

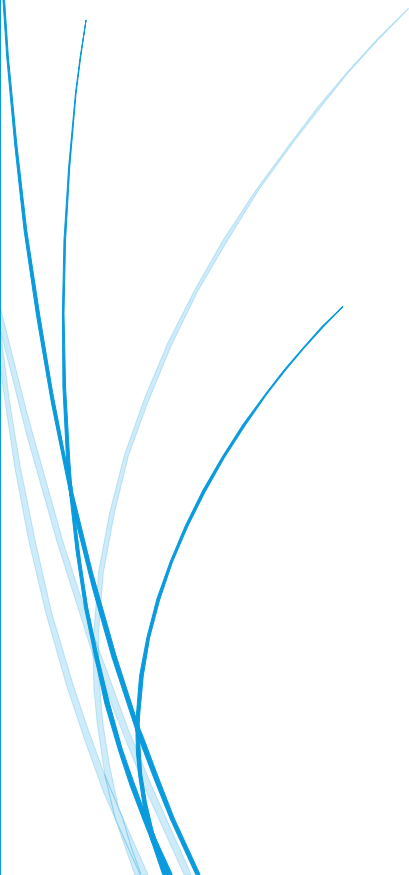


BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 5-Diversity



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DIVERSITY

ACCOMPLISHED PRACTICE #5

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

SAMPLE KEY INDICATORS

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
- Creates a learning environment in which all students are treated equitably.
- Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group.
- Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.
- Uses appropriate teaching techniques and strategies to effectively instruct all students.
- Uses appropriate materials, technology, and resources to assist all students to learn.
- Uses appropriate school, family, and community resources to help meet all students' learning needs.
- Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.
- Selects and uses appropriate materials and resources that reflect contributors which are multicultural.
- Recognizes the importance of family and family structure to the individual learner and uses knowledge of the student's family situation to support individual learning.
- Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty by role modeling and through learning activities.
- Provides learning situations which will enable students to practice skills and knowledge needed for success as an adult.
- Develops short and long term personal and professional goals relating to diversity.

DIFFERENTIATED INSTRUCTION-COMPONENT 1

DEFINITION:

Differentiated Instruction is a teacher's response to learner's needs. Teachers can differentiate the content, the process of delivering instruction or the product based on student readiness, student interest and student learning profiles.

TARGET AUDIENCE:

K-12th Grade Teachers

HOW?

By using assessment data, teachers can learn levels of student readiness, interests and learning profiles in order to provide differentiated instruction to meet the needs of all students in the classroom. Student readiness can be assessed with curriculum based testing, standardized testing, and/or informal assessment. Interest inventories highlight student's curiosity and passion in a particular topic or skill. Learning profiles reveal how students learn and can be assessed informally by the teacher at the beginning of the year.

Through a range of instructional and management strategies, teachers can meet the needs of all students in the classroom regardless of level of readiness or needs. Some strategies are:

anchor activities	learning contracts	tiered lessons
complex instruction	literature circles	tiered products
group investigation	multiple intelligences	varied homework
independent study	small group instruction	varied journal prompts
interest centers	supplemental materials	varied questioning
interest groups	taped material	varied texts
jigsaw	tiered centers	varying organizers

Literature Example:

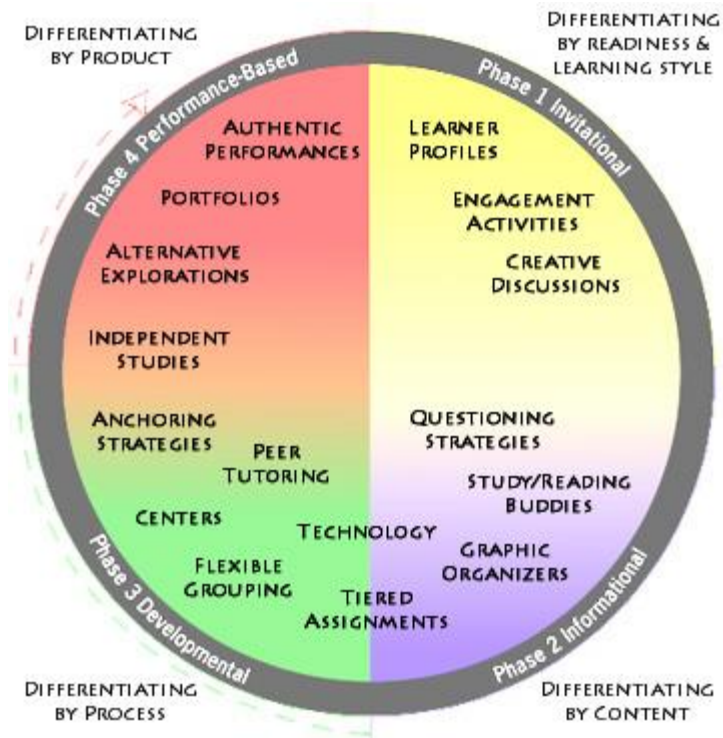
For a literature response to reading a narrative novel, teachers may group students into three groups based on interest. One group may act out a favorite scene from the story, one group may write a new ending to the story, and one group may create new book covers to the story.

Literature Example:

In small group instruction, a teacher is highlighting the skill of comparing and contrasting two characters in different stories. The groups seen by the teacher are based on student readiness. The first group meets with the teacher and discusses characters in the stories and begins to write their responses in essay form. In a second group the teacher provides a Venn Diagram and the students fill in the two categories and the diagram on their own after a group discussion. In a third group, the teacher provides the Venn Diagram, the categories and one bullet point and the group fills out the rest of the diagram together in the small group with the teacher scaffolding the discussion.

Math Example, flow of instruction:

1. Teacher pre-assesses skill levels
2. Teacher provides Think-Pair-Share problem with questions generated by the students
3.
 - a. Students with mastery work on complex word problems in pairs
 - b. Students without mastery work with teacher modeling and re-teaching
4. Students complete homework at mastery level
5. Students check homework using group checkers
6. Teacher assesses
7. Some students begin an application project; some students begin word problems, some students continue with basic practice
8. Students do homework based on tasks
9. Teacher meets with groups in rotations; other students begin application projects
10. Teacher assesses with tiered test and products based on tasks



WHO CAN HELP?

