hearing your thinking used together?



Connecting the Dots to Step 4 and 5

Let's return to that earlier scenario...

You're in a data team meeting and your team has come to Step 4, Determine Instructional Strategies. Ideas are tossed around and someone suggests modeling. Everyone agrees.

What happens next?



Fidelity - The Agreed Upon Strategy(ies)

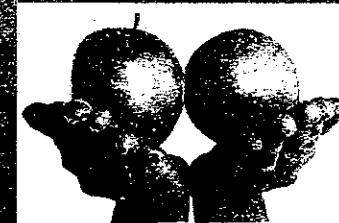
We must share a common language.

We must share a common vision.

We must articulate the use of the strategies clearly and specifically.

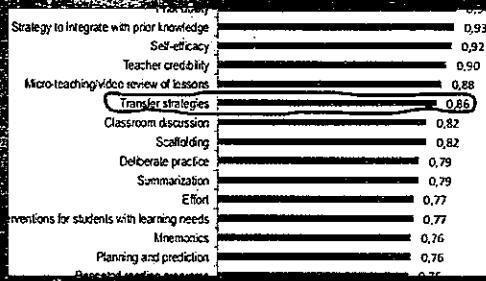
We must demonstrate what it looks like and sounds like to use the strategies during THIS instructional cycle.

Otherwise, we will be comparing the effectiveness of apples and oranges at the end of the data team cycle, not the effectiveness of the selected strategies.



Effect Size .86

Modeling combined with thinking aloud transfers the learning from the surface to deeper levels of acquisition.



Connecting the Dots to Step 4 and 5

Let's return to that earlier scenario...

Considering what you've learned about modeling and think-alouds, how might Step 4 and Step 5 of this scenario look different than it might have before attending this session?



Connections to Conclusions



CONNECT



INCLUDE



CONCLUDE

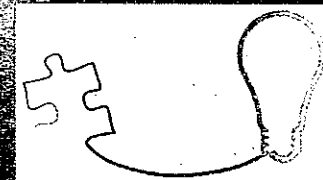
Connect: The strategies

People imitate models. (DOK-1-2)

People understand when thinking is visible. (DOK-3)

Modeling demonstrates the skill, process, or behavior, while think-alouds are like inviting students to eavesdrop on your expert thinking as you model (rationale becomes clear).

Together modeling and think-alouds provide transformative opportunities to visualize, hear, internalize, and apply the metacognitive moves that thinkers employ.



Include: Steps 4 and 5 of Data Team Process

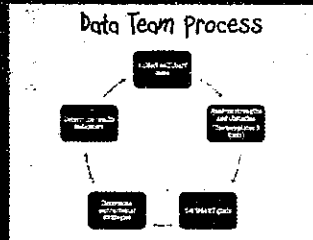
Step 4: Determine Instruction Strategies

Choose instructional strategies that the team feels will most effectively lead to learning of upcoming material.

Step 5: Determine Results Indicators

What are the teacher behaviors?

What are the expected student behaviors?



Conclude: Fidelity

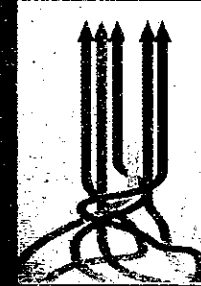
Fidelity

Ensure that the entire team shares a common language AND common visual of the strategy(ies) selected.

Consider having a volunteer demonstrate the strategy(ies) for the team.

Bonus Question

Which strategy(ies) could you use to ensure strategy fidelity among team members?



Learning Intentions

Today I will learn:

- How modeling and thinking aloud are different
- Why modeling and thinking aloud are effective and valuable instructional strategies
- How to effectively use modeling and thinking alouds as part of the Data Team process

Success Criteria

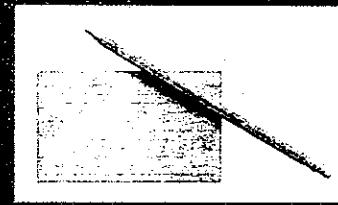
I will know that I am successful...

- When I can articulate the effectiveness of and differences between the two strategies
- If I feel equipped to effectively apply these strategies during instruction
- Once I understand how to use these strategies as part of the Data Team process

Wrap Up

On your notecard, sum up what you learned this morning about the instructional strategies: modeling vs. think alouds.

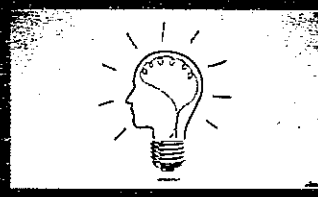
You will use this in a group activity later.



Resources

[https://www.youtube.com/watch?v=8B01dU-1tMk&list=PLDn9vYm6QWw7GgRjZlTzCfXoF0eHqE8r](#)

DataTeam Illustration Used linked here



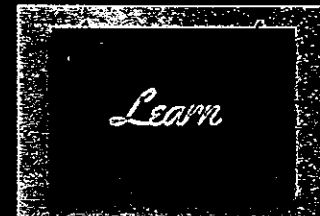
Engaging Students in Cognitively Complex Tasks

Beth Boland



Learning Intention

Today I will explore the topic "Engaging Students in Cognitively Complex Tasks"



Success Criteria

Today I will engage in the two instructional strategies: inquiry-based teaching and problem-solving teaching.

I will be able to share these strategies back at my home school as I support the data teams process.



Strategies for Engaging Students in Cognitively Complex Tasks

Hattie

- 1) The hook
- 2) Formulation of questions
- 3) Selecting a question
- 4) Peer collaboration
- 5) Answering the question
- 6) Sharing findings

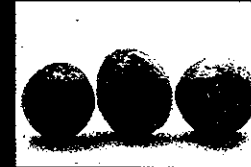
Marzano

Emphasis on prediction

- Make prediction
- Test
- Examine results
- Reflect conclude

Sink or Float?

Discuss your prediction with your neighbor.



What questions do you have?

Sink or Float?

- 

What questions do you have?

Experimental-Inquiry Notes Template

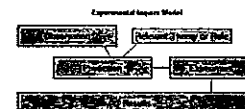
The question I am investigating is _____

My husband is that I _____ the _____

As I conduct my interview, I hope:

The shape of my eyebrows is

My attorney should not need to look me up every 60 seconds.



Business Components as Individual Languages © 2016 William R. Bryant
www.williamrbyrant.com

Inquiry-based Teaching/Experimental Inquiry Task

Density: An object mass per unit of volume.

Mass: How much matter is in an object.

Volume: How much space an object takes up.

Density (g/mL or g/cm³) → $D = \frac{m}{V}$

Mass (kg or g)

Volume (mL or cm³)

Density Practice: Worksheet #1

Calculate density, and identify substances using a density chart.

Density is a measure of the amount of mass in a certain volume. This physical property is often used to identify and classify substances. It is usually expressed as grams per cubic centimeter, or g/cm³. The chart on the right lists the densities of some common materials.

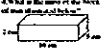
Equation: Density = $\frac{\text{mass}}{\text{volume}}$ or $D = \frac{m}{V}$



Substance	Density (g/cm ³)
Gold	19.3
Iron	7.8
Lead	11.3
Aluminum	2.7
Water	1.0
Gasoline	0.7
Air (at sea level)	0.0012

Problems:

- Example: It is the density of a liquid that has a volume of 100 mL and a mass of 250 g.
- A block of metal has a volume of 270 cm³ and a mass of 810 g. What is the density of the block?
- A block of wood has a density of 0.6 g/cm³ and a volume of 1,200 cm³. What is the mass of the block?
- A 500g brick has a density of 2 g/cm³. What is the volume of the brick?
- What is the mass of the block of wood shown below?



