DEALING WITH SEN STUDENTS

1. REFLECTION ON SPECIAL EDUCATIONAL NEEDS STUDENTS
2. STUDENTS WITH VARIOUS ABILITIES AND NEEDS
3. LANGUAGE-COGNITION CONNECTION
4. CODE MIXING AS A POSITIVE EVIDENCE OF LANGUAGE LEARNING
5. DIFFERENTIATED INSTRUCTION
6. ACTIVITIES WE CAN DO TO HELP OUR STRUGGLING STUDENTS
7. USEFUL RESOURCES FOR SEN STUDENTS
8. REFLECTIONS AND "AHA" MOMENTS

THE BASICS OF SPECIAL EDUCATION PROCESS

Step 1. Child is identified as possibly needing special education and related services
Step 2. Child is evaluated
Step 3. Eligibility is decided
Step 4. Child is found eligible for services
Step 5. Individualized Education Program meeting is scheduled
Step 6. Individualized Education Program meeting is held, and the Individualized Education Evaluation takes place by the school counselor.
Step 7. Services are provided
Step 8. Progress is measured and reported to parents
Step 9. Individualized Education Evaluation is reviewed
Step 10. Child is reevaluated

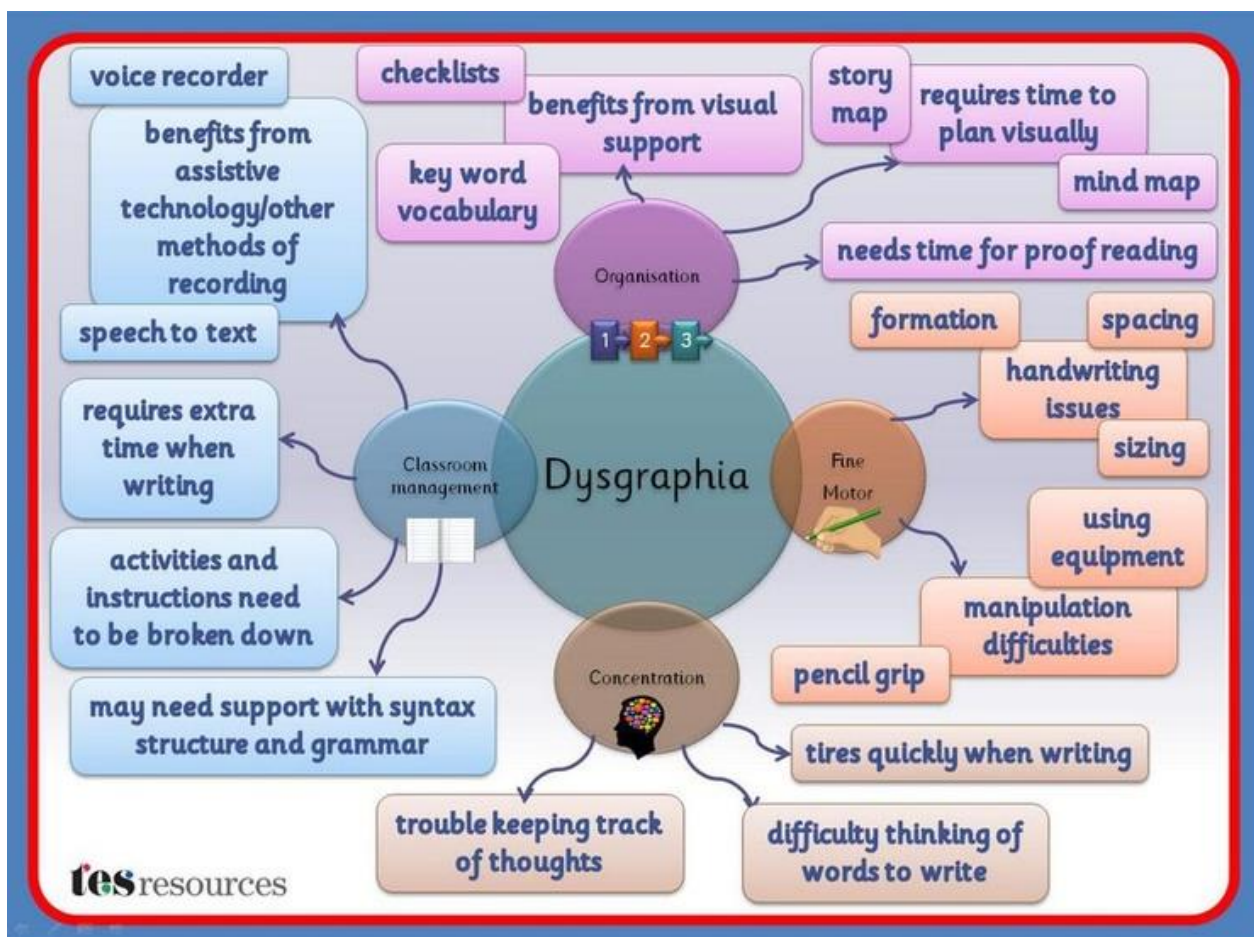# STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