PEOPLE

- i. Mentor Teachers
- ii. Reading Coach

WEBSITE

[Authentic Assessment Toolbox](#)

BOOKS

- i. [How to Differentiate Instruction in Mixed Ability Classrooms](#) by Carol Ann Tomlinson
- ii. [The Differentiated Classroom](#) by Carol Ann Tomlinson

ESOL-COMPONENT 2

DEFINITION:

The acronym ESOL stands for: English for Speakers of Other Languages. It refers to the national program aimed at educating students who do not speak English or ELL (English Language Learner) students. This program receives state and national funding.

TARGET AUDIENCE:

Pre K-12th Grade

HOW?

Teachers who work with ESOL students should be ESOL certified. The ESOL certification process will alert you to all the necessary documentation and strategies which must be used with these students. The subject area you teach, determines how many hours of training you need:

1. Primary Language Arts/English Teacher or Reading Teachers need K-12 ESOL Coverage or Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage or:
 - K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours or points in ESOL
 - ESOL Endorsement: 15 semester hours or 300 in-service credit points.
 - K-12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage.
2. Social Studies, Mathematics, Science and Computer Literacy Teachers need 3 semester hours or 60 in-service credit points.
3. All other subjects not included in the first two need 3 semester credit hours or 18 in-service credit points.
4. School Administrators and Guidance Counselors need 3 semester hours or 60 in-service credit points.

WHO CAN HELP?

PEOPLE

Director of Accountability and Special Programs

WEBSITES

[ESOL Instructional Resources](#)
[Florida Department of Education ESOL Information](#)

ESOL Strategies and Documentation

ESOL strategies make instruction comprehensible and facilitate the acquisition of English and the learning of subject area content for the English language learner (ELL). Teachers must use and document their use of ESOL strategies if they instruct ELL students because the documentation helps to prove that understandable instruction was provided.

It is important that ESOL strategies and modifications are evident in both instruction and assessment. Teachers may use whatever method or format for documentation they choose; however the documentation of ESOL strategies must reflect the following components:

- **the name of the ELL student;**
- **the ESOL strategy used;**
- **the date the strategy was used;**
- **the lessons or assessments for which the ESOL strategy was used;**
- **the English Language Proficiency Standard(s).**

Monitoring the appropriate use and documentation of ESOL strategies is part of the annual teacher evaluation procedure. School administrators observe what ESOL strategies are being used with English language learner students and/or ask to see the documentation of their use. Both FTE and ESOL program auditors verify that teachers are aware of ELL students in their classes and ask to see their individual interviews with teachers and others school personnel.

The list of ESOL strategies provided in this manual may be used for teacher reference. Those items required by law and those which are appropriate for a particular subject area are indicated on the list. The reference list could be kept with daily lesson plans or be accessible for auditors or teacher evaluators. Teachers may use the list as part of their documentation process.

ESOL Strategies Reference List	
Instruction	<ul style="list-style-type: none"> _____ Use pop songs and favorite read-aloud poems. _____ Utilize Total Physical Response (TPR). Students respond physically to show comprehension before being required to give an oral or a written response. _____ Provide frequent review and repetition in each step of language and content learning. _____ Provide clear guidelines for written work and homework assignments to ESOL students. _____ Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem. (Math) _____ Begin with the easiest word problem adding the harder problems in a progressive order. (Math) _____ Group problems initially by the operational procedure to be used. (Math) _____ Model instructions for experiments to introduce and explain new vocabulary. (Science) _____ Provide a language and literature rich environment. _____ Use authentic materials. _____ Integrate English curriculum with other subject areas to expand English vocabulary. _____ Select and use CRISS strategies appropriate for the ELL's proficiency level.
Materials Adaptation	<ul style="list-style-type: none"> _____ Adapt the textbook and identify course materials for ELL students. _____ Decide what students need to learn from the text. _____ Present concrete ideas first, then abstract. _____ Use visual representations, maps, charts, timelines, outlines, etc. _____ Reduce non-essential details. _____ Simplify vocabulary, but keep concepts and technical terms. _____ Check word choice and sentence order. _____ Use a minimum of synonyms in the body of the text. _____ Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible within the text passage. _____ Put the topic sentence first, with supporting details in the following sentences. _____ Reduce the number of words in a sentence and the number of sentences in a paragraph. _____ Represent the information visually. _____ Use simpler verb tenses, such as the present, simple past and simple future. _____ Use imperatives in materials that require following directions. _____ Write in active voice. _____ Use pronouns judiciously with obvious antecedents. _____ Eliminate relative clauses. _____ Minimize the use of negatives. _____ Preserve the features of the text that convey meaning.

ESOL Strategies Reference List Continued . . .

Student Involvement

- _____ Utilize content materials in the ELL student's home language when necessary.
- _____ Select software that is effective for the purpose of using content to enhance language development.
- _____ Have native English speaking students help to simplify material for ELL students.
- _____ Assign work in groups with native speakers of English and provide for peer interaction.
- _____ Arrange small discussion and talking activities that permit students to practice verbal skills.
- _____ Assign buddies and peer tutors to the ELL student.
- _____ Employ games and simulations to engage the students in problem-solving and decision making.
- _____ Assign independent projects in which the ELL student will be given an opportunity to display his/her academic strength.
- _____ Use manipulative materials and hands-on activities.
- _____ Have students create word banks.
- _____ Utilize the cooperative learning grouping and interaction techniques.
 - _____ Student Teams Achievement Divisions _____ Roundrobin
 - _____ Jigsaw _____ Corners
 - _____ Teams-Games-Tournaments (TGT) _____ Pairs Check
 - _____ Think-Pair-Share _____ Three Step Interview
 - _____ Numbered Heads Together _____ Match Mine
 - _____ Inside-Outside Circle _____ Co-op, Co-op
 - _____ Roundtable
- _____ Have student read aloud, record, and listen to reading.
- _____ Utilize information gap activities.
- _____ Utilize questionnaires/interviews.
- _____ Have students write for an authentic audience.
- _____ Use creative dramatic activities.
 - _____ Pantomime _____ Reader's Theater _____ Movement/Dance
 - _____ Puppetry _____ Role Play _____ Choral
- _____ Utilize learning centers as alternative instruction to provide reinforcement of content material.
- _____ Utilize the dialogue journal technique in which the student regularly communicates with the teacher.
- _____ Choose reading and writing activities that activate the prior knowledge of the students.
- _____ Share "big books" or stories in the classroom, especially those published by the students.
- _____ Role play stories from the literary based reader; if ELL student has adequate language, make him/her an active participant.
- _____ Utilize the techniques of process writing.
 - _____ Pre-writing activities
 - _____ Drafts
 - _____ Sharing and responding to writing
 - _____ Revising writing
 - _____ Editing
 - _____ Publishing

