Week 5-Students with Specific Learning Disabilities Oct. 4 – 10

High Leverage Practices - 22 practices that have been deemed by the Council for Exceptional Children as the most effective ways to make a difference in the classroom.

Collaboration

Assessment

Social/Emotional/Behavioral

Instruction
Use **Explicit Instruction** (Most extensively researched Instructional Approaches available to Gen and Spec Ed.)
– Is a SET OF TEACHER BEHAVIORS that are individually and collectively effective and efficient for supporting student outcomes. Providing lots of opportunities for students to respond to keep content learning at a brisk pace and providing immediate feedback on student performance.
*Helps Teachers design and deliver effective instruction for a range of student learning needs.
Laser-like focus on only SELECTING CRITICAL CONTENT
SEQUENCING SKILLD LOGICALLY and BREAKING COMPLEX CONTENT INTO SMALLER UNITS
Model: I Do, (Teacher), You Do, (Students), We Do, (Teacher guided practice and feedback)

4 Key Components of Explicit Instruction: www.highleveragepractices.org and the National Center for Intensive Intervention website

1. Use a Logical sequence within lessons
    Statement of Purpose and advance organizer for the lesson (Be Unambiguous)
    Sequenced from Easiest to understand to most Complex
2. Provide clear models and explanations of content
    "I Do" phase of EI – Help Students See and Hear your thinking about content being taught.
    "We Do" phase – Students exercise with Teacher support until Student Mastery
    "You do" phase – used once students have comprehension of subject to practice knowledge.

3. Provide multiple opportunities to respond and appropriate feedback
    Attention to Pace of Instruction by offering a healthy number of opportunities to respond, (Verbal,
    Written or Performed) *Questions should challenge students at Varying levels of difficulty
    Affirmative and Corrective feedback is most effective when tied to performance and as specific as
    Possible
    Performance expectations feedback is Essential.

4. Provide a range of examples and non-examples to highlight content being taught
    Examples should be Clear

RESOURCES:
Anita Archer and Charles Hughes's book; explicit instruction – www.explicitinstruction.org

CEC and the CEEDAR Center; High-Leverage Practices in Special Education – http://www.pubs.ces.sped.org/p6255/
Possible <mark>causes of learning disabilities</mark> can be divided into two categories:
<mark>Physiological causes</mark>: These include brain injury, heredity, and chemical imbalance.

Studies of brain activity demonstrate the development **Executive Function** - the ability to purposefully guide mental processes and actions, and EF (e.g., attentional control, organization, planning) is related to competent reading (Corso, Cromley, Sperb, & Salles, 2016). For example, the ability of children to control their own behavior (which is an EF) is positively associated with word and non-word reading skills in early elementary school.

Are you interested in this fascinating area of research? You can find additional information at these websites:
- http://brainlens.org/ (Laboratory for Educational Neuroscience at the University of California–San Francisco)
- http://cibsr.stanford.edu/ (Stanford University Center for Interdisciplinary Brain Sciences Research [CIBSR])

<mark>Curricular and Environmental contributors</mark> (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2014).: These include; poor nutrition, highly adverse emotional climate, toxins in their environments, too little stimulation, primary language is not English or poor instruction.

Most Common LD Characteristics of Individuals:
<u>Cognitive Characteristics</u> – weaknesses in attention, perception, memory, and thinking/processing
<u>Academic Characteristics</u> - struggle with school - reading, spoken language, written language, mathematics, or combo <u>Social Emotional Chara'sts</u> - How students perceive themselves and others

Two areas are particularly relevant: **social perception and motivation**. When compared to peers without disabilities, these students tend to have lower self-esteem.
social competence—that is, their ability to accurately receive, interpret, and respond to the subtleties of interpersonal interactions
Motivation - is the desire to engage in an activity.
intrinsic (e.g., out of curios-ity, as when you complete a crossword puzzle simply to see if you can)
extrinsic (e.g., for payment,