- ✓ autism
- ✓ deaf-blindness
- ✓ deafness
- ✓ emotional disturbance
- ✓ hearing impairment
- ✓ Intellectual disability (mental retardation)
- ✓ multiple disabilities
- ✓ orthopedic impairment
- ✓ other health impairment
- ✓ specific learning disability
- ✓ speech or language impairment
- ✓ traumatic brain injury
- ✓ visual impairment (including blindness)
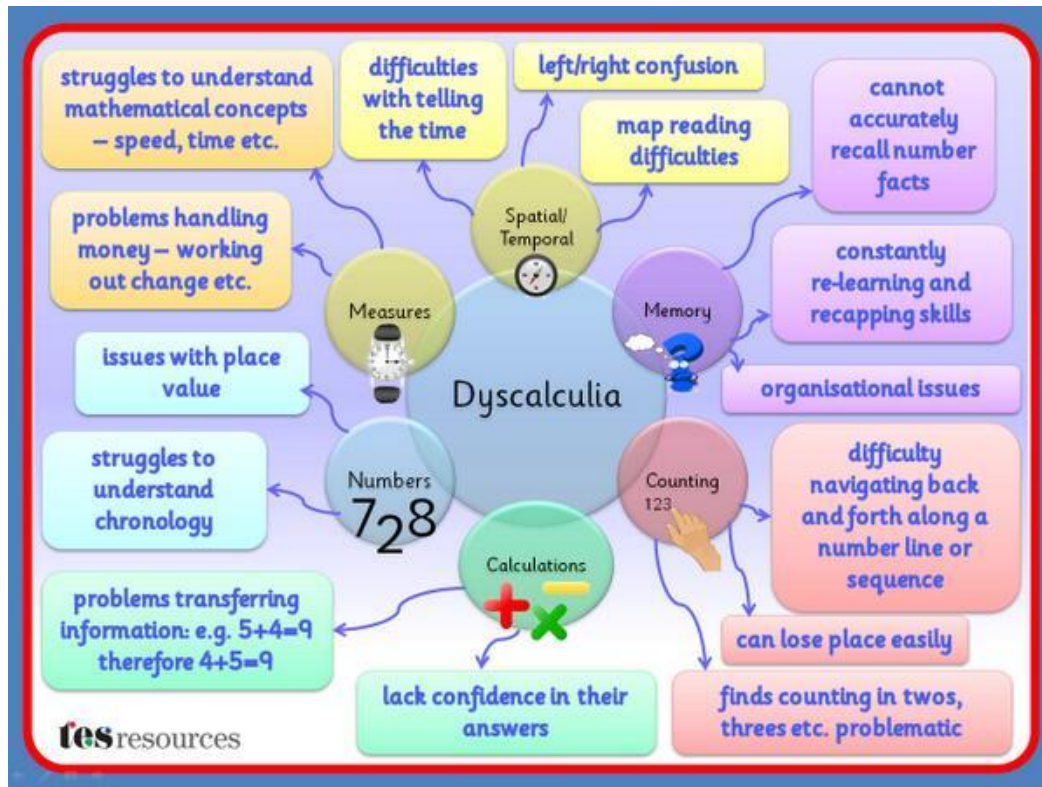- ✓ developmental delays
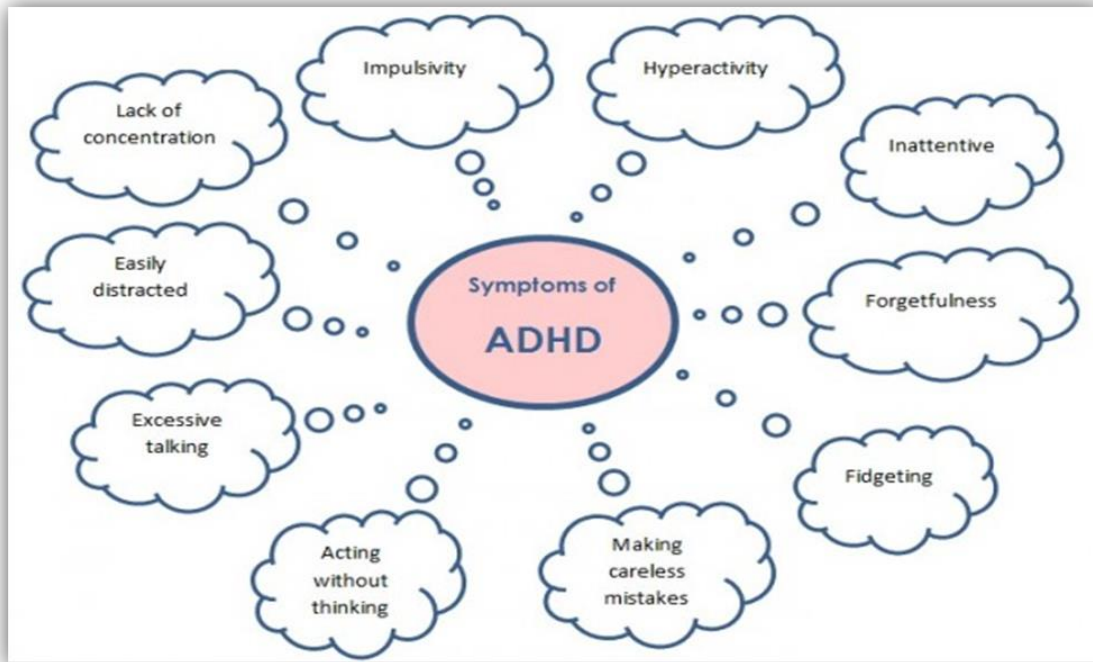
STUDENTS WITH LEARNING DISABILITIES

- **DYSLEXIA** – TROUBLE UNDERSTANDING WRITTEN WORDS

- **DYSGRAPHIA** – PROBLEM FORMING LETTERS

- **DYSCALCULIA** – DIFFICULTY WITH BASIC MATH CONCEPTS AND SOLVING PROBLEMS

Dyscalculia

struggles to understand mathematical concepts – speed, time etc.

difficulties with telling the time

left/right confusion

map reading difficulties

cannot accurately recall number facts

problems handling money – working out change etc.

Spatial/ Temporal

Measures

Memory

constantly re-learning and recapping skills

issues with place value

Dyscalculia

organisational issues

struggles to understand chronology

Numbers
7 2 8

Counting
123

difficulty navigating back and forth along a number line or sequence

problems transferring information: e.g. 5+4=9 therefore 4+5=9

Calculations

can lose place easily

lack confidence in their answers

finds counting in twos, threes etc. problematic

tes resources

Dyslexia

difficulty getting ideas on paper

difficulties with telling the time

left/right confusion

phone numbers

gets lost easily

sequences

alphabet

organisational problems

Writing

Spatial/ Temporal

Memory Difficulties

times tables

can't find the right word

dates

problems note taking

Dyslexia

co-ordination problems

find background noise distracting

Listening

Motor Control

handwriting difficulties

similar sounds cause confusion

Spelling

Reading

difficulty copying

difficulty 'hearing' sounds

losing place in text

can't remember what words look like

moving or overlapping text

needing to re-read

tes resources

Students with Emotional and Behavioural Disorders

EXTERNALIZING BEHAVIOURS

• ATTENTION AND ACTIVITY

• OPPOSITION DEFIANT DISORDER

• CONDUCT DISORDER
  • OVERT AGGRESSION
  • COVERT ANTISOCIAL

• PROBLEM BEHAVIOURS
  • DELINQUENCY
  • SUBSTANCE ABUSE
  • EARLY SEXUAL ACTIVITY

INTERNALIZING BEHAVIOURS

• ANXIETY AND RELATED
  • OBSESSIVE COMPULSIVE DISORDER
  • POST−TRAUMATIC STRESS DISORDER
  • STEREOTYPED MOVEMENT DISORDERS
  • SELECTIVE MUTISM

• DEPRESSION

• BIPOLAR DISORDER

• SCHIZOPHRENIA

STUDENTS WITH HIGH-FUNCTIONING AUTISM (ASPERGER SYNDROME)