ESOL Strategies Reference List Continued . . .	
Student Involvement	<ul style="list-style-type: none"> _____ Integrate vocabulary expansion activities, such as labeling, identifying, and classifying information. _____ Plan for culturally oriented activities. _____ Encourage ELL students to bring newspapers, magazines, and artifacts from their home culture to show peers. (Social Studies) _____ Assign cultural awareness projects to familiarize students with the differences and similarities of the targeted cultures. (Social Studies)
Materials Adaptation	<ul style="list-style-type: none"> _____ Teach study skills and how to use the textbook. _____ Use Directed Reading/Listening/Thinking Activities (DRLTA). _____ Guide students through the process of textbook reading by asking questions, providing purpose statements and conducting discussions. _____ Use SQ3R (Survey, Question, Read, Recite, Review) _____ Allow ELL student to use bilingual dictionaries. _____ Have students use problem solving strategies. _____ Have students utilize graphic organizers such as webbing and semantic maps. _____ Have students use time lines. _____ Have students make flowcharts. _____ Have students use outlines. _____ Have students make Venn diagrams. _____ Have students chart information. _____ Give students skeletal outlines before the unit and fill in as the material is presented. _____ Have students predict. _____ Ask students to categorize and classify. _____ Ask students to observe and report orally, in writing, or pictorially. _____ Have students sequence information. _____ Have students summarize. _____ Have students assess their own progress. _____ Use questioning strategies which extend thinking. _____ Provide at least three seconds of thinking time after a question and after a response.
Assessment	<ul style="list-style-type: none"> _____ Ask follow-up questions. _____ Withhold judgment. _____ Ask for summary to promote active listening. _____ Survey the class. _____ Allow for student to call on someone to answer. _____ Ask students to describe how they arrive at their answers. _____ Call on students randomly. _____ Help ensure that ELL students are learning and progressing towards completion of require-requirements as specified in the school district's pupil progression plan. (Required by law) _____ Ensure that the grading policy does not adversely affect a student based solely on language proficiency. (Required by law) _____ Assess knowledge of content and not language proficiency. _____ Teach to two objectives and assess differently than English proficient students.

ESOL Strategies Reference List Continued . . .			
Assessment	<p>_____ Allow students to answer fewer questions or written problems as long as they acquire the key concepts of the lesson.</p> <p>_____ Modify lesson objectives according to the language levels of the ELL students.</p> <p>_____ Have student surpass his/her own previous record rather than comparing his/her scores with those of other students.</p> <p>_____ Monitor students' progress continuously with a variety of assessments.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>_____ Portfolios</p> <p>_____ Diorama</p> <p>_____ Cooperative evaluation activities</p> <p>_____ Have students summarize</p> <p>_____ Student self-ratings</p> <p>_____ Series of illustrations</p> <p>_____ Model</p> <p>_____ Check comprehension often and in a variety of ways</p> <p>_____ Write headlines</p> <p>_____ Character diaries</p> <p>_____ Charts</p> </td> <td style="width: 50%; border: none;"> <p>_____ Checklists</p> <p>_____ Map</p> <p>_____ Collage</p> <p>_____ Oral Interviews</p> <p>_____ Mobile to go with the lesson</p> <p>_____ Writing samples</p> <p>_____ Drama or role play</p> <p>_____ Strip stories</p> <p>_____ Reading logs</p> <p>_____ Student illustrations of readings</p> </td> </tr> </table>	<p>_____ Portfolios</p> <p>_____ Diorama</p> <p>_____ Cooperative evaluation activities</p> <p>_____ Have students summarize</p> <p>_____ Student self-ratings</p> <p>_____ Series of illustrations</p> <p>_____ Model</p> <p>_____ Check comprehension often and in a variety of ways</p> <p>_____ Write headlines</p> <p>_____ Character diaries</p> <p>_____ Charts</p>	<p>_____ Checklists</p> <p>_____ Map</p> <p>_____ Collage</p> <p>_____ Oral Interviews</p> <p>_____ Mobile to go with the lesson</p> <p>_____ Writing samples</p> <p>_____ Drama or role play</p> <p>_____ Strip stories</p> <p>_____ Reading logs</p> <p>_____ Student illustrations of readings</p>
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Language Facilitation	<p>_____ Use the SOLOM (Student Oral Language Observation Matrix) to determine the developmental language stages of ELL students.</p> <p>_____ Use cloze exercises. (Sentences with words left out to be filled in by the student).</p> <p>_____ Use dialogue journals. (Have students summarize the daily lesson).</p> <p>_____ Identify people who will be accessible to help facilitate communication with the student when needed. (Required by law)</p> <p>_____ Help ensure that at a school with at least 15 students speaking the same native language, at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction is provided. (Required by law)</p> <p>_____ Help ensure that communication between school personnel and parents of current or former limited English proficient students is in the parent's primary language or other mode of communication commonly used by the parents. (Required by law)</p> <p>_____ Insure that written communication reaches the parents. (Required by law)</p>		
Cultural Awareness	<p>_____ Request written translations of necessary communications through the ESOL contact.</p> <p>_____ Develop audio and/or video tapes in the student's home language which orient the student to the school.</p> <p>_____ Provide for a tour and/or make available a video of the school describing clearly in English what is done in each room.</p> <p>_____ Recruit bilingual students for peer counseling programs and school orientation tours.</p> <p>_____ Encourage ELL student participation in extra-curricular activities.</p>		