<u>Behavioral Chara'sts</u> - deficits in academic subjects, selective attention, social competence, and motivation
Attention deficit–hyperactivity disorder (ADHD) - In fact, it is estimated that between 16% and 31% of students with LD also have ADHD, (Friend, Pg. 140)

RTI for Identifying Students Who Have Learning Disabilities

RESOURCES:
Friend, M. (20170214). Special Education, 5th Edition. [[VitalSource Bookshelf version]]. Retrieved from vbk://9780134488226

☐ Submit to Dropbox: Chapter 5 Questions
1) What are two instructional methods that have been found to be beneficial for students with learning disabilities? Explain why these instructional methods are considered so effective. LO5.5 Educational Practices (PG 140)

Explicit Learning –Is a set of teacher behaviors that are effective in addressing a variety of students learning needs.

As an analyst by trade, the fact that Explicit Learning, (EI) is the most extensively researched instructional approach available to General and Special Education alike gives me confidence and comfort in being an effective teacher. The approach is easily executed using 4 simple yet effective components.
1. Logical sequencing of education plan from easiest to hardest to understand.
2. Providing clear models and explanations of context using the phases; "I Do", "We Do" and "You Do" students are introduced to the subject by the teacher, experience examples and are given opportunities to respond.
3. Provide multiple opportunities to respond and appropriate feedback. Students are safe to ask questions or share personal experiences with teacher assistance until subject mastered.
4. Provide a range of examples or non-example to highlight content – teacher and students can actively share understanding of context to demonstrate comprehension.

I life the active participation of this model from all stake holders. This discussion type learning also gives the teacher control over the speed and direction of the subject being discussed.

RESOURCES:
Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #16: Use
    explicit instruction. Retrieved from: https://youtu.be/ESFVNzihOZ0

The Positive Behavior Supports - Helps students with learning disabilities learn appropriate classroom behavior through
    an emphasis on social skills.
    I will champion the method of Positive Behavior Supports in my teaching career for three core reasons: Focused on Social Skills, Simple and Efficient design and practicing and role-playing with other children. I also love the positivity of this approach to instruction of social skills. I believe that having appropriate social skills will foster a curiosity and tolerance in children to build self-esteem and character.
    First, the method addresses three easily defined deficits: Skill deficit, defined as, skills in which the student has never been exposed too regularly, Performance deficit, knowing when you use the appropriate social skills and Self-control deficit, where the student must exercise self-control in order to connect with others and not be a distraction in learning situations. (Friend, 2017, Pg. 140). The simple and efficient design of the Positive Behavior Support method also follows an, "I Do, You Do, We Do" instructional sequence explained in the video defining Explicit Instruction, (Kennedy, 2018). The Teacher selects several books addressing social skills and introduces skill and steps for implementing skill. The students then pair or divide into small groups to read supporting text and practice or role play using the skills appropriately, (Friend, 2017, Pg. 140).
            The reasons I love this method and why it's so effective is because of the simplicity of its design and the practice of its uses in real life situations. It is designed to Introduce the skill by the teacher, and practice with peers so children can understand the skill in every day situations. The best part of this method, besides its multiple opportunities for positive feedback is the role-playing with other, non-disabled peers. This is a chance for tolerance and character-building development from every participant.

RESOURCES:
Friend, M. (20170214). Special Education, 5th Edition. [[VitalSource Bookshelf version]]. Retrieved from:
    vbk://9780134488226

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #16: Use
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Response to intervention (RTI) - IDEA 2004 - Includes these principles:
RTI includes these principles, which illustrate how distinct it is from traditional assessment and identification procedures:
1. It replaces the ability–achievement discrepancy criteria with a simple, direct assessment of the extent of a student's underachievement. This eliminates the need to wait for a discrepancy between ability and achievement to emerge, and it fosters immediate, intensive interventions as soon as unexpected underachievement occurs.

2. RTI includes periodic assessment of all students, called universal screening, using high-quality measures, a practice considered especially critical in pre-kindergarten through second grade. Doing so provides clear documentation of efforts to identify and address student learning problems.