Use the data below to calculate the density of each unknown substance. Then use the density chart above to determine the identity of each substance.

Mass (g)	Volume (cm ³)	Density (g/cm ³)	Substance
475	150	$D = \frac{475}{150}$	Aluminum
171	15	$D = \frac{171}{15}$	Iron
149	40	$D = \frac{149}{40}$	Lead

Problem-Solving Teaching/Problem Solving Task

Hattie

Problem-Solving Teaching

- Defining or determining the cause of the problem
- Using multiple perspectives to uncover issues related to a particular problem
- Identifying, prioritizing and selecting alternatives for a solution
- Designing an intervention plan
- Evaluating the outcome

Marzano

Problem-Solving Task

- Set goal, identify constraints, find solution, test prediction, examine and evaluate results, reflect on process

Decision-Making Task

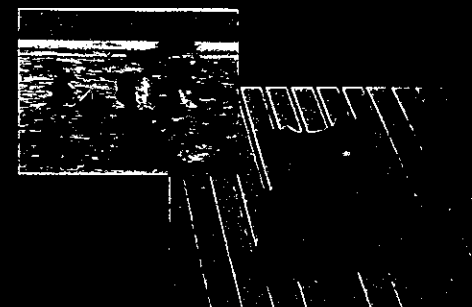
Investigation Task

Invention Task

Life Preservers: Increase your V to lower your D!



Captain Ward, 1854



Personal Flotation Devices (PFDs)

Engineering Challenge

Criterion: The action figure must float with its face out of the water, regardless of how the figure is dropped into the water.

Constraints: You are limited to the materials provided, and challenged to use the least amount of material.



Design Challenge (cont'd)

- Predict what will happen if you place the action figure in water (before constructing a life vest)
- Test your prediction
- How does this compare to the orange?

Engage

Now...Discuss your vest design with your group, and when you have agreed to your design, begin construction.

Explore

When you are ready...TEST

Design Challenge: Continued

- Share design and results
- What can we conclude about successful designs?

Explain

Design Challenge (Cont'd)

Questions:

- Based on what you know about density, what can you infer about the density of the action figure compared to water both before and after you added a life jacket?
- Calculate the density of your action figure first with the life jacket and then without
- The density of water is 1 g/ml. What can you conclude about things that float?

Explain

What does this look like in other content areas?

Problem Solving/Teaching

- Defining or determining the cause of the problem
- Using multiple perspectives to uncover issues related to a particular problem
- Identifying, prioritizing and selecting alternatives for a solution
- Designing an intervention plan
- Evaluating the outcome

*Deployed when students are already deepening their knowledge (effect size .68)
Ex. Engineering Design challenges in math and science (STEM),
Ex. ELA thorough investigation of a problem/issue and crafting an argument that supports a position—culminates in a debate

Problem Solving Task

- Set goal, identify constraints, find solution, test prediction, examine and evaluate results, reflect on process

Decision Making Jack

Investigation Task

Invention Task

Problem-solving map

Decision-making matrix

(historical, definitional, projective)

Invention Process Model (Engineering Design Challenge, Harrie)

Problem-Solving Map

Problem to be Solved		
Possible Solution 1	Possible Solution 2	Possible Solution 3
Advantages & Disadvantages	Advantages & Disadvantages	Advantages & Disadvantages
Which solution do I prefer and why?		
Solution 1 Results	Solution 2 Results	Solution 3 Results
Do any other facts or considerations affect my decision?		
My conclusion		

Strategic Leadership of International Strategies C. 2016 University of Passau

Integrating Standards in Curriculum Development

Declaration-Making Topics

Due to the fact that the above mentioned person is not a student, he or she is not eligible for admission to the University of North Carolina. The University of North Carolina is not a student and is not eligible for admission to the University of North Carolina. The University of North Carolina is not a student and is not eligible for admission to the University of North Carolina.

	Panel B: Set to: Medium				
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84. Market returns upgrade					
85. Market returns upgrade					
86. Market returns upgrade					
87. Market returns upgrade					
88. Market returns upgrade					
89. Market returns upgrade					
90. Market returns upgrade					
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92. Market returns upgrade					
93. Market returns upgrade					
94. Market returns upgrade					
95. Market returns upgrade					
96. Market returns upgrade					
97. Market returns upgrade					
98. Market returns upgrade					
99. Market returns upgrade					
100. Market returns upgrade					

In this example, a student attempting different ways to get to school. The student's desire to understand motion remains, but the student has trouble with the new option for understanding and then action because of a discomfort, uncertainty, and doubt etc. But what does it mean the student's doubt? In the *Five Facets of Understanding* by Robert J. Marzano and John H. Kendall (1994).

- Students perform the following operations on their webpage to obtain the following table:
- What alternatives are I considering?
 - What criteria are I using to select among alternative?
 - What are the people told by the first alternative?
 - What should not I use and why?
 - Are the results for that particular combination?
 - How can I avoid the alternative I dislike?
 - What are the goals?

POLYMER LETTERS EDITION OF ADI POLYMER LETTERS

Investigations Task

[illegible]

- Can I say anything on something that has to do with the demand curve something that happened on the graph or even things that might be possible budgets?
- What do I think I will find out?
- What is known about our markets?
- What is different on the demand curve than what you expect?
- What do I think is different about the three statements and conclusions?
- Find my answers on the City my company practices?
- Even how should we "think" change?
- What are the main factors?

¹ *Walden* 4: 290-291; *Walden* 4: 291.

Uniquely in Japan, we

Agency or Agency User	SUPPLYING OF COMPLECTIONS
Prediction:	

Teacher Agency

- A large number of studies have shown that the use of a computer-based system for the management of a business can lead to a significant increase in productivity and efficiency.
- A large number of studies have shown that the use of a computer-based system for the management of a business can lead to a significant increase in productivity and efficiency.

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1

Closure

Revisiting Our Success Criteria

Today I will engage in the two instructional strategies: inquiry-based teaching and problem-solving teaching.

I will be able to share these strategies back at my home school as I support the data teams process.

- On your notecard, sum up what you learned this morning about engaging students in cognitively complex tasks
 - Inquiry-based Teaching Experimental Inquiry Tasks
 - Problem-Solving Teaching Problem Solving Task Decision Making, Investigation, and Invention Tasks
- You will use this in a group activity later this afternoon.