	ESOL Strategies Reference List Continued . . .						
	<p>_____ Provide an ESOL resource room where students have access to computer language learning programs, help with homework, and other ESOL materials.</p> <p>_____ Help students appreciate a variety of viewpoints and different ways to interpret information.</p> <p>_____ Promote multilingualism and its value.</p> <p>_____ Select materials that portray the contributions and especially the perspectives of a variety of U.S. cultural groups.</p> <p>_____ Encourage student participation in activities that reflect their interests and experimental backgrounds, both personal and cultural.</p> <p>_____ Value and implement small group activities; use various grouping practices so group membership does not become fixed.</p> <p>_____ Consider and select visual displays from various U.S. micro cultures.</p> <p>_____ Communicate positive information often to set the tone for ongoing communication.</p> <p>_____ Send student work home periodically for parental review and comment.</p> <p>_____ Provide parents with suggestions for activities that they can do at home to help their children with lessons.</p> <p>_____ Inform parents of opportunities to be represented on a variety of parent organizations, such as School Advisory Councils, and school committees. (Required by law)</p> <p>_____ Promote a parent leadership council.</p> <p>_____ Involve parents as volunteers and/or language facilitators at the school.</p> <p>_____ Provide parent training and orientation regarding program monitoring procedures and involvement procedures available to parents of ELL students. (Required by law)</p> <p>_____ Provide training on topics of ELL parent's choice.</p> <p>_____ Provide parenting classes with appropriate language facilitators.</p> <p>_____ Provide information on how parents may obtain materials and/or instruction in English.</p> <p>_____ Provide information in the native languages regarding student services available through the school.</p> <p>_____ Invite parents to class to explain their culture and show cultural artifacts.</p> <p>_____ Encourage parents to continue speaking their native language in the home and to learn English.</p>						
Additional Strategies	<table border="1" style="width: 100%; height: 100%;"> <tr><td style="height: 40px;"></td></tr> <tr><td style="height: 40px;"></td></tr> <tr><td style="height: 40px;"></td></tr> <tr><td style="height: 40px;"></td></tr> <tr><td style="height: 40px;"></td></tr> <tr><td style="height: 40px;"></td></tr> </table>						

INCLUSION-COMPONENT 3

DEFINITION:

Since 1975, federal law has required that students with disabilities have access to school and a free appropriate public education (FAPE). The Individuals with Disabilities Education Improvement Act (IDEA 2004), continues to require school districts to educate children in the least restrictive environment (LRE). Inclusion is providing to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate classrooms in their neighborhood schools, in order to prepare students for productive lives as full members of society.

TARGET AUDIENCE:

The law is designed to ensure that students with disabilities are educated in the LRE that is appropriate for their individual needs. This requires individualized inquiry into unique educational needs of each student so that the individual education plan (IEP) team can determine the possible range of aids and supports that would enable the student to be educated in the general education environment before a more restrictive placement is considered.

HOW?

In order to sustain and expand inclusion, several factors must be considered. These include the following:

1. Inclusive practices require collaboration and interdependence among administrators, staff, students and family members.
2. Inclusive models promote more creative and efficient use of existing resources.
3. Students with disabilities are valued members of general education classrooms whose teachers hold high expectations for student success in the school and community.
4. Effective teachers use a variety of approaches, instructional strategies, and curricular adaptations that are tailored to each student's learning abilities, needs, styles, and preferences.
5. Professional development focuses on skills and capacities as well as thoughtful and reflective actions of staff.
6. Students with disabilities are included and carefully considered in the collection, organization, analysis, interpretation, and whole school planning related to student achievement data.

WHO CAN HELP?

PEOPLE

- i. IEP Team
- ii. Guidance
- iii. Student Services
- iv. Multi-Tiered System of Supports Team (MTSS)

RESOURCES

- i. Florida Inclusion Network
- ii. Florida Diagnostic Learning Resources System (FDLRS)
- iii. Effective Instructional Practices Project (Project CENTRAL)
- iv. Accommodations and Modifications for Students with Disabilities Project

WEBSITES

- i. [Florida Inclusion Network](#)
- ii. [Articles associated with Cooperative Learning from Dr. Spencer Kagan](#)
- iii. [Positive Behavioral Interventions and Supports](#)
- iv. [Florida Department of Education Standards and Instructional Support](#)
- v. [CPALMS](#)

BOOKS

- i. [National Center of Educational Restructuring and Inclusion \(1995\). National Study of Inclusion Education](#), New York City, University of New York
- ii. [Florida Department of Education Brief – April 2005 \(ESE 12672\)](#)
- iii. [From F.A.C.T. Folio: Administrator Tools for Inclusive Schools \(2004\)](#) Florida Inclusion Network

EXCEPTIONAL EDUCATION ACCOMMODATIONS

ESOL:

preferential seating
verbal & written directions
shortened assignments
establish a daily routine
use 4MAT design lessons
use alternative assignments
use visual representations
use CRISS strategies
Teach through modeling
simplify vocabulary
assign buddies
utilize oral techniques (cueing, chunking)

adapt the textbook
peer tutors
utilize outlines & organizers
reduce non-essential details
Utilize cooperative learning
check word choice
teach study skills
utilize ESOL teacher for assistance
use small sequential steps
teach how to use the textbook
use alternative assessment

Achievement Gap / At-Risk:

preferential seating
extra skill reinforcement
use of calculator
study guides
extra practice assignments
use of sequential steps
note-taking buddy
daily planner signature
use of alternative assignments

copies of notes
encourage ASP
frequent parental contacts
extra time assignments
recommend for mentoring
schedule conferences
shortened assignments
establish a daily routine
partner assignments

General Accommodations for ESE / 504

- *Relate new knowledge to acquired knowledge
- *Assess prior knowledge before introducing new topics or concepts
- *Pre-teach relevant vocabulary or background information
- *Provide specific vocabulary instruction such as the meaning of common prefixes, suffixes, and root words
- *Incorporate interests and prior knowledge into instructional activities
- *Use vocabulary that is understood by the student when presenting directions or discussing concepts
- *Provide frequent opportunities for over-learning, review, and repetition
- *Provide a list of steps to organize behavior and facilitate recall
- *Provide mnemonic aids
- *Teach specific memory strategies (e.g., chunking, verbal rehearsal, visual imagery)
- *Provide structured multi-sensory (i.e., tactile, kinesthetic, visual, auditory) learning experiences
- *Provide context and meaning-based instruction
- *Limit the amount of new learning introduced at one time
- *Provide immediate feedback
- *Provide study guides for listening activities
- *Provide assistance with note taking (e.g., provide peer-shared notes or provide lecture notes)
- *Allow tape recording of lectures
- *Accompany oral information with visual materials
- *Keep oral directions short and simple
- *Teach problem solving strategies
- *Use manipulatives to develop concepts
- *Teach problem solving techniques in real world contexts in which they are most likely to be applied
- *Provide more time to complete assignments
- *Reduce quantity of work in favor of quality
- *Provide activities to increase rate and fluency (e.g., flash cards, speed drill, educational software)