3. A strong emphasis exists in RTI to prevent whenever possible the identification of a student as having a learning disability. That is, the frequent data collection, use of scientifically based interventions, and deliberate use of increasingly intensive instruction are intended to ensure that many avenues for increasing student achievement have been systematically implemented be-fore the team decides the student has a specific learning disability. This careful focus on data and the use of effective instructional strategies is the topic of Data-Driven Decisions.
2) There are two prevalent models of determining if a student has a specific learning disability: The "wait to fail" model and the RTI model. Explain each and give a brief overview of the controversy over the first

traditional approach. Wait to fail v. **RTI** overview and the controversy over **WTF** approach OTHER MODEL IS **Observation**

RTI – Response to Intervention is a calculated and measured approach to document skills, behavior and performance between pre-kindergarten and second grade in order to identify learning challenges in order to prevent a student as being incorrectly identified as having a learning disability.

WTF – Formal assessments are Reference Tests or Criterion-referenced Tests - Traditional students must progress far enough in school and experience significant academic frustration to even be considered as having learning disabilities.

Norm-Reference Tests, (IQ or LD Diagnostic Inventory) compare individual to a 'Norm Group' Norm Group is made up of other kids known to have the same Learning Disabilities.

Criterion reference tests – Test's the body of information a student has learned and then measures this knowledge to the group.

   Exclusionary clause – The IDEA provision that eliminates the possible alternative explanations for students learning problems

The traditional assessment does not address learning challenges until too late. Children can experience stigma, bullying and lowered self-confidence before any disability is identified. Not only can kids have stigma or low self esteem for having a learning disability but they can also experience low self esteem or bullying if they aren't keeping up with other students in the class.   "Family members of children with disabilities also have concerns about the implementation of inclusive education, including the extent to which teachers collaborate with them, the loss of individualized special education services, teaching accommodations, and instruction delivered by specially trained professionals as well as the fear that their children will be isolated from classmates and targets of verbal abuse and ridicule, which will lower their self-esteem"

Observation often involves getting a general sense of the student's aca-demic and behavioral functioning in the classroom. It may also include tabulating information of interest—how often the student leaves his seat, how often the student blurts out answers instead of raising his hand, and how the frequency of such behaviors compares to that among other students in the class.

Key characteristics of people with dyslexia compared to people without dyslexia
  • A delay or deficit in understanding letter-sound correspondences.
  • A delay in learning to read.
  • Poor spelling.
  • Difficulty generating written language.
  • Some initial difficulty in recognizing rhyme.
  • Poor short-term memory.
  • Poor mental arithmetic.
  • Difficulty in learning labels (e.g. names for new objects).
  • Difficulty naming objects and word finding.
  • Difficulty learning sequences (e.g. months of the year, the order of a sequence of tasks).
  • Slowness in learning text or verbal information.
  • A subtle difference in the form and function of some areas of the brain.
Alexander's story in his own words, aged 12

Discussion 5.1
Instructions
This week you are going on a WWW scavenger hunt. First, review this website relating to a reading assessment called the DIBELS. *Make sure you understand the concept of a benchmark.
https://acadiencelearning.org/wp-content/uploads/2020/01/WhyRetell_AcadienceReading.pdf

- Find the 4th-grade benchmarsk for Retelling. We are going to assume that one of your students has a score of 30 at the end of the year on the subtest Retelling.
- Next, locate a reputable website giving a strategy (best practice) for Retelling. Give your website and briefly describe the Retelling strategy as it is described on the site.
- Next, state why you think your 4th-grade student, who did the "DIBEL dive" would benefit from this strategy.
- Finally, write a few sentences as to why "Retelling" is an important "best practice" strategy/assessment in the teaching of reading to a learning-disabled student. Be sure to comment on the post from one of your colleagues.

Resources:

Friend, M. (20170214). Special Education, 5th Edition. [[VitalSource Bookshelf version]]. Retrieved from vbk://9780134488226

Andrew M.I. Lee, JD (2014-2020), The 13 Disability Categories Under IDEA, Understood.org. Retrieved from: https://www.understood.org/en/school-learning/special-services/special-education-basics/conditions-covered-under-idea