Wherever you are this summer, you can ALSO be at

Virtual PBIS Camp

July 22, 2021 8:00 - 12:00

SELF-REGULATED LEARNING
mind □ body □ emotions

Live, Virtual Keynote Session

8:00 - 9:00

Jennifer Metts, D5 21-22 Teacher of the Year

Jennifer Williams, D5 School Psychologist



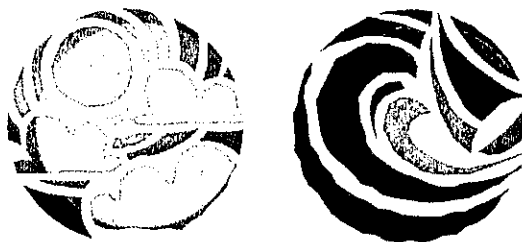
Over 30 Flexible Asynchronous Break-Out Sessions

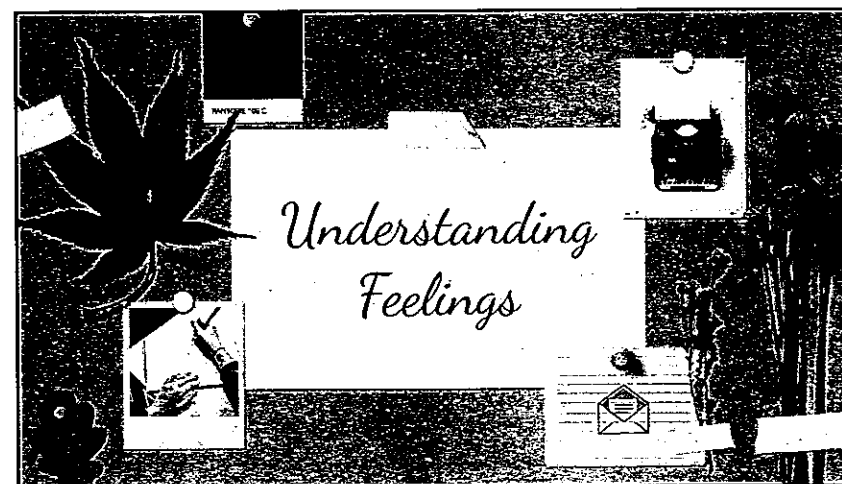
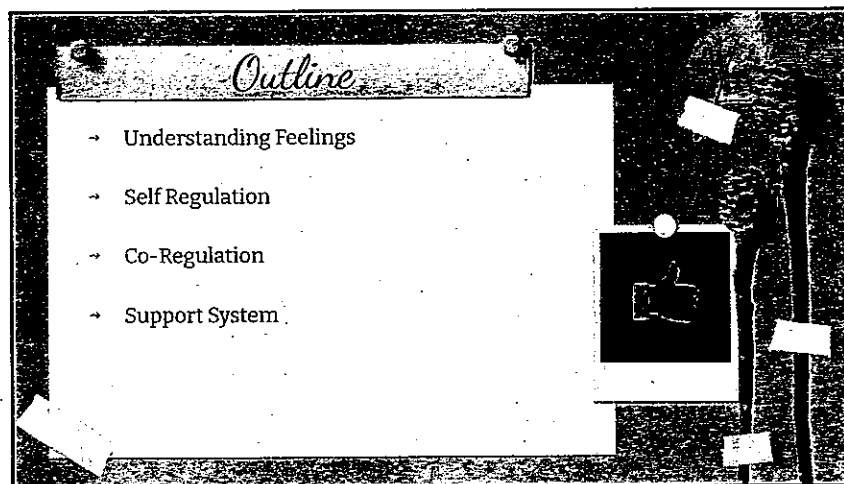
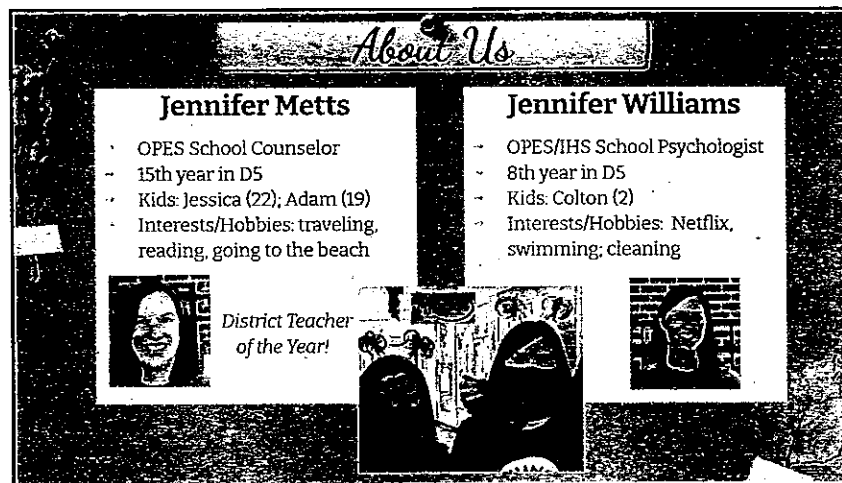
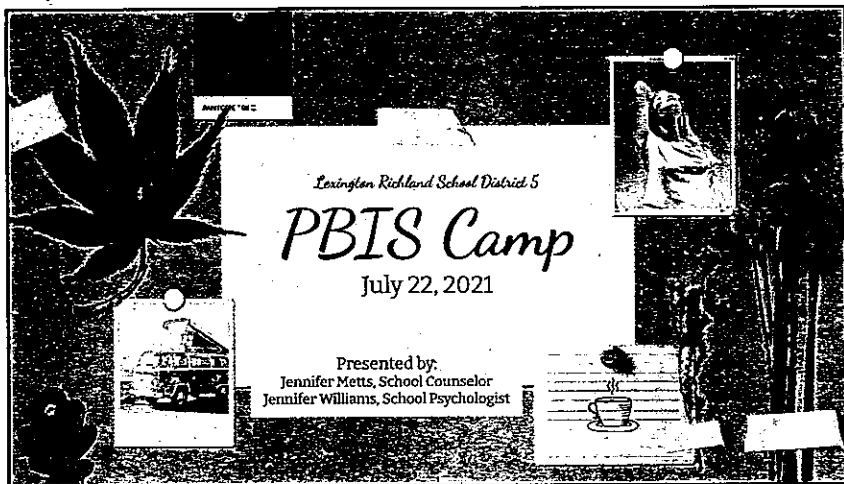
Content for All Faculty/Staff

9:15 - 11:45



11:45 - 12:00 Live, virtual wrap-up and Intention-setting





RULER Framework

Nile University Center for Emotional Intelligence

Five Step Process

- Recognizing Emotions - notice a change in thoughts, energy or body (in yourself or others)
- Understanding Emotions - know the cause and see how it is influencing you/other person
- Labeling Emotions - precise term to describe
- Expressing Emotions - knowing how and when to display emotions
- Regulating Emotions - modifying and monitoring emotional reactions in helpful ways

Feelings 101

Feelings are information

Feelings are news reports from our multiple senses brought from our minds, bodies and the outside world which our brains process and analyze

Feelings drive how we think and act in our world

Feelings strongly affect attention and memory which then drive learning - how students feel is what gives meaning to what they are learning. The research is clear emotions determine whether academic content will be processed deeply and remembered. Linking emotion to learning assures that students find classroom instruction relevant. It's what supports students in discovering their purpose and passion. It's what drives their persistence."

Questions to ask yourself

1. What just happened? What was I doing before this happened?
2. What might have caused this feeling or reaction?
3. What might have happened last night or this morning that might be involved in this?
4. What has happened before with this person that might be related?
5. What memories do I have of this place or situation?

Self-Regulation

How Do You Regulate Your Feelings?

Everyday Practices - our habits and routines that ground us

- What you do for self-care?

Situational Practices

- Things you know your mind & body need to remain/regain calm

Co-Regulation

Emotional Co-Regulation

The ongoing process between two or more people where one person's emotions are influenced by the actions and emotional reactions of the other.

Examples of Ways to Co-Regulate:

- Acknowledge feelings and energy levels
- Feelings check in
- Mindfulness activities

Relationships are key!

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. - Haim Ginott

Internal Focus

- Seek to understand and observe without judgement
- Use active listening
- Evaluate own emotions
- Overcome automatic responses to differences and take time to respond to others
- Personal Mantra - "I am a calming force in my classroom"

Relationships are key!

External Focus

- Look for patterns or themes
- Learn people's stories
- Don't ask - What is wrong with this student?
- Ask - What happened to this student?

What is this behavior trying to tell us?

