

Use Effective Instructional Strategies For Exceptional Students In The General Education Classroom

Presented by: Jennifer Beck, Michelle Casey, Heather House



NC NTSP 2016 Fall Institute

Presenters



Jennifer Beck, WCU Region, jwbeck@wcu.edu

Michelle Casey, ECU Region, caseym14@ecu.edu

Heather House, ECU Region, househ16@ecu.edu

NCNTSP.NORTHCAROLINA.EDU

IceBreaker - Gotcha!



- Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on neighbor's outstretched palm.
- When I say the word GO!, do two things.... Grab the finger in your left hand, and prevent your right finger from being grabbed...1... 2...3... Go!



NCNTSP.NORTHCAROLINA.EDU

Session Outcomes



- REFLECT ON CURRENT IMPLEMENTATION AND DATA COLLECTION FOR IEP GOAL PROGRESSION RELATIVE TO EXTENDED COMMON CORE STANDARDS
- IDENTIFY AND INTERPRET EVIDENCES/ARTIFACTS FOR DATA COLLECTION AND CONTENT AREA INTERACTIVE RESOURCES
- CREATE AN ORGANIZATIONAL SYSTEM FOR DATA COLLECTION AND CONTENT-RELEVANT CURRICULUM

NCNTSP.NORTHCAROLINA.EDU

Evidence of Learning



Participants will create both a data notebook and an interactive notebook to be utilized in their classroom to demonstrate their acquisition of IEP goals/objectives, data collection methods, and content curriculum standard alignment.

NCNTSP.NORTHCAROLINA.EDU

Access to the General Curriculum



My Brother Daryl: A Case for Teaching Functional Skills

https://www.cdd.unm.edu/ecspd/trainings/pdfs/PSN/ECO/Brother_Daryl.pdf

Teaching core content & functional content together is one strategy to address IDEA requirement that IEP goals address both academic & functional needs-

Although not all SWD will learn to read, it is important for all students to have the opportunity. They may learn to understand text through read-alouds, plus, learning real academic content may help them acquire skills needed for future jobs or leisure pursuits.

The challenge of balancing access to general curriculum with instruction of functional skills needs to be done through the IEP process.

what began as philosophically logical practice became law

NCNTSP.NORTHCAROLINA.EDU

Good News



In the past....

Social skills were usually taught separately from academics.

Now...

Social skills are now a part of the English Language Arts Standards.

Several speaking & listening standards are direct links to social skills.

NCNTSP.NORTHCAROLINA.EDU

A Closer Look




ELA- Speaking & Listening Standards can be easily addressed during day-to-day, purposeful academic talk in one-on-one, small-group, & large-group settings

Examples: Circle time, snack, 1:1 instruction, toileting, daily living tasks, small group instruction, large group instruction

NCNTSP.NORTHCAROLINA.EDU


Universal CCSS Practices



ELA	Math
Demonstrate independence	Make sense of problems & persevere in solving them
Build strong content knowledge	Reason abstractly & quantitatively
Respond to the varying demands of audience, task, purpose, & discipline	Construct viable arguments & critique the reasoning of others
Comprehend as well as critique	Model with mathematics
Value evidence	Use appropriate tools strategically
Use technology & digital media strategically & capably	Attend to precision
Come to understand other perspectives & cultures	Look for & make use of structure
	Look for & express regularity in repeated reasoning

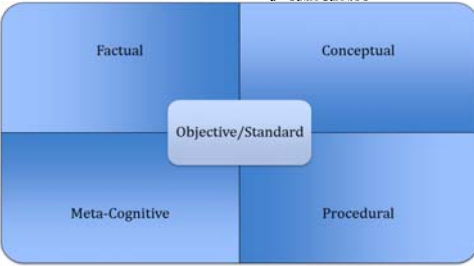
NCNTSP.NORTHCAROLINA.EDU

Depth of Knowledge Planning Framework



- **Factual** – Knowledge of terminology/Knowledge of specific details & elements

- **Conceptual** – Knowledge of classifications & categories/Knowledge of principles & generalizations/Knowledge of theories, models, & relationships



- **Metacognitive** – Strategic knowledge/Knowledge about cognitive tasks, including appropriate contextual & conditional knowledge/Self-knowledge

- **Procedural** – Knowledge of subject-specific skills & algorithms/subject-specific techniques & methods/criteria for determining when to use appropriate procedures

NCNTSP.NORTHCAROLINA.EDU

CCSS & SPED



The goal is to focus on the knowledge & skills needed by ALL students to be successful in college & careers.

THIS GOAL APPLIES TO ALL STUDENTS –
including those receiving SPED in Extended Content classrooms.



NCNTSP.NORTHCAROLINA.EDU

What are the Extended Content Standards?



- Linked to the Common Core & Essential Standards
- More focused & coherent
- Include rigorous content & application of knowledge through high-order thinking
- Build upon strengths & lessons of current state standards
- Include a focus on academic & real-life application

NCNTSP.NORTHCAROLINA.EDU

Design & Organization



English Language Arts is divided into four strands:

- Reading
- Literature
- Informational Text
- Foundational Skills (K-5)

Writing

Speaking & Listening

Language



NCNTSP.NORTHCAROLINA.EDU

Domains Change for Math



Unlike ELA where domains stay consistent K-12,
Math Domains change across grade levels.



Example:

The “Functions” Domain does not start until 8th
 grade

“Know number names & the count sequence” is only
 in Kindergarten

NCNTSP.NORTHCAROLINA.EDU

Science: Design & Organization

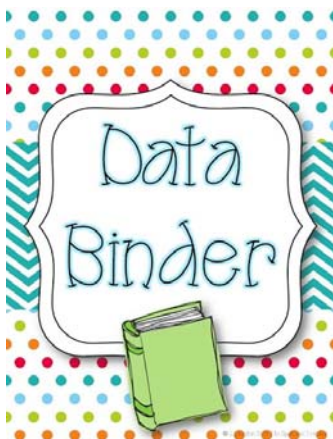


Domains are larger groups that progress across grades
 Essential standards define the big Idea
 Clarifying Objectives define what students should understand & be able to do

Matter: Properties and Change	
Essential Standard	Clarifying Objectives
3.P.2 Understand the structure and properties of matter before and after they undergo a change.	3.P.2.1 Recognize that ice is a substance that transitions to, takes up space and has mass. 3.P.2.2 Compare solids, liquids, and gases based on their basic properties. 3.P.2.3 Recognize changes that occur to the observable properties of materials when different degrees of heat are applied to them such as melting ice or ice cream, boiling water on an egg, or frying a pancake.
Energy: Conservation and Transfer	
Essential Standard	Clarifying Objectives
3.P.3 Recognize how energy can be transferred from one object to another.	3.P.3.1 Recognize that energy can be transferred from one object to another by rubbing them against each other. 3.P.3.2 Recognize that energy can be transferred from a warmer object to a cooler one by contact or by a distance and the cooler object gets warmer