- NO COGNITIVE DELAYS BUT INCONSISTENT LEARNING PROFILE (E.G., HYPERLEXIA)
- NO IMPAIRMENTS IN LANGUAGE BUT MAY HAVE PROBLEMS IN SOCIAL COMMUNICATION
- NARROW AREA OF INTEREST (E.G., STATISTICS, COLLECTING, TOPIC, LIVING, INDIVIDUAL)
- MOTOR PROBLEMS (FINE MOTOR; BALANCE; COORDINATION)
- SENSORY FASCINATION
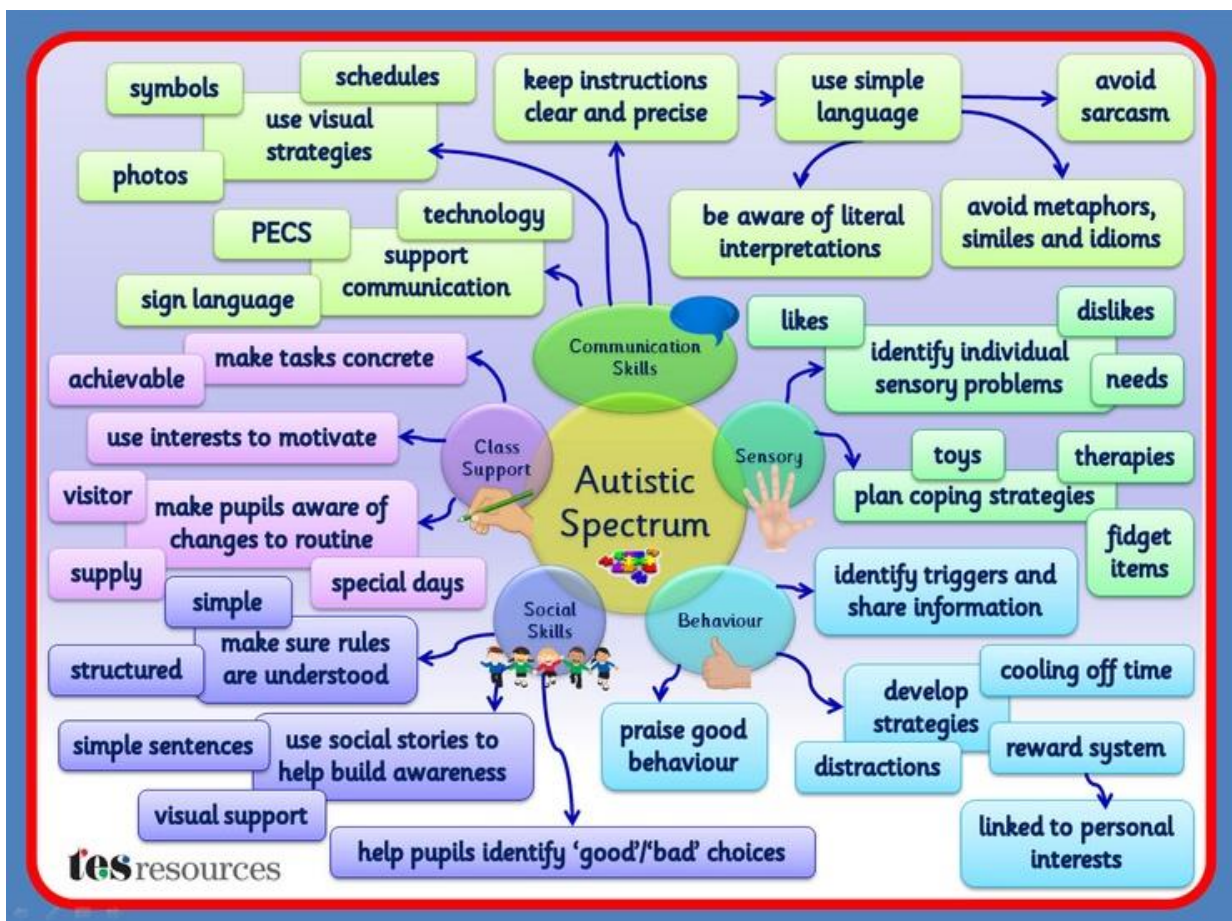
• SIMULATION #1: AUTISM (VIDEOS)

• SIMULATION #2: READING DIFFICULTIES

• SIMULATION #3: ADHD

• SIMULATION #4: VISUAL IMPAIRMENTS

• SIMULATION #5: MATH

- Simulation #1: Autism (VIDEOS)
- https://www.autismspeaks.org/news/news-item/5-video-simulations-help-you-experience-sensory-overload
- Simulation #2: Reading difficulties
- http://webaim.org/simulations/dyslexia
- Simulation #3: ADHD
- http://webaim.org/simulations/distractability
- https://www.youtube.com/watch?v=xfo1tZ95Ypk
- https://www.youtube.com/watch?v=SVwxb6gcpqo
- Simulation #4: Visual impairments
- http://webaim.org/simulations/lowvision
- Simulation #5: Math
- https://www.youtube.com/watch?v=mnfQaS_vFWg

- Simulation # 2: Decoding for an Individual with Learning Disabilities

When you see	Pronounce as
q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

We pegin our qrib eq a faziliar blace, a poqy like yo urs enq zine.

Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign.

Enq wiqhin each o ne of qhese zany calls, each one qheq hes QNA,

Qhe QNA coqe is axecqly qhe saze, a zess-bro quceq rasuze.

So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiz.

Qhis zeans qheq qhe calls are near ly alike, puq noq axecqly qhe saze.

Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly

blain. Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls

in your prain.

HOW DO CHILDREN LEARN ENGLISH AS A SECOND LANGUAGE?

1. Stages of second language learning

2. Factors that influence learning

Home language use

Stage 1: It refers to children using their L1 in the English environment, even though nobody else speaks it.

Non verbal period

Stage 2: It refers to children accumulating receptive knowledge of the L2 but producing very few or no words in the L2.

Formulaic language use

Stage 3: It refers to children when they first begin to produce some of the L2. Their sentences are short and imitative with little original content.

Productive language use

Stage 4: It refers to children when they can vary what words they use to fill in all of the slots in a sentence. They get fluency. They can use their L2 productively.