Approximations of Compliance

- How can I give the student choice so that I feel comfortable with the outcome and the student saves face and feels more in control?



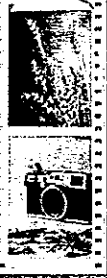
Questions to ask

1. What just happened? What was happening before the situation?
2. What might have caused this feeling or reaction?
3. What might have happened last night or this morning that might be involved in this?
4. What has happened before with this person that might be related?
5. What memories are there of this place or situation?



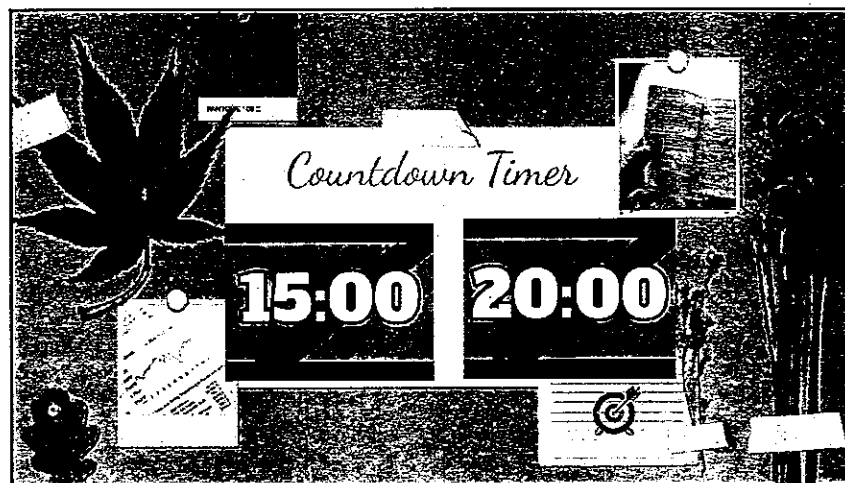
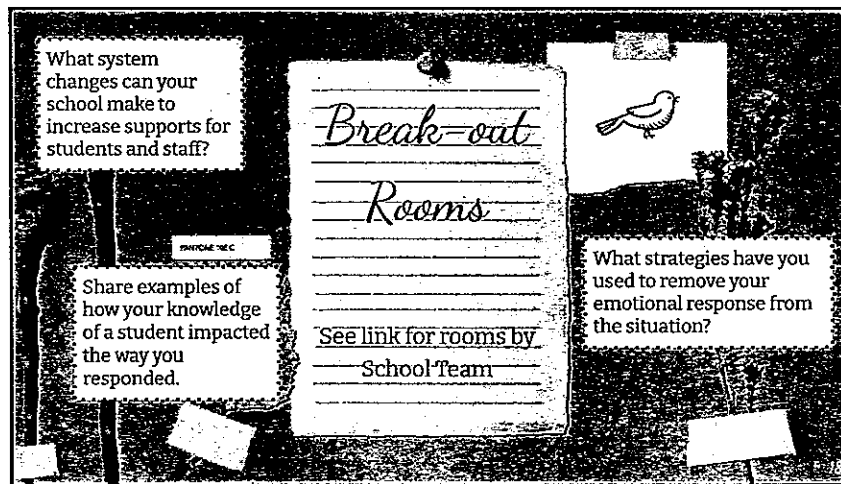
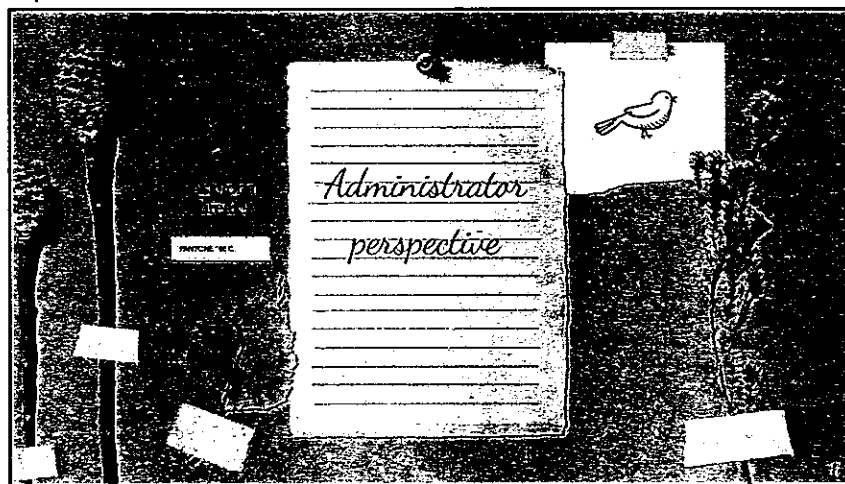
"Sometimes the emotions we feel send signals that elicit the opposite of the response we want and need. Picture a typical child: if he's troubled or anxious, he may wish that his parent or teacher may reach out and offer comfort. But when those adults sense that child's emotional state, especially when he is "acting out" they may respond in just the opposite way, because of their own emotional response to the signals of a negative mood. This dynamic rules much of human interaction-when we need emotional support most is when we are least likely to receive it"

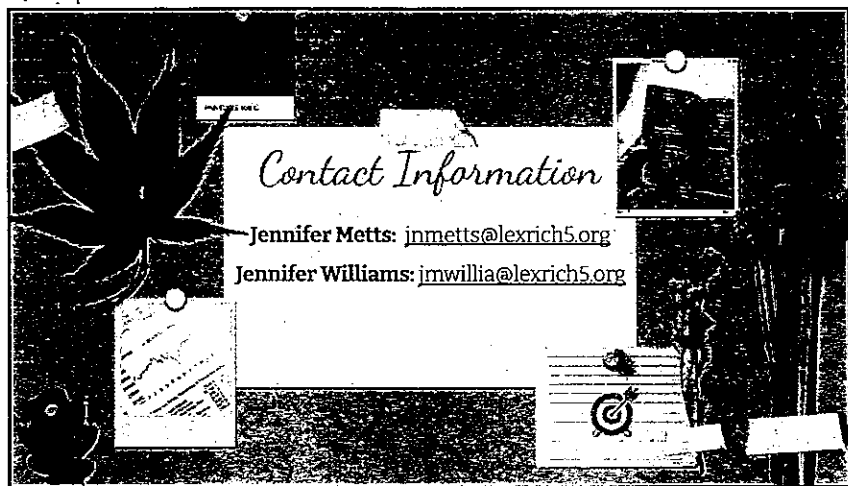
Source: *Permission to Feel*
by Marc Brackett



Support System







2021 – 2022 Elementary School Professional Development Plan: Harbison West Elementary