Specific Academic Accommodations

Reading

- *Provide phonological awareness activities (e.g., rhyming, alliteration, imitation, songs)
- *Provide specific training in sound blending and phonemic segmentation
- *Emphasize sound-symbol associations in teaching spelling and decoding
- *Write a letter on an index card outline in glue, and then sprinkle fine sand over the letter
- *Write a letter with a colored marker on an index card, apply glue, and trace with a finger when dry
- *For older students, use books on tape to increase reading fluency
- *"Repeated Readings", involving reading a short passage repeatedly until fluency is reached
- *Use semantic maps as a pre-reading activity to help teach vocabulary and key concepts

Mathematics

- *Use manipulatives to develop early number concepts and higher level concepts such as fractions
- *Use games to reinforce number recognition and counting skills
- *Color code addition, subtraction, multiplication and divisional signs
- *Use directional arrows to illustrate steps in problems
- *Adapt worksheets to contain only the number of problems the student is able to perform successfully
- *Have student demonstrate understanding before giving extensive practice
- *Teach student to recognize steps in word problems (e.g., what is relevant, what operation (s) are appropriate, their proper sequence)

Written Language

- *Teach punctuation and capitalization rules sequentially, making sure one is mastered before introducing another
- *Teach proofreading skills, having the student look for spelling, capitalization, syntax, punctuation, and meaning of each sentence
- *Have the student keep a journal or write in a diary
- *Engage in timed writing activities to increase fluency
- *Use semantic maps as a pre-writing activity to help in recalling and organizing ideas
- *Use sentence combining exercises, to build complex sentences from simple ones

LARRY BELL-COMPONENT 4

DEFINITION:

Larry Bell is a veteran teacher who now serves as a full time consultant and owns, **Multicultural America, Inc.** He is well known for his work, "12 Powerful Words (That Increase Test Scores and Help Close the Achievement Gap). His work focuses on *at-promise* children.

TARGET AUDIENCE:

Pre K-12th Grade Teachers/Educational Leaders

HOW?

Mr. Bell's work stresses high expectations for **ALL** students. The 12 words listed below are higher order thinking skill words. Through daily modeling of these words students are less likely to be intimidated and can increase test scores.

The 12 Powerful Words

Word	Short, "at-promise" Student friendly phrases
Trace	List in steps
Analyze	Break Apart
Infer	Read between the lines
Evaluate	Judge
Formulate	Create
Describe	Tell all about
Support	Back up with Details
Explain	Tell how
Summarize	Give me the short version
Compare	All the ways they are alike
Contrast	All the ways they are different
Predict	What will happen next

WHO CAN HELP?

PEOPLE

Larry Bell

BOOK

[12 Powerful Words that Increase Test Scores & Help Close the Achievement Gap](#) by Larry Bell

LOVE AND LOGIC-COMPONENT 5

DEFINITION:

The Love and Logic Institute has been supporting educators and parents since 1977 with their research-driven solutions for creating responsible kids. The two rules of Love and Logic are that children need limits and adults need to set limits in a loving way. Therefore, we need to set those limits without destroying the dignity of the child.

TARGET AUDIENCE:

All Teachers/Educational Leaders

HOW?

SKILL NUMBER ONE: NEUTRALIZING STUDENT ARGUING

1. STEP ONE: GO BRAIN DEAD

- Remember: There is nothing wrong with a kid that a little reasoning won't make worse.
- Never: Attempt to reason with the child. Don't attempt to explain your position. Logic does not work in these situations because the child is playing by a different set of rules than you are. She/he is not interested in facts and logic. She/he is interested in seeing you give up.
- Know This: The two parts of the brain in operation at any given time are the cortex and the brain stem. When arguing, one is operating from the brain stem, and there's nothing worse than two brain stems having at it!

2. STEP TWO: CHOOSE A LOVE AND LOGIC "ONE-LINER" ANTIDOTE

Choose From:

- "I respect you too much to argue."
"I love you too much to argue."
"I know."
"How sad."
"Nice try."
"Thanks for noticing that."
"What a bummer."
"Could be."
"I bet it feels that way."

3. STEP THREE: DO NOT ATTEMPT TO THINK

Become a broken record, saying the same antidote for each new argument the youngster comes up with. Keep your voice soft. Allow any frustration to be that of the child, not of you.

4. STEP FOUR: IF THE CHILD CONTINUES TO ARGUE

For some very strong-willed or manipulative children, it is effective to say, "I argue at 12:15 or 3:15 daily. What would be best for you?" And then play broken record with this question. Don't give in to the temptation to match wits with a child.

SKILL NUMBER TWO: DELAYED CONSEQUENCE

Immediate consequences work really well with rats, pigeons, mice and monkeys. In real-world classrooms, they typically create more problems than they solve.

Problems with Immediate Consequences

1. Most of us have great difficulty thinking of one while we are teaching.
2. We “own” the problem rather than handing it back to the child. In other words, we are forced to do more thinking than the child.
3. We are forced to react while we and the child are upset.
4. We don’t have time to anticipate how the child, his/her parents, our administrators, and others will react to our response.
5. We don’t have time to put together a reasonable plan and a support team to help us carry it out.
6. We often end up making threats we can’t back up.
7. We generally fail to deliver a strong dose of empathy before providing the consequence.
8. Every day we live in fear that some kid will do something that we won’t know how to handle with an immediate consequence.

Take care of yourself, and give yourself a break! Here’s how:

Oh, no. This is sad. I’m going to have to do something about this! But not now, later. Try not to worry about it.

Note: With very explosive students it is probably wiser to say nothing to the student until you have a plan and the situation is safe.

The anticipatory consequence allows you time to “anticipate” whose support you might need, how the child might try to react, and how to make sure that you can actually follow through with a logical consequence. This technique also allows the child to “anticipate” worry about a wide array of possible consequences.

The anticipatory consequence technique gains its power from this basic principle of conditioning: When one stimulus consistently predicts a second, the first stimulus gains the same emotional properties as the second. Simply stated:

When “Try not to worry about it” statement is made, it consistently predicts something the child really must be worried about; “Try not to worry about it” becomes a consequence in and of itself...an “anticipatory” consequence.

SKILL NUMBER THREE: EMPATHY

Some Benefits of Delivering Consequences with Empathy

1. The child is not distracted by the adult's anger.
2. The child must "own" his or her pain rather than blaming it on the adult.
3. The adult-child relationship is maintained.
4. The child is much less likely to seek revenge.
5. The adult is seen as being able to handle problems without breaking a sweat.
The child learns through modeling to use empathy with others.