2. How long until they are proficient?
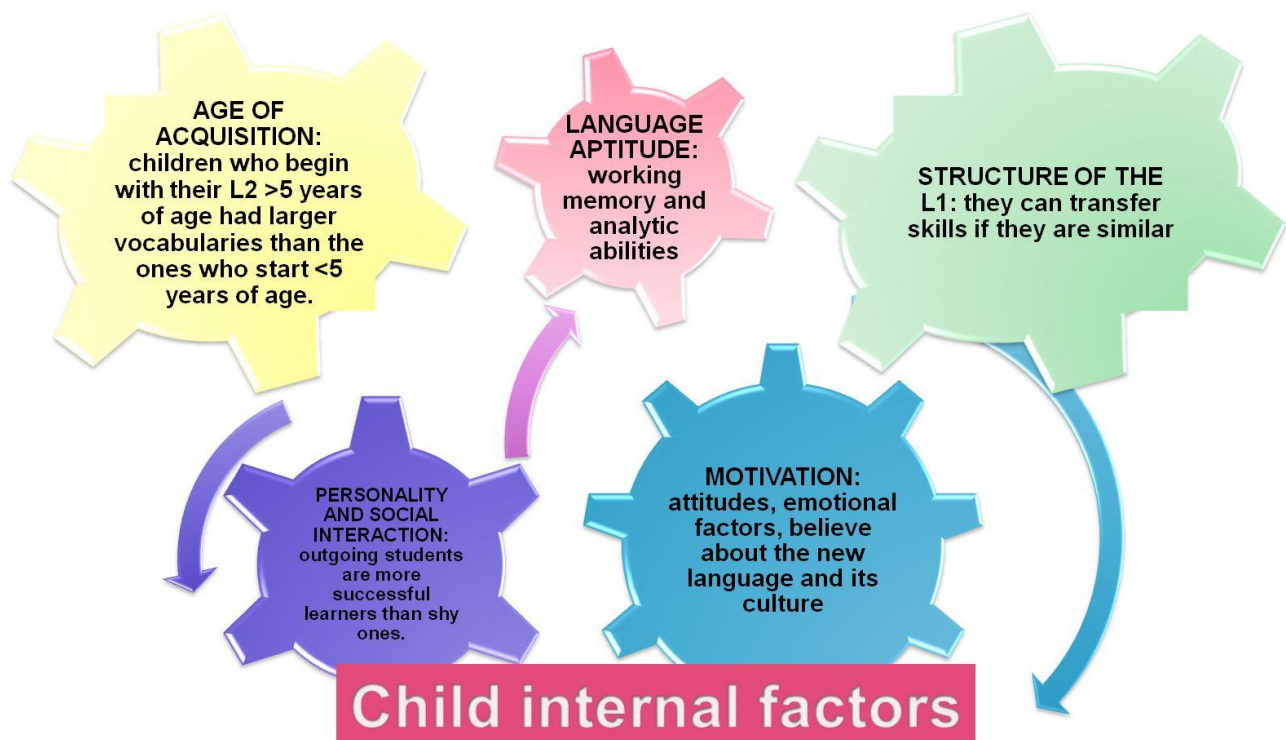
1. Phonological development
They normally take 2 years to achieve native-like pronunciation of their L2, but sometimes they take longer.
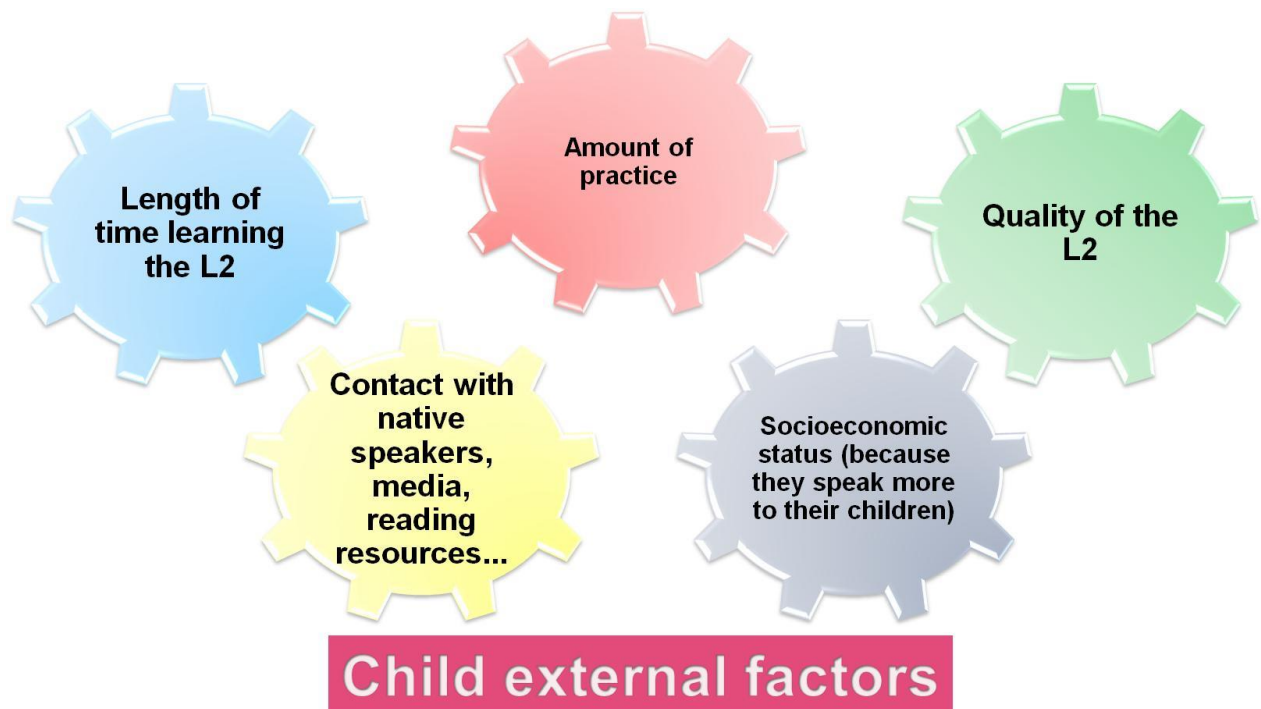
2. Morphosyntactic development
It takes from 3-5 years for children to get a 90% correct use, to attain oral English proficiency similar to native speakers.

3. Vocabulary development
They shouldn't be expected to acquire vocabulary knowledge on par with native speakers within the early elementary school years.

AGE OF ACQUISITION: children who begin with their L2 >5 years of age had larger vocabularies than the ones who start <5 years of age.

LANGUAGE APTITUDE: working memory and analytic abilities

STRUCTURE OF THE L1: they can transfer skills if they are similar

PERSONALITY AND SOCIAL INTERACTION: outgoing students are more successful learners than shy ones.

MOTIVATION: attitudes, emotional factors, believe about the new language and its culture

Child internal factors

Length of
time learning
the L2

Amount of
practice

Quality of the
L2

Contact with
native
speakers,
media,
reading
resources...

Socioeconomic
status (because
they speak more
to their children)

Child external factors

HELLO!   HOLA!

Children posses the biological
ability to acquire two languages
without jeopardising their
development.

Oller (1997). Bilingual children produce all these at about the same age as monolingual children:
- First words (12-13 months on average)
- First two-word combinations (1-2 years)
- Distribution of lexical categories (nouns, verbs, prepositions, articles...)
- Acquisition of the first 50 words

Kay-Raining Bird (2005). Children with Down Syndrome can be successful in acquiring two languages

Peal and Lambert (1962). Bilingual children exhibited a number of <u>cognitive advantages</u> in comparison to their monolingual peers:
- Greater number of independent cognitive strategies
- Greater flexibility in the use of these strategies to solve problems.

Bilingual superiority in:

- **National Reading Panel (2000**). Phonology and acquisition of reading and writing.
- **Bialystok (2001).** Selective attention: misleading information is inhibited in favour of relevant information.
- **Bialystok, Craik, Klein & Viswanathan (2004).** The onset of <u>dementia is delayed by 4 years</u> in the case of bilinguals in comparison to monolingual patients with the same clinical diagnosis.
- **Kovacs and Mehler (2009).** Early exposure to two languages confers an advantage that presumably is maintained later in life if acquisition of 2 languages continues and leads to <u>high levels of proficiency.</u>

Ortiz Alonso, 2010. Las personas que dominan dos lenguas tienen ventajas cognitivas en las actividades que exigen concentración.

Kuipers y Thierry, 2010. El bilingüismo se asocia con una mayor rapidez en la percepción del lenguaje y una mejora en la plasticidad cerebral.

Leonard y col, 2010. El aprendizaje de otras lenguas favorece diferentes conexiones cerebrales y aumenta la conectividad de las mismas en áreas diferentes a las propiamente lingüísticas como puede ser la activación del hemisferio derecho y de áreas occipitales del mismo.

Videsott, 2010. El bilingüismo se asocia con la mejora en estructuras pre frontales del hemisferio derecho responsables del control de las funciones cognitivas.