Aug/Sept/Oct	Nov/Dec/Jan	Feb/Mar	Apr/May
(T) 8/10 School Inservice / Teacher Workday , IEP/504 and Child Find Presentation	(T) 11/2 School Technology Tuesday - focus on technology that can be used during small group instruction	(M) ELA Planning with Reading Coach (T) 2/1 School Committees	(M) ELA Planning with Reading Coach (T) 4/5 School Committees
(W) 8/11 School Inservice / Teacher Workday	(M) ELA Planning with Reading Coach (T) 11/9 Data Teams	(M) ELA Planning with Reading Coach (T) 2/8 Small Group Instruction/Feedback PD	(T) 4/12 Spring Break
(TH) 8/12 District Inservice: #LeaD5	(M) ELA Planning with Reading Coach (T) 11/16 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)	(M) ELA Planning with Reading Coach (T) 2/15 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)	(T) 4/19 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)
(F) 8/13 (AM) District Kick-off (PM) Teacher Workday	(M) ELA Planning with Reading Coach (T) 11/23 School Committees	(F) 2/18 District Inservice: #LeaD5	(M) ELA Planning with Reading Coach (T) 4/26 Data Teams
(M) 8/16 School Inservice / Teacher Workday	(M) MTSS Monitoring Meeting (T) 11/30 PDS-D SEL	(T) 2/22 Data Teams	(M) ELA Planning with Reading Coach (T) 5/3 School Technology Tuesday - focus on technology that can be used during small group instruction **Depending on the dates for State Testing, May 3 and May 10 PD topics may be switched**
(T) 8/17 Teacher Workday	(M) ELA Planning with Reading Coach (T) 12/7 OT/PT PD focused on Handwriting	(M) ELA Planning with Reading Coach (T) 3/1 School Technology Tuesday - focus on technology that can be used during small group instruction	(M) ELA Planning with Reading Coach (T) 5/10 State Testing Training or School Committees **Depending on the dates for State Testing, May 3 and May 10 PD topics may be switched**
(T) 8/24 SLO/GBE Completion and Meetings	(M) ELA Planning with Reading Coach (T) 12/14 School Committees	(M) ELA Planning with Reading Coach (T) MTSS Monitoring Meeting (T) 3/8 School Committees	(M) ELA Planning with Reading Coach (T) 5/17 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)
(M) ELA Planning with Reading Coach (T) 8/31 PDS-D SEL for Grades K-5, Preschool will be under the guidance of Beth Reilly	(M) ELA Planning with Reading Coach (T) 1/4 District Technology Tuesday	(M) 3/14 School based PD / Teacher Workday	(M) ELA Planning with Reading Coach (T) MTSS Monitoring Meeting (T) 5/24 Data Teams

(T) MTSS Monitoring Meeting (T) 9/7 District Technology Tuesday	(M) ELA Planning with Reading Coach (T) 1/11 2nd Semester Review Meeting (Topics: PBIS, Safety/Drills) then move into School Committees	(T) 3/15 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)	(T) 5/31 PDS-D SEL
(M) ELA Planning with Reading Coach (T) 9/14 School Committees	(T) 1/18 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)	(M) ELA Planning with Reading Coach (T) 3/22 Data Teams	Instructional Strategies: Small Group Instruction/Differentiation Academic Feedback
(M) ELA Planning with Reading Coach (T) 9/21 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students)	(M) ELA Planning with Reading Coach (T) MTSS Monitoring Meeting (T) 1/25 Data Teams	(M) ELA Planning with Reading Coach (T) 3/29 PDS-D SEL	
(M) ELA Planning with Reading Coach (T) 9/28 Data Teams (M) 10/4 District Inservice: #LeaD5 (T) 10/5 Small Group Instruction/Feedback PD (M) ELA Planning with Reading Coach (T) 10/12 NO PD - all staff go vote (M) ELA Planning with Reading Coach (T) 10/19 District Leadership -for staff remaining at school, they will take part in Core Content Collaborations (time given to communicate and collaborate with the Reading Interventionist about their shared students) (M) ELA Planning with Reading Coach (T) 10/26 School Committees (F) 10/29 Parent Conferences: ES/IS/MS	- **Our Reading Coach, Kylie Skotniski, will meet with grade-level teams weekly on Monday for team planning specific to the new ELA units of study. Common planning will be given to teachers on the 3rd and 4th Tuesday during their planning to focus on the new ELA units of study. PD will focus on differentiation through small-group instruction and feedback. - The 2nd (during planning) and 4th (after school) Tuesday's will be reserved for Data Team meetings. Data Team Facilitators will meet monthly on the 4th Wednesday from 3:00-4:00.		
*Due Date: Thursday, July 29, 2021			

*Due Date: Thursday, July 29, 2021

Elementary	District Professional Development Days	NOTES

1st Tuesdays	District or School Technology Tuesday on designated months
2nd Tuesdays	School Directed Activities
3rd Tuesdays	District Leadership Teams
4th Tuesdays	Data Team/Designated Activities ~ Unless criteria has been met: see note

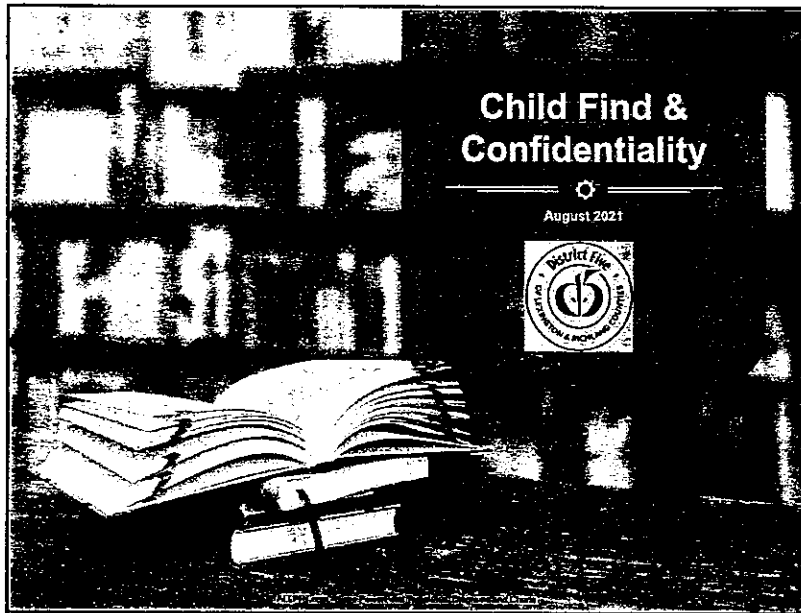
August 12
8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch; 1:30 PM – 3:30 PM District-Developed PD at school
October 4
8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch; 1:30 PM – 3:30 PM District-Developed PD at school
February 18

Please include plans for your school's monthly Data Team Facilitators' meetings and PD which addresses specific needs for support staff (Regular and SPED). Any PD during the school day should be listed within the week of the Tuesday date that it occurs

Criteria for 4th Tuesday: If your teams meet at least 2 times per month and you have access to their meeting calendars, you may use this Tuesday for a ***School Designated PD session.***

8:00 AM – 12:00 PM District Session; 12:00 PM – 1:20 PM Lunch;
1:30 PM – 3:30 PM District-Developed PD at school

5th Tuesdays School Designated PD; 8/31, 11/30, 3/29,
5/31



What is Child Find?

Federal law ensuring the identification of all children with disabilities in need of special education



The IDEA 04: Special Education

In order to qualify for special education services,
the student must meet eligibility criteria
AND
have an adverse effect on educational performance
AND
require specialized instruction to adapt content,
methodology, and/or delivery

All areas met results in the development of an
Individualized Education Program (IEP)



Section 504 of the Rehabilitation Act of 1973, as Amended

- Protects students with disabilities who require accommodations (and/or related services) in the general education setting
- Ensures commensurate opportunity for students
- Ensures student is not discriminated against due to disability

Results in an Individual Accommodation Plan (IAP),
often call a 504 Plan.