Keep Your Empathy Short, Sweet, Simple, and Repetitive

Most adults find it difficult to deliver empathy when a child has misbehaved. The more natural tendency is to show anger, threaten, and lecture. Teachers generally find it much easier to pick one or two simple empathic responses to repeat over and over with their situations. When students hear these same statements repeated, they learn two things:

1. The teacher cares about me.
2. The teacher is not going to back down. No use in arguing!

A Menu of Empathic Responses

1. This must really hurt.
2. This is so sad.
3. This is really hard.
4. Bummer.
5. I'm sorry you feel so bad.
6. It must be hard to feel that way.

The power of Nonverbal Communication: Studies estimate that between 70% and 90% of what we communicate, we do without words through subtle nonverbal gestures.

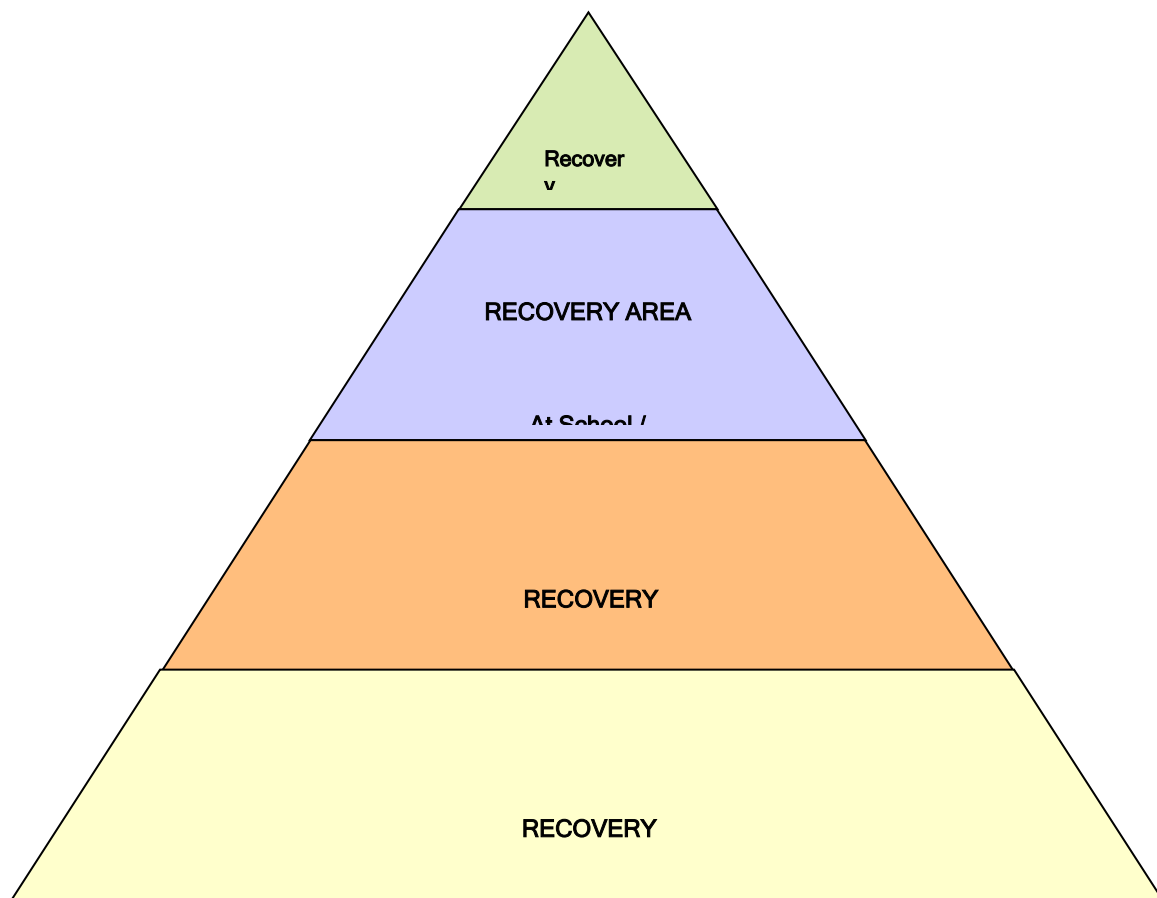
Research also reveals that students are experts at decoding these nonverbal cues.

When delivering empathic responses, the delivery is as important as your actual words!

AVOID SARCASM AT ALL COSTS!

SKILL NUMBER FOUR: THE RECOVERY PROCESS

The Pyramid of Short-Term Recovery Settings is a technique designed to preserve the learning environment in your classroom when specific students become disruptive. **THIS TOOL IS NOT INTENDED TO BE PUNITIVE OR HUMILIATING.** Each alternative setting merely represents a place where a student can go temporarily with the goal of eliminating the disruption...so that you can continue teaching. As one moves up the pyramid, the settings become progressively more restrictive. Generally, teachers are advised to start near the bottom and move up only as needed. With more severe disruptive behavior, a teacher may need to start at a higher level. Below is an example of the settings included in a typical pyramid:



There are eight basic questions that must be answered before using this technique. Careful planning to answer the following questions is essential!