Children should be fully supported in their acquisition of two languages from early in the development.

The decision to raise a child bilingually should be made only if an enriched and consistent bilingual experience can be provided.

DEALING WITH SEN STUDENTS

4. CODE MIXING AS A POSITIVE EVIDENCE OF LANGUAGE LEARNING

Definition:
It is the use of phonological, pragmatic, morphosyntactic or lexical elements from two languages in the same utterance or in the same conversation.

People who are proficient in two languages can switch between languages fluently and flawlessly in the middle of an utterance, avoiding violations of the rules of each language as they do so.
Learners who are in the process of developing proficiency in a second language, often mix in ways that are different from fluent bilingual learners: the structure of the host language is imposed on the mixed segments from the other language, often resulting in violation of one or both languages.

Research:
Child bilingual code mixing does not reflect linguistic confusion or lack of differentiation in the child's developing language.

IMPLICATIONS

Child BCM is NOT CAUSE FOR CONCERN.

BCM should not be taken as evidence for language delay or impairment in bilingual children.

BCM is a communicative resource.

Most bilingual children will adapt to the communicative demands of social situations, given appropriate time and supportive encouragement.
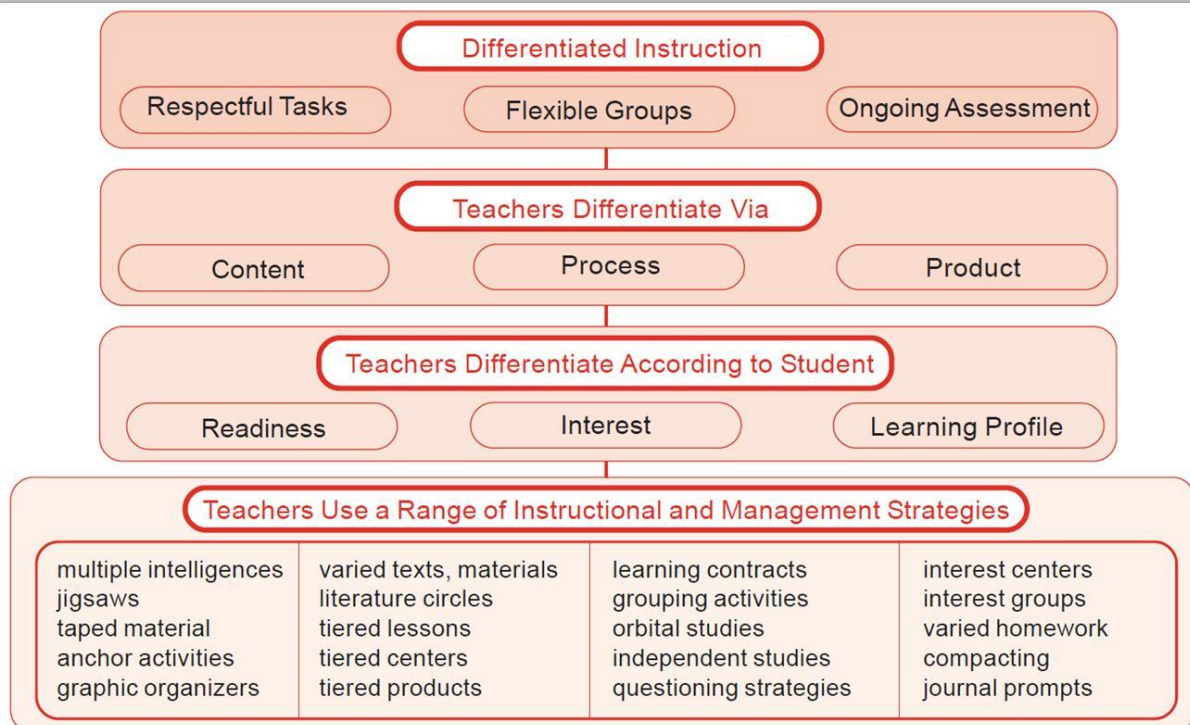
Parents and educators should not reprimand children for code mixing.

It is very important that adults be understanding and supportive of bilingual children.

5. DIFFERENTIATED INSTRUCTION

Differentiated Instruction

Respectful Tasks   Flexible Groups   Ongoing Assessment

Teachers Differentiate Via

Content   Process   Product

Teachers Differentiate According to Student

Readiness   Interest   Learning Profile

Teachers Use a Range of Instructional and Management Strategies

multiple intelligences	varied texts, materials	learning contracts	interest centers
jigsaws	literature circles	grouping activities	interest groups
taped material	tiered lessons	orbital studies	varied homework
anchor activities	tiered centers	independent studies	compacting
graphic organizers	tiered products	questioning strategies	journal prompts

Source:
Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: ASCD, 1999.

DIFFERENTIATING CONTENT

- RESOURCES AT VARYING READABILITY LEVELS
- AUDIO AND VIDEO RECORDINGS
- READING PARTNERS
- CHORAL READING
- FLIP BOOKS
- INTEREST CENTRES
- VARIED MANIPULATIVES AND RESOURCES
- PEER AND ADULT MENTORS
- THINK-PAIR-SHARE …