The IDEA 04 Disability Categories

- Autism
- Emotional disability
- Intellectual disability
- Speech-language impairment
- Traumatic brain injury
- Developmental delay
- Specific learning disability
- Deaf and hard of hearing
- Vision impairment
- Orthopedic impairment
- Other health impaired
- Deaf-blindness
- Multiple disabilities



SPECIFIC LEARNING DISABILITY



- Written expression
- Oral expression
- Listening comprehension
- Reading
 - Basic reading
 - Fluency
 - Reading comprehension
- Math
 - Calculations
 - Reasoning



SPEECH/LANGUAGE IMPAIRMENT

- One of the 13 disability areas or (rarely) a related service necessary for child to meet IEP goals
- Evaluation must be a team referral through SAT
- Need to consider if team suspects another disability



OCCUPATIONAL THERAPY (OT) PHYSICAL THERAPY (PT)

- For students who are identified in one of the 13 disability areas AND need OT/PT in order to meet IEP goals
- Not a stand-alone service for IDEA



ADHD: ATTENTION DEFICIT HYPERACTIVITY DISORDER and OTHER MEDICAL DIAGNOSES

- May be considered under the IDEA 04 as Other Health Impaired or Section 504
- Take special care communicating with parent/guardian re: medication, behavior, possible medical needs, etc.
- If a parent or child discloses a diagnosis (e.g. ADHD, depression) notify the 504 chair in your building. It may mean we need to consider a 504 plan.



AS AN IEP TEAM MEMBER:

- You should be an active participant in the IEP process
- Be prepared with data and knowledge of the student to include how they are performing in class and what accommodations and/or modifications are needed.
- Call a meeting when needed



TEACHERS MUST:

- Follow the IAP, IEP, 504 and BIP
- Consult with team/administration as needed
- Document communication & interventions
- Track data



TEACHERS MUST NOT:

- Diagnose/label – describe only
- Prescribe
- Make changes in the IAP or IEP arbitrarily
- Decide alone: team approach safest



Expectations in an IEP or 504 meeting

1. Come prepared to discuss the student's progress in your class.
2. Be prepared to offer feedback on accommodations based on the data collected in your classroom.
3. Be actively engaged in the meeting. In virtual meetings, staff should be seated in a private location. They should NEVER be walking through hallways, driving, etc.



CONFIDENTIALITY

- Applies to everyone
- Need to know basis
- Do not discuss one student w/parents of another

Do not have conversations about students in public forums—where there is not a need to know!



CONFIDENTIALITY

- Social Networking sites
- Share ONLY appropriate information with substitutes (accommodations and modifications)
- Be discreet when sending child to special education class or nurse, etc.
- *Be particularly careful this year with information regarding students or staff with Covid.



EMAIL

- Are you ok with a parent/lawyer reading it?
- Once received, did you protect the content?
- Did you forward/share only with those with a need to know?
- Were you careful (e.g., accidentally sent to Mkelly instead of Mkelley)?
- Your email belongs to the district.
- When concerned call or speak to someone directly.



What about this year?

- Children have not had typical academic experiences.
- We run the risk of overidentification.
- We don't want to under-identify either, but...
- We want students to acclimate to school again.
- We want students to receive adequate instruction and intervention.
- We want to give interventions time to work.
- Our discussions should include how the student was performing before Covid.

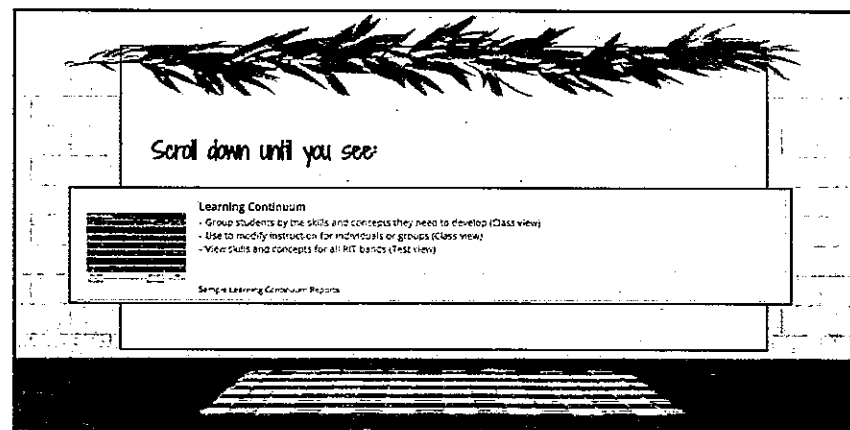
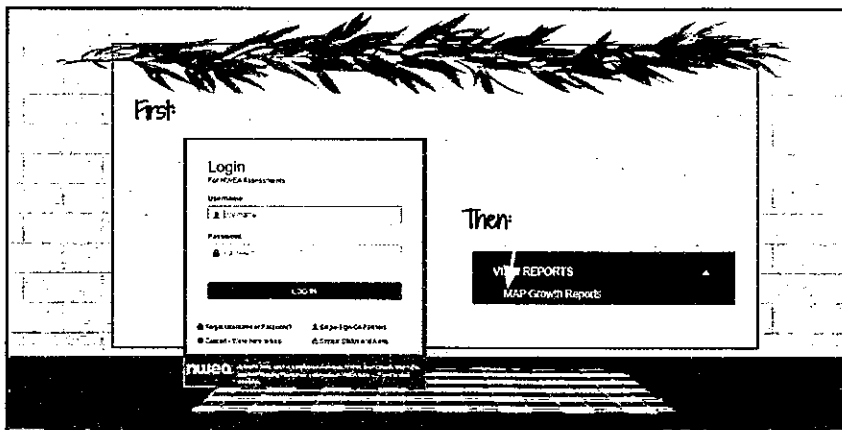
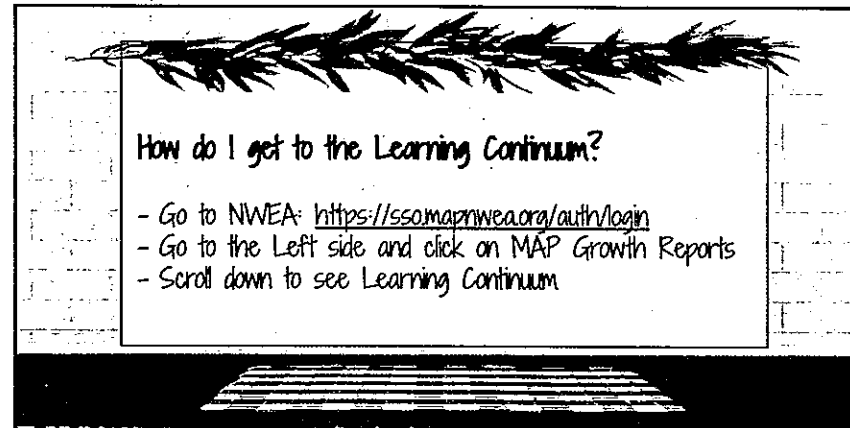
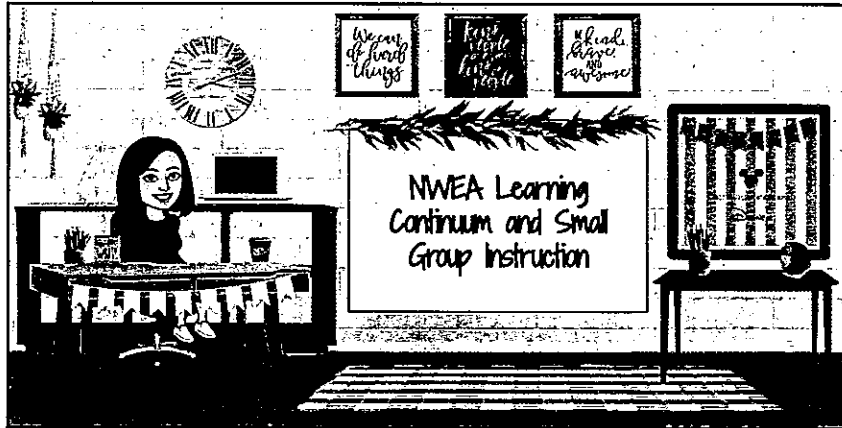


School contacts for Questions/Concerns

Click here for a link to the [PARENT RESOURCE PAGE](#) on our district website



All photos are through Pexels and are free to use
www.pexels.com



How to Access the Report

You can access the Learning Continuum from View Reports > MAP Reports > Learning Continuum, where you can open either the Class View or Test View (scroll down to reveal).

As a shortcut, open the Class View using links in the Class Breakdown by Goal report:

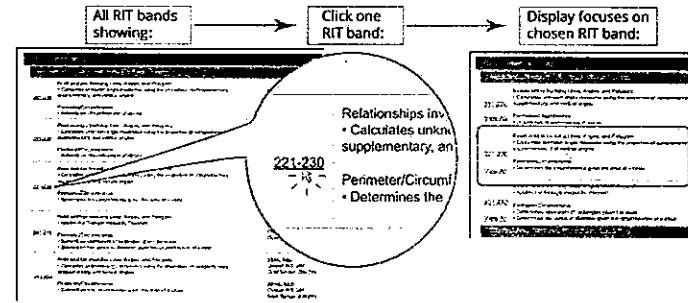
Jump to Class View from links in Class Breakdown by Goal report

Goal	201-210	211-220	221-230
Read and Connect Reading Skills	Link	Link	Link

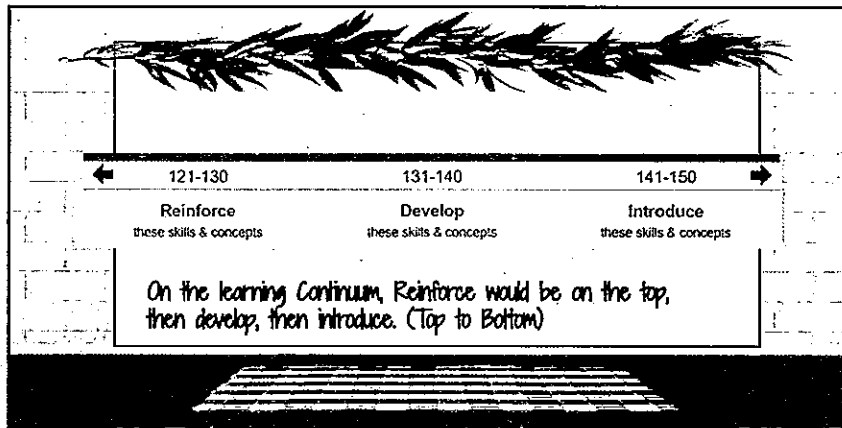
Note on Class View: The learning statements that appear with student names represent only some of the skills and concepts that support a standard. Because these skills and concepts are likely to be in the students' Zone of Proximal Development based on their MAP Growth scores, the learning statements can be a useful source of information to scaffold or enrich grade level instruction for identified students. However, these learning statements should not be the only source of information that a teacher consults.

- Click a RIT band to view it in isolation, along with adjacent RIT bands. (Class View only.)

Example: You need to differentiate instruction for students performing in a given RIT band.



Note: To restore the full view, click View All.



Learning Continuum Class View

Reading 2-5

Learning Continuum - Class View

MAP Growth Report

Class: Reading 2 (1-254) (2-5)

Class: Reading 2 (1-254) (2-5)

Learning Statement	Students
Reading	
121-130	- Identify a word and a sentence based on a description. - Identify a word and a sentence based on a description. - Identify a word and a sentence based on a description.
131-140	- Identify a word and a sentence based on a description. - Identify a word and a sentence based on a description. - Identify a word and a sentence based on a description.
141-150	- Identify a word and a sentence based on a description. - Identify a word and a sentence based on a description. - Identify a word and a sentence based on a description.

Work time:

- Explore your student's scores
 - Explore MAP Skills
 - Determine small groups that could take place during your ELA and/or Math block
 - Start creating lessons for your small groups
- 

Behavior Management Begins with Us!

Staff Efficacy and Behavior Management

Today's Learning Objectives

- Identify common pitfalls when dealing with challenging behavior
- Identify strategies to increase self-efficacy
- Discuss and examine proactive behavior management strategies you can start using tomorrow

Coercion Cycle – Scenario

Toby, age 13, is in his room on his Xbox 360. Mom comes in the room and interrupts him.

Mom: "Why aren't you doing your homework? How many times have I told you no video games until you do your homework! You're flunking math and here you sit playing that stupid game!"

Toby: (without looking up from the game) "I don't have any homework."

Mom: (yelling) "What do you mean you don't have any homework? Your teachers all tell me you never turn in any work! You're not going to pass seventh grade the way you're going!"

Toby: "I don't understand the math we're doing and besides I forgot my book."

Mom: "You never bring your books home even when you have homework! How do you expect to pass if you never bring home your books?"

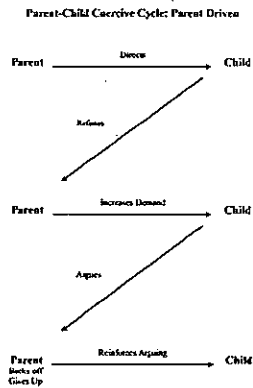
Coercion Cycle – Scenario

Toby: "But Mom, I don't understand the math we're doing. I hate that class! The stupid teacher never gives me any help!"

Mom: "That's no excuse for not doing your homework. If you'd spend as much time thinking about school as you do that game you'd get straight A's. I'm sick and tired of you and that Xbox. Look at this room! It's a mess. The trash needs taken out, the cat box needs emptied, and here you sit. What would you do if your dad and I spent all our time playing video games? Who would get anything done around this house? Who would bring any money home? If you think you can spend your life playing those silly games you've got another think coming!"

Toby: "Dad plays video games! You watch soap operas all afternoon! I'll take out the trash later. It's not even my turn to empty the cat litter. My sister never has to do anything, and she spends all her time on her cell phone – you never get after her! I don't care if I drop out of school! I hate school! Uncle Gus never finished school and he makes more money than Dad."

Mom throws up her hands and leaves the room. Toby returns to his game.



Coercive Cycle

Breaking the Cycle

- The best approach to breaking the cycle is to not start it!
- When you have been through the same scenario a few times, starting with a demand will lead right back into the cycle
 - Mom is now strongly associated with punishment around the Xbox
 - Approaching Toby at all when he is already on the Xbox primes him to ignore or rebut anything mom might say.
 - The fact that Toby is already on the game give him the upper hand.
- How can mom break the cycle?
 - Being proactive can move the advantage to mom
 - She can take the Xbox before Toby gets home
- What if Toby decides to argue with mom?
 - Don't take the bait
 - Remove yourself - the key is to stop interacting with the child at that point. It takes two to argue

Behavior Shaping

- Behavior Shaping is the use of positive reinforcement and extinction to modify behavior a little at a time.
 - Ignoring the behavior only works if you can ignore it indefinitely (extinction burst). Otherwise, you've intermittently reinforced the behavior.
- What does mom need?
 - For Toby to 1) quiet down and 2) leave her alone
 - Mom can look for the pauses in arguing and reinforce with a positive response
 - To achieve separation, she can break off eye contact, turn to leave, and say nothing. Praise him if he doesn't follow her.
 - Very important not to try to have the last word or to follow him

Emotional Preparation

- In any conflict between two persons, the calmer person will prevail.
- The child who can push the adult to lose emotional control has a powerful advantage over that adult.
- The most important goal in breaking the coercive cycle is to stay calm and not react emotionally to the child.

So how do we do this?

So how as educators, do we stay emotionally prepared?

We build our self-efficacy!!

Which statement do you agree with most?

- "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment."
- "If I try really hard, I can get through to even the most difficult or unmotivated students" (Armor et al., 1976, Henson, 2001).

What do you think the best predictor of success for a behavior intervention might be?

Optimism!!!



Optimistic Teaming

It's not all about rainbows and unicorns!!

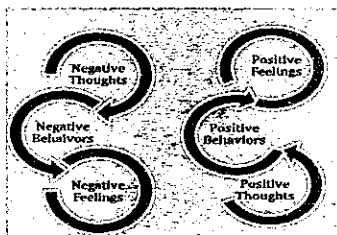
- How do we support our teams to look at students and their challenging behaviors through a growth mindset?
- How do we increase our belief in our team's ability to make a difference?
- If we believe we can, we MUST believe our students can!
- So we have to set realistic expectations
- Give it time
- And remember, we can't change everything at once.

Optimistic Teaming

Let's practice by rephrasing these pessimistic comments into more optimistic comments!

- "This is a complete disaster. I can't teach any of my other students!"
- "Everything she does annoys me and annoys all my students."
- "Why should I spend so much time with this ONE student, when the rest of my students are ready to work?"
- "Have you met the parents? Yikes. There's nothing we can do."

Positive vs Negative Thoughts



Coping Thoughts from the Teacher

- My attitude sets the tone.
- I don't fight with 8 year olds.
- Remember to notice the ones making the "right" choice when I am stressed.
- I should be as forgiving as my students.
- I am a model for these students as to how to manage my anger by staying calm. For some students, I may be their only positive coping model.
- Staying calm shows that I am in control.
- I can get through this, it won't last forever.

Rational Detachment

Rational detachment is the ability to control our own behavior and not take hostility personally. In other words, allowing yourself to not take it personally

- What tools or techniques can you rely on while managing a disruptive situation?
- What are your positive outlets for the negative energy absorbed during conflict?

Building Competence in Behavior Management-

Start with Proactive Management

Establishing Rules, Routines, and Expectations

Rules

- 3-5 rules
- State positively and age appropriate
- Create with your students, practice, and model

Routines

- Establish early in the school year
- Students must be taught and likely retaught the specific routines (great idea for lesson plans)
- Warn students about change in routines (substitute, drill, testing day)

Expectations

- We must directly teach and review all expectations
- Interpret, model, and practice how the expectations look in action

Behavior Management-

Behavior Specific Praise

Praise: A verbal statement or gesture that indicates approval of a desired behavior

- **Behavior Specific Praise:** Teacher provides specific feedback about the behavior being approved
- **General Praise:** No specific feedback about student behavior is provided.

- **5:1 ratio** of positive to negative statements (three praises for every one reprimand)
- Provide praise immediately after the positive behavior occurs - delaying could potentially reinforce an undesirable behavior
- Smile and make eye contact while delivering praise
- Praise effort, not ability, when possible
- Create a visual prompt (i.e. smiley face on clock in room) so you remember to praise
- Planned ignoring
 - Only ignore behaviors you can commit to truly ignoring
 - If not, you may cause be intermittently reinforcing the negative behavior which only **STRENGTHENS** it!!
 - Give behavior specific praise/attention as soon as student stops undesired behavior.

=behavior

Keep your thoughts positive because your thoughts become your words.

Keep your words positive because your words become your behavior.

Keep your behavior positive because your behavior becomes your habits.

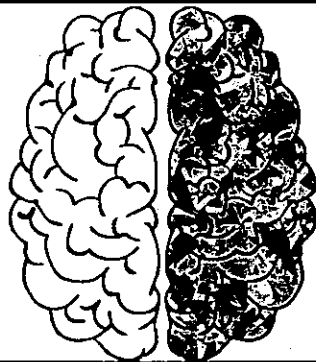
Keep your habits positive because your habits become your values.

Keep your values positive because your values become your destiny.

-Mahatma Gandhi

All **behavior** is a form
of
Communication

Thinking Brain v/s Emotional Brain



Limit Setting

Respectful - phrase limits in a positive way using effective nonverbal, verbal, and paraverbal skills

Simple - limit the number of words

Reasonable - connect the expectation to the person's circumstances and level of ability.

Enforceable- Make sure you can follow through with the limit that you set.

Examples of limit setting

Interrupt (Juan, you're shouting) Redirect (Please speak quietly, Thank you)

When Then (Juan, when you lower your voice, then I'll be able to address your concerns)

If Then (Juan, if you lower your voice, then I'll be able to address your concerns)

Fail Safe Choice (two acceptable options for fulfilling the request)

Responding to Misbehavior

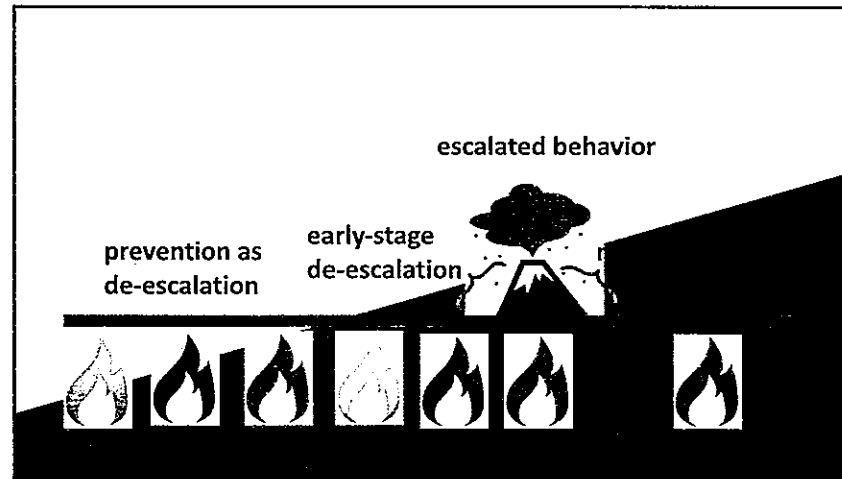
"It's been said that the best offense is a good defense"

Prevention is a key ingredient.

"Conflict is inevitable, but combat is optional."

Challenging Misbehavior

- Maintain Self-control
- Remain Calm ("Calm is Contagious, and Silence is Powerful")
- Wait: Model Cognition (act like you are thinking - body position)



Discussion

List the most challenging behaviors that you have seen among your students.

Group Activity

Scenarios

Scenario Number 1

While out doing supervision at recess you notice a student who is usually friendly and social with his peers sitting by himself and not acknowledging anyone at the end of recess. When students are lining up he physically attacks another group while coming inside.

As a small group, how would you handle this situation? What would be some incorrect strategies used during recess? What are some proactive ways to handle this situation?

Scenario #2

A student you have issues with on a regular basis has been improving his behavior as of late due to small rewards/reinforcements you are giving. You have noticed that this particular student has started to take advantage of the rewards and making other students aware of this special treatment. Other students are upset that they are not also receiving these rewards. As a small group, how do you resolve this behavior and let the student know his limits and boundaries? How do you do this without having the student have a meltdown and return back to original tendencies and issues?

Words to think on.....

We cannot control what happens in the world. We can control how we respond to it.

We don't give swimming lessons when someone is drowning.