- 1. What settings are appropriate for our unique school?**
Try to develop a full range of settings from minimally restrictive to very restrictive. Students should be supervised but receive minimal attention. It is also helpful to have multiple alternative classrooms to use so that a student is not sent to the same room each time and so multiple students can be removed if necessary.
- 2. When should students be sent to an alternative setting?**
Students should be sent when other preventive measures have not been successful and the student is interfering with the learning of others. Students should not be removed merely for not doing their work.
- 3. How should they be sent?**
Whispering a choice to the student, such as, "Can you stay with us or do you need to leave?" or whispering, "There's a seat for you in Ms. Smith's room," is often effective. The goal should be to avoid embarrassing the student and to use empathy.
- 4. What should students do in this setting?**
The student should not be asked to complete work or receive counseling. He or she should get minimal attention when in the setting. Counseling should be saved for later when the student is calm and well-behaved.
- 5. How long should students stay in the setting?**
Students should stay just long enough to get calmed down. For more serious misbehavior, students should have a written plan for how they intend to avoid the problem in the future. For more chronic problems, more restrictive settings may be needed along with other types of disciplinary and/or mental health intervention.
- 6. What should a teacher do if a student resists going?**
If a student will not go, remove the other students and have another teacher attempt to remove the student. If he or she continues to resist, the administrators may need to call the police. **DO NOT ATTEMPT TO PHYSICALLY REMOVE THE STUDENT!**
- 7. Have we included administrators and parents in our planning?**
It is essential that fellow teachers and administrators be involved in planning. Parents should also be aware of the school's policy once it is adopted.
- 8. What legal and ethical issues are involved?**
SPECIAL EDUCATION LAW: PL 105-17 I.D.E.A.
 - a. Least Restrictive Environment
 - b. IEP...Is the program individualized and responsive to the child's needs?
 - c. Parental Involvement and other due process requirements.
 - d. Maximum cumulative suspensions: 10 days.
 - e. Document all of the positive interventions you have used to prevent the child from being removed from your classroom!ETHICAL ISSUES:
 - a. When a child needs constant removal, what is his or her behavior really saying? "I'm not getting what I really need to be successful."
 - b. Use of this plan is not an excuse to do nothing to help the child.
 - c. The child should be involved as much as possible in a plan to prevent frequent use of this approach.
 - d. Undue humiliation and other punishment must be avoided.
 - e. **WE MUST CONTINUE TO SHOW THE CHILD THAT WE CARE!**

SKILL NUMBER FIVE: DEVELOPING POSITIVE TEACHER-STUDENT RELATIONSHIPS

The One-Sentence Intervention. This is a relationship-building Experiment. Research clearly shows that a positive relationship between the child and an adult is a positive relationship. This relationship will grow when adults notice and accept as a unique human being and the adults maintain high expectations for the child.

1. Select the most difficult child you can find.
2. List six brief statements you can use to notice this child's strengths and interests. Example: "I've noticed that you really like to play sports."
 - "I've noticed that _____."
 - "I've noticed that _____."
 - "I've noticed that _____."
 - "I've noticed that _____."
 - "I've noticed that _____."
 - "I've noticed that _____."

Don't end the statement with something like, "and that was fabulous!"

3. Share these statements with the student when and where it won't embarrass them.
4. Find another adult who will also make "I notice" statements.
5. Go up to the child, smile, and use statements from the "I noticed" list. (At least 2 times for 3 weeks)
6. Listen to the student if he would like to talk about his strengths or interests.
7. Use this technique when things are going well and calm.
8. After 3 full weeks, test it out and see if the student will comply with something you want.
Say, "Will you _____ just for me?"
9. After you do this say "Thank you," smiling, and walking away.

THE LONGER WE LOOK AT AN OPPOSITIONAL STUDENT AFTER ASKING THEM TO COMPLY, THE LESS LIKELY THEY WILL.

Notice and describe instead of giving praise.

SKILL NUMBER SIX: SETTING LIMITS WITH ENFORCEABLE STATEMENTS

Some Examples for the School and Classroom:

- I'll listen when your voice is calm.
- I'm going to do something about that.
- You may stay with the group as long as you are not causing a problem.
- I'll listen to you when your fingers are not in your nose.
- Feel free to join us for the experiment when you're finished reading your science.
- I grade papers I can read.
- I take students to recess when they can walk in the hall quietly.
- I take classes outside when everyone has their coat.
- Feel free to come to this school as long as you don't involve yourself with illegal or dangerous activities.
- You may play with the toys as long as I don't have to worry about them being picked up.
- Cars without teacher decals will be picked up by the towing company. Their phone number is...
- We will leave when I see everyone in line with their hands on their heads.
- Feel free to join us when you've washed your hands.
- I argue at 11:15 and 3:15 daily.
- I allow students to eat in the cafeteria when they can do so without causing a problem.
- I read when it's nice and quiet.
- You may join us when you are done crying.
- I do things for students who say 'please' and 'thank you.'
- I'll begin when everyone's bottom is touching the floor.

Some Examples for the Home:

- Breakfast is served for the next fifteen minutes. Get what you need to hold you to lunch.
- Dinner is served until the timer goes off. Get what you need to hold you to breakfast.
- I give treats to kids who protect their teeth by brushing.
- Feel free to join us for lunch when your hands are clean.
- I'm going to do something about that.
- I charge two dollars a minute for listening to bickering in the back seat.
- I love you too much to argue. I'll listen when your voice is as calm as mine.
- I allow kids to drive the family car when they have made a deposit equal to the insurance deductible into my savings account.
- You may have anything from the store that you can buy with your own money.
- You may keep the toys you pick up.
- I'll be happy to pay for half of that.
- I allow kids to drive my car when I don't have to worry about alcohol.
- The car is leaving in ten minutes. Will you be going with your clothes on your body or your clothes in a bag?
- I'll be happy to do the things I do for you around here when I feel treated with respect and the chores are done.
- The bus comes by at about 7:45. Will you be riding it for free or paying someone to take you?
- I report illegal activities to the police.

SKILL NUMBER SEVEN: USING CHOICES TO PREVENT POWER STRUGGLES

- Remember that sharing control is like making deposits into a bank account: The more small deposits we've made during good times, the more we'll have for "withdrawals" during tough times.
- When things are going well, share plenty of control in the form of small choices. Make plenty of "deposits" of control when things are going smoothly...so you can make "withdrawals" when things aren't.
- For each choice, give two options, each of which you like.
- Give choices *before* resistance...not after. When we give choices after children become resistant, we look powerless and actually *reward* resistant behavior. Wise teachers and parents try to anticipate potentially difficult situations and offer choices BEFORE their children have a chance to argue or resist.
- If you don't get an answer within ten seconds, you decide. It's amazing how fast children learn to choose when they know you won't hesitate to do it for them!
- Use care not to disguise threats as choices: Choices delivered with sarcasm or anger aren't really choices.
- When things aren't going well, don't hesitate to make a "withdrawal." Say, "Don't I usually give you plenty of choices? Yes, now it's my turn. Thanks for understanding."
- We either give children control, or they take it from us.

Guidelines for Choices

- Choices are not begging sessions.
- Choice is a little, tiny gift.
- 10 – 15 seconds to decide, then not negotiable.
- Give choices before resistance, not after.
- Give 99.9% of choice when things are going well.

CHOICES FOR THE HOME

- Are you going to set your alarm clock for 6:00 or 7:00?
- Would you rather eat breakfast first or get dressed first?
- Are you going to put your pants on first or your shirt on first?
- Do you want juice or milk with breakfast?
- Are you going to eat your breakfast or wait until lunch?
- Are you going to bring your lunch or buy it at school?
- Will you be riding the bus or paying someone to take you?
- Would you like to go to day care with your clothes on your body or your clothes in a bag?
- Are you going to wear your coat or carry it?
- Do you want to do your homework right after school or wait until 4:00?
- Would you rather do your homework first or take out the trash first?
- Would you rather mow the lawn or weed the garden?
- Are you going to have carrots or corn for your vegetable tonight?
- Are you going to eat dinner or wait until breakfast?
- Would you like me to read you this book about turtles or this one about volcanoes?
- Do you want to go to bed right now or wait another fifteen minutes?
- Would it be best to have your light on or off?
- Do you want your curfew to be 9:00 or 9:30?

SKILL NUMBER EIGHT: QUICK AND EASY PREVENTIVE INTERVENTIONS

1. Do not ignore misbehavior, for it's the worst thing that you could do because it tends to spread and multiply.
2. Successful teachers focus on prevention.
3. Unsuccessful teachers focus on detention.
4. It's all about the ability to keep the "show" going.

A Few Examples:

- Build positive relationships using the One Sentence Intervention.
- Look at the misbehaving student, smile, and shake your head, indicating "No."
- Use an overhead projector so that your back is not turned from your students.
- Wander toward the location of the disruption as you continue teaching.
- Call on the misbehaving student with a question that will make them feel smart.
- Send the student on a "therapeutic errand."
- Stand very close to the misbehaving student and continue teaching.
- Stop very briefly and whisper something to the student like, "Can you save that for later? Thanks."
- Hand the student a small note with the message: "Please stop talking. Thanks!"
- Teach with plenty of incomplete sentences and questions.
- Give each of your students' responsibility for teaching a part of the lesson.
- While continuing to teach, place your hand gently on the student's shoulder.
- Move the misbehaving student, or students, to different seats in your classroom.
- Use an enforceable statement (e.g., "I allow students to stay with the group when they are not causing a problem").

SKILL NUMBER NINE: Guiding Children to Own and Solve Their Problems: *So they can learn and you can avoid burn-out.*

Step One: Provide a Strong and Sincere Dose of Empathy.: Empathy allows the child to stay calm enough to solve the problem...and learn from it.

Step Two: Place the Problem Gently Yet Firmly on Their Shoulders. After you have proven that you care by listening to the child's feelings, ask: *What do you think you might do to solve this problem?* Don't be shocked if the child shrugs his or her shoulders and mumbles, "Don't know."

Step Three: Ask for Permission to Share What "Some Kids" Have Tried. Avoid giving suggestions until you have asked. *Would you like to hear what some kids have tried?*

Step Four: Provide two or three Alternatives for Solving the Problem. Remember to avoid resistance by saying: *Some kids decide to _____.*

Note: After describing each alternative, help the child evaluate its potential consequences by asking: ***How would that work for you?***

Step Five: Allow the Child to Solve or Not Solve the Problem. At this step, resist the urge to tell the child which alternative to pick. End the session by showing your faith in the child:

Good luck! Let me know how it turns out.

WHO CAN HELP?

WEBSITES:

- i. [Love and Logic](#)
 - ii. [Alternative Communication Techniques](#)
 - iii. [Dawn Billings](#)
-

BOOKS:

- i. [Love and Logic Magic for Early Childhood](#) by Jim Fay and Charles Fay
- ii. [From Innocence to Entitlement: "A Love and Logic Cure for the Tragedy of Entitlement"](#) by Jim Fay and Dawn Billings
- iii. [9 Essential Skills for the Love and Logic Classroom](#) by Jim and Charles Fay

WHAT: RUBY PAYNE: A FRAMEWORK FOR UNDERSTANDING POVERTY-COMPONENT 6:

DEFINITION:

Program designed for educators to learn about students from poverty and how they think and act differently than those people in the middle and upper economic classes.

TARGET AUDIENCE:

Pre-K – 12th Grade Teachers

HOW?

Most teachers today come from middle-class backgrounds. Economic class differences in an educational setting often make both teaching and learning challenging. Many times, teachers don't understand why a student from poverty is chronically acting out or is not grasping a concept even after repeated explanations. At that same time, the student doesn't understand what he/she is expected to produce and why.

Key Points:

1. Poverty is relative.
2. Poverty occurs in all races.
3. Generational and situational poverty are different.
4. This work is based on patterns. All patterns have exceptions.
5. Schools operate from middle class norms and values.
6. Individuals bring with them the hidden rules of the class in which they were raised.
7. There are cultural differences in poverty. This study is cross-cultural and focuses on economics.
8. We must neither excuse them nor scold them. We must teach them.
9. We must teach them that there are two sets of rules.
10. To move from poverty to middle class, one must give up (for a period of time) relationships for achievement.
11. Two things that help one move out of poverty are: education & relationships.
12. Four reasons one leaves poverty are: too painful to stay, vision or goal, key relationships, special talent/skill.

Resources needed:

1. Financial: Having the money to purchase goods and services.
2. Emotional: Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior.
3. Mental: Having the mental abilities and acquired skills such as Reading, writing, computing to deal with daily life.

4. Spiritual: Believing in divine purpose and guidance.
5. Physical: Having physical health and mobility.
6. Support Systems: Having friends, family, and backup resources available to access in times of need. (External resources)
7. Relationships/Role models: Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.
8. Knowledge of hidden rules: Knowing the unspoken cues and habits of a group.

Mental models for dealing with school:

Represents an abstract concept and it is a translator from concrete to abstract.

An example would be a story, sketch, or an analogy to teach a point.

1. Space: Provides organization and helps with math and maps.
2. Formal register: This is the language of money and shared understanding.
3. Parts to whole: This allows for the completion of tasks.
4. Time: Helps to control impulsivity.
5. Decoding: Helps to read the language and abstract symbols.

WHO CAN HELP?

WEBSITE

[Free Ruby Payne Resources](#)

BOOKS

- i. A Framework for Understanding Poverty Modules 1-7 by Dr. Ruby Payne
- ii. Learning Structures Modules 8-13 by Dr. Ruby Payne
- iii. Putting the Pieces Together by Kim D. Ellis