CONTENT
How it is taught
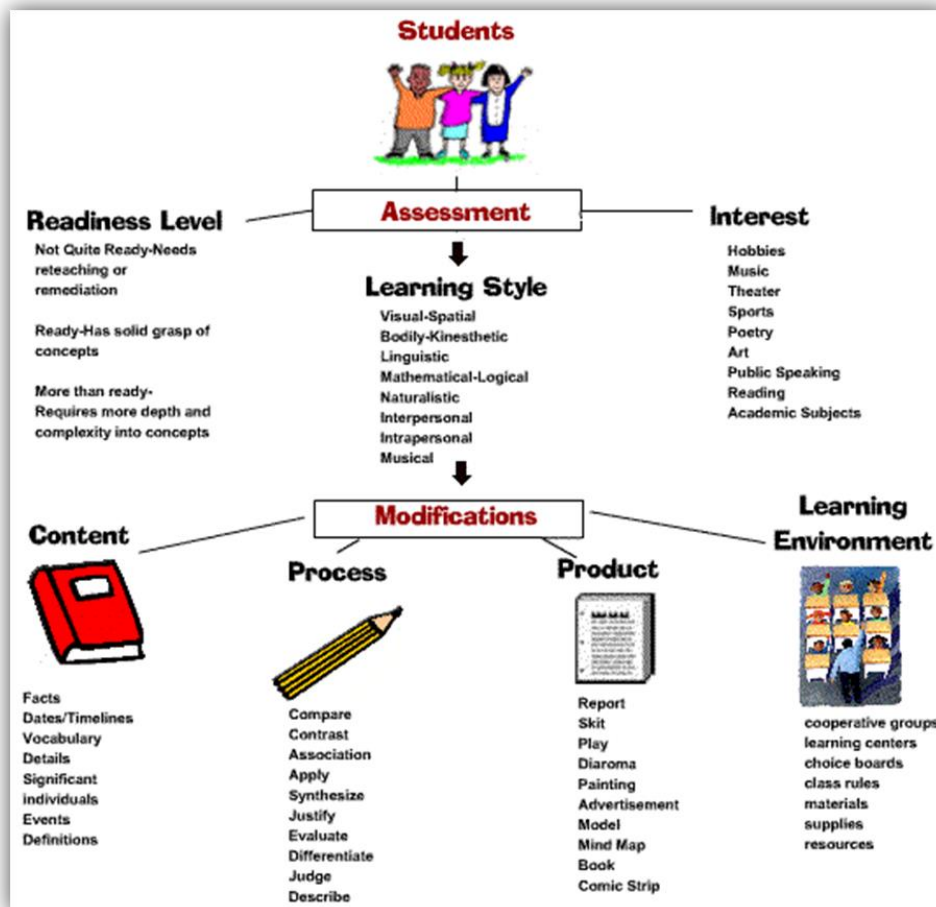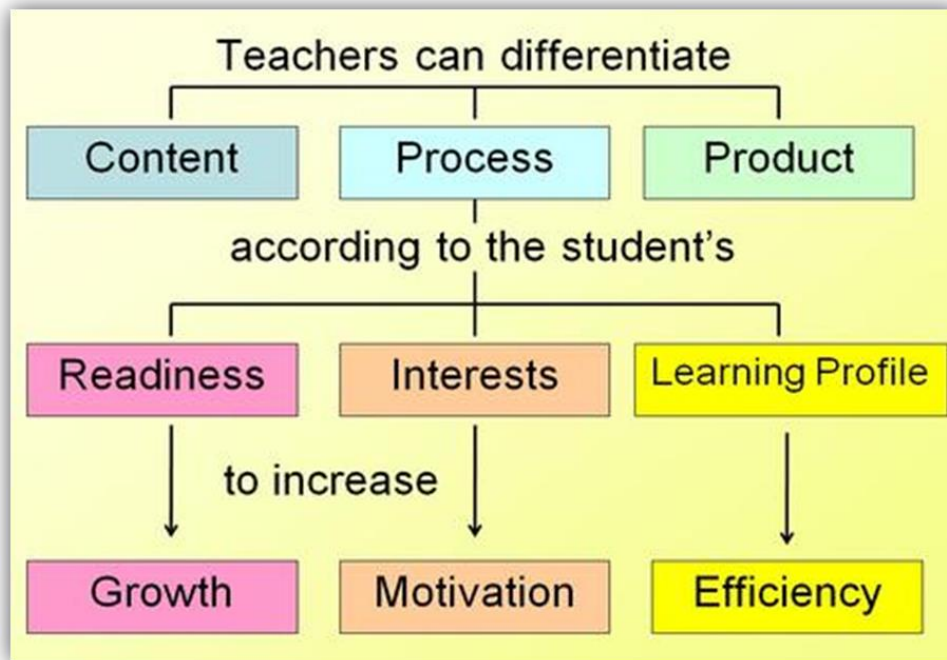
DIFFERENTIATING PROCESS

- USE LEVELED ACTIVITIES
- INTEREST CENTRES
- HANDS-ON MATERIALS
- VARY PACING ACCORDING TO READINESS
- ALLOW FOR WORKING ALONE, IN PARTNERS, TRIADS, AND SMALL GROUPS
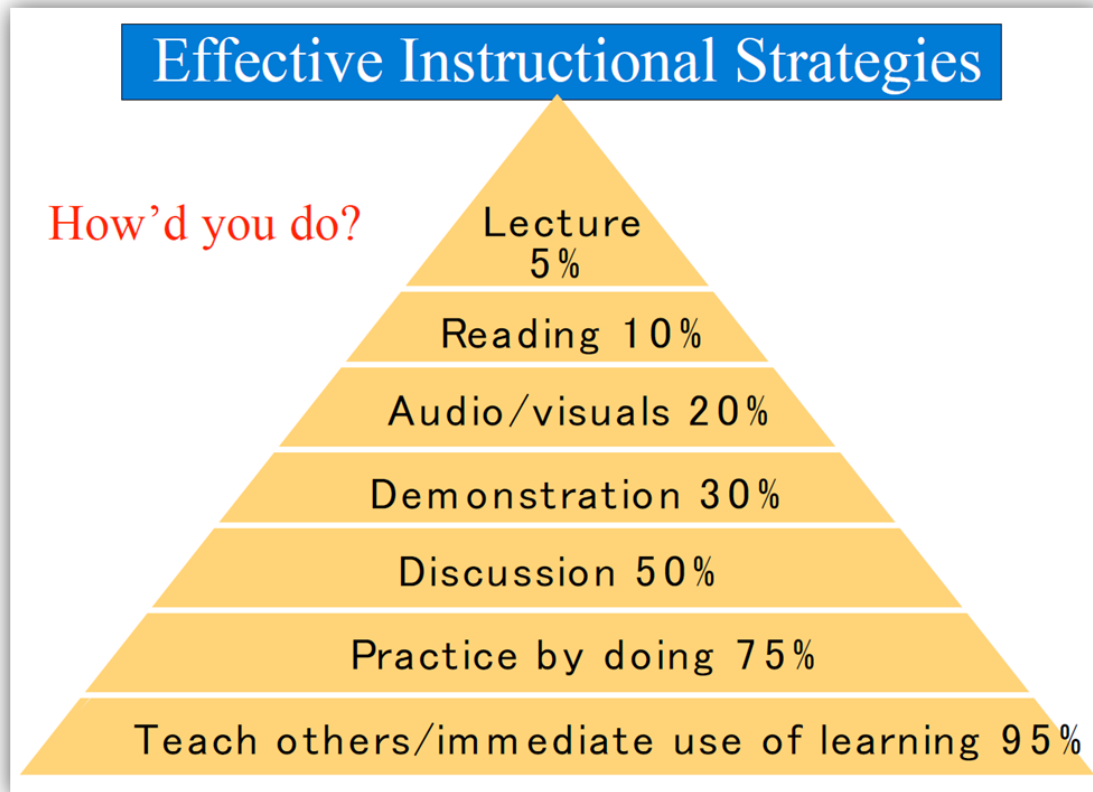- FUN & GAMES
- CONTRACTS ...

DIFFERENTIATING PRODUCT

- CHOICES BASED ON READINESS, INTEREST, AND LEARNING PROFILE
- CLEAR EXPECTATIONS
- MODEL, USE AND ENCOURAGE STUDENT USE OF TECHNOLOGY WITH PRESENTATIONS
- PROVIDE PRODUCT CHOICES THAT RANGE IN CHOICES FROM ALL MULTIPLE INTELLIGENCES
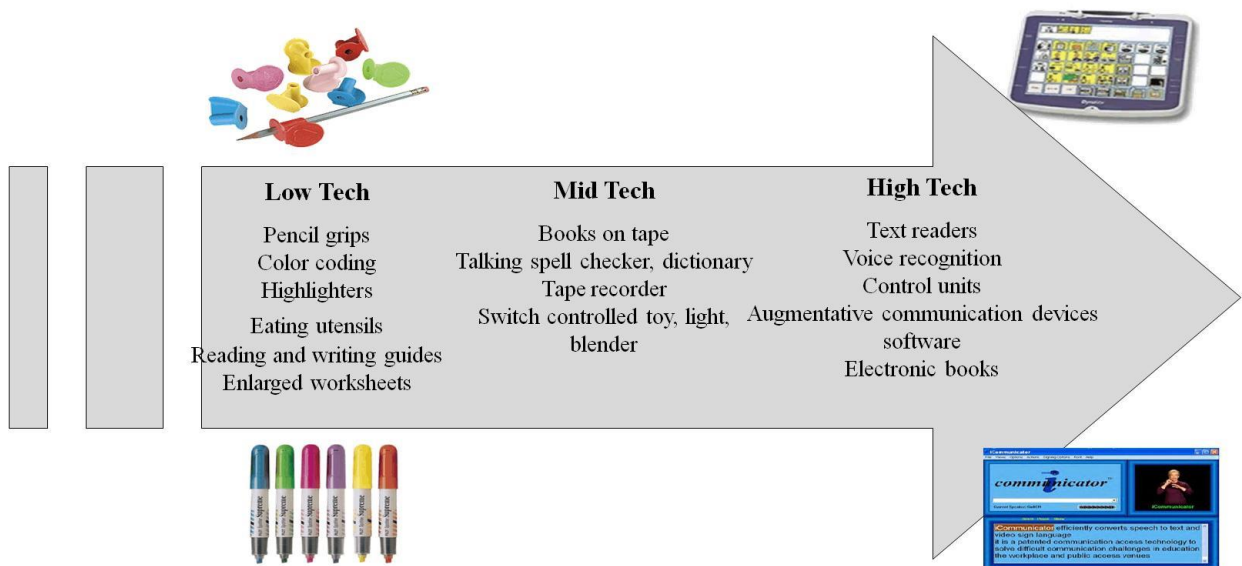- TIMELINES
- RUBRICS …

Effective Instructional Strategies

How'd you do?

Lecture 5%

Reading 10%

Audio/visuals 20%

Demonstration 30%

Discussion 50%

Practice by doing 75%

Teach others/immediate use of learning 95%

PRINCIPLES OF A DIFFERENTIATED CLASSROOM

1. All students participate in respectful work.
2. Teacher and students work together to ensure continual engagement & challenge for each learner.
3. The teacher coordinates use of time, space, and activities.
4. Flexible grouping, which includes whole class learning, pairs, student-selected groups, teacher selected groups, and random groups.
5. Time use is flexible in response to student needs.
6. A variety of management strategies, such as learning centers, interest centers, learning buddies, etc. is used to help target instruction to student needs.
7. Clearly established individual and group criteria provide guidance toward success.
8. Students are assessed in a variety of ways to demonstrate their own thought and growth.

6. ASSISTIVE TECHNOLOGY TO SUPPORT SEN STUDENTS

ASSISTIVE TECHNOLOGY CATEGORIES

Low Tech
Pencil grips
Color coding
Highlighters
Eating utensils
Reading and writing guides
Enlarged worksheets

Mid Tech
Books on tape
Talking spell checker, dictionary
Tape recorder
Switch controlled toy, light, blender

High Tech
Text readers
Voice recognition
Control units
Augmentative communication devices
software
Electronic books

SELECTED DEMONSTRATIONS:

PHYSICAL DISABILITIES

Adapted Keyboards
- https://www.enablemart.com/catalogsearch/result/?q=keyboards

Voice Recognition
- http://www.nuance.com/dragon/index.htm

Head Controlled Mouse
- http://www.cameramouse.com/

VGo Telepresence Robot (Video Conferencing Robot controlled by laptop or iPad)
- http://www.vgocom.com/

COGNITIVE OR LEARNING DISABILITIES

- Natural Reader (text-to-speech)
  - www.naturalreaders.com
- LiveScribe Pen
  - http://store.livescribe.com

BLIND OR VISUALLY IMPAIRED

- Portable and Desktop CCTV's (MAGNIFYING CAMERA)
    - http://www.freedomscientific.com/Products/LowVision/Ruby
- Refreshable Braille Displays
    - http://www.freedomscientific.com/Products/Blindness

AUGMENTATIVE COMMUNICATION

- iPads have many applications available to help people who cannot use their voice (speak).
    - http://www.assistiveware.com/product/proloquo2go
- iCommunicator
    - https://www.youtube.com/watch?v=2SFaUu5eUcE
- CapTel (Captioned Telephone: can't Hear on the Phone? Now you can read captions of everything your caller says)
    - http://www.captel.com/

7. USEFUL RESOURCES FOR SEN STUDENTS

TEACHER PRODUCTIVITY TOOLS
- Easily available on any computer tools that are used to enhance teaching and learning tasks:
- Spreadsheet (Excel)
- Presentation (PowerPoint)
- Word Processing (Word)

FREE TEXT-TO-SPEECH PROGRAMS

- *NaturalReader* (www.naturalreaders.com)
- Speak text-to-speech feature available in *Microsoft Word 2010*;
- Read Out Loud feature in *PDF* reads the selected text aloud.
- *Blio* App by K-NFB Reading technology Inc.
- SpeakIt App by Future Apps Inc.
-

ACROSS LANGUAGES

- Reading Pens ($150-300)
- Text-to-speech programs supporting other languages
- http://www.naturalreaders.com
- Translators
- http://www.babelfish.com
- Translation tools FOR IPHONE: http://www.teachthought.com/learning/10-of-the-best-iphone-apps-for-language-translation/

FREE BOOKS & RESOURCES

- NEWSELA - https://newsela.com
- (you can change the amount of words)
- Tar Heel Reader - http://tarheelreader.org/
- (simple stories to read by themselves)
- CAST UDL Book Builder -http://bookbuilder.cast.org
- (listen to stories by themselves)
- Into the book (K-4) - http://reading.ecb.org
- (reading strategies)

DICTIONARIES

- HTTPS://QUIZLET.COM/ (MAKE YOUR OWN QUIZZES)

ONLINE DICTIONARIES:

- HTTP://WWW.WORDREFERENCE.COM/ (DICTIONARY)
- HTTP://DICTIONARY.CAMBRIDGE.ORG/DICTIONARY/ENGLISH/ (DICTIONARY)
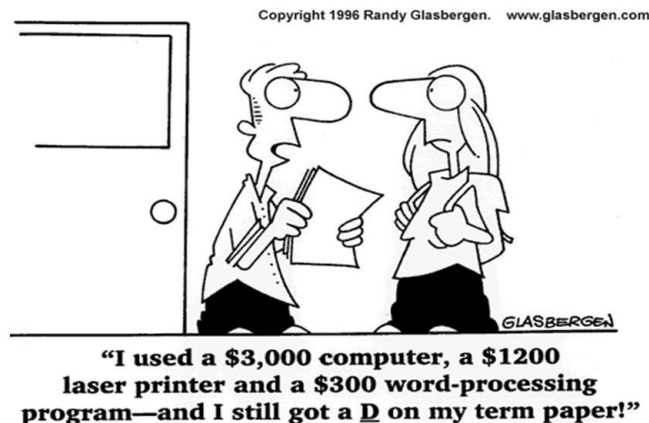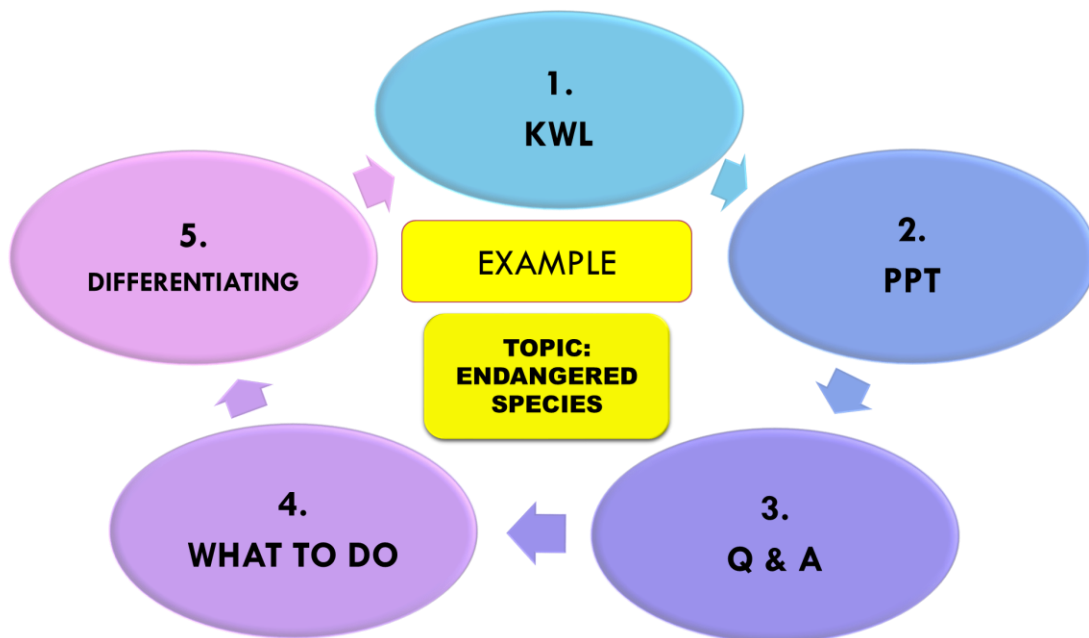- HTTP://WWW.VISUWORDS.COM (WORD MIND MAPS)
-

ADDITIONAL RESOURCES:

- PowerPoint Game Templates - http://www.jc-schools.net/?DivisionID=15672&DepartmentID=16520&SubDepartmentID=7612
- PowerPoint Games -http://teach.fcps.net/trt14/Power%20Point%20Games/power_point_games.htm
- Word, PowerPoint, and Excel Tutorials - http://www.assist-it.org.uk/assets/content/word_tutorials.html
- Teacher Tools and Templates - http://www.education-world.com/tools_templates/index.shtml
- Free Worksheets - http://www.teach-nology.com/worksheets/
- Video examples of UDL Practices in the Classroom - http://www.montgomeryschoolsmd.org/departments/hiat/udl/video/list.shtm

http://luciaabalos.weebly.com/dealing-with-sen-students.html

But …

TECHNOLOGY DOES NOT REPLACE INSTRUCTION

Copyright 1996 Randy Glasbergen.   www.glasbergen.com

"I used a $3,000 computer, a $1200 laser printer and a $300 word-processing program—and I still got a D on my term paper!"

EXAMPLE

TOPIC: ENDANGERED SPECIES

1. KWL

2. PPT

3. Q & A

4. WHAT TO DO

5. DIFFERENTIATING

WHAT CAN WE DO?

Think about the question

Pair with your partner

Share your ideas with others

THINK PAIR SHARE

How can we differentiate?

Write your ideas

Draw your ideas

Show your ideas (craft, poster, mind map, PPT...)

Create your ideas (put them into practice)

Explain your ideas

Act your ideas (role play)
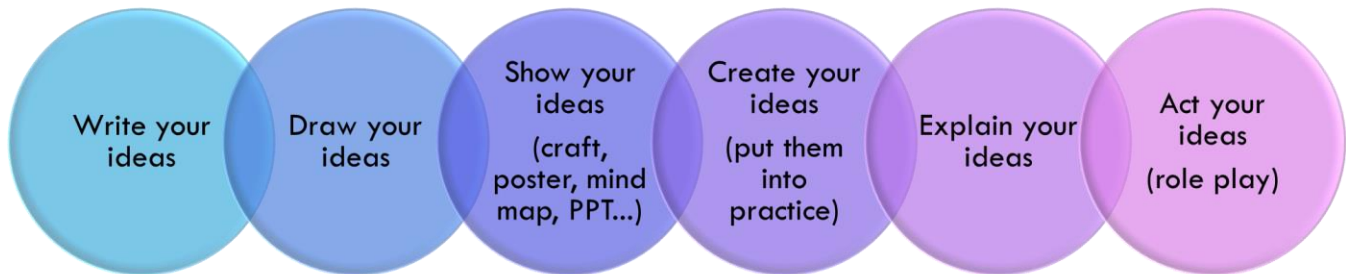
6. ACTIVITIES WE CAN DO TO HELP OUR STRUGGLING STUDENTS

- graphic organisers
- mind maps
- simple flashcards
- picture dictionary
- drawings
- videos
- online games
- handwriting practice
- support activities
- self assessment
- visual support
- spelling support
- writing support
- reading support
- storytelling …

UNIVERSAL DESIGN FOR LEARNING (UDL)

A Placemat of Core Apps Serving Learning for All 2013

Barbara Welsford, M.Ed., ATP, ADE bwelsford@eastlink.ca

Multi-modes of Representation of Information

Including students with LD with Reading Difficulties

Including students with LD with Executive Functioning Difficulties

Including students with Vision Impairments

Including students for Early Learning and/or Cognitive Delays / Communication Disorders

Including students with LD with Written Output Difficulties

Including students with Physical Disabilities

Including students with Hearing Impairments

1. Always be their *advocate*

2. *Never* let them *give up* on themselves

3. Give them *positive* role models

4. Celebrate *difference*

5. Find their strengths and *let them shine*

6. *Don't hide* them away

7. Let them *fall*. Then help them to get back up again

8. Teach them *independence*

9. Give them language. Help them to *believe* they have something to say

10. Hug and *kiss* them often

11. Help them to know that their fears and emotions are *valid*

12. Be *home* to them. Their *true constant*

13. Discover what *calms* them and have lots of it on hand

14. Tell them it is *ok to cry*, that this doesn't make them weak

15. Let them know they are *perfect*, just as they are

16. *Laugh*. Laugh everyday

17. Let them know that sometimes people can be cruel but just because they say something *doesn't make it so*

18. Believe in them. Help them to *believe* in themselves, that they are capable and worthy

19. Never forget who you are; *you are a person* with hopes and passions and dreams too

20. Teach them that all the *strength* they will ever need is already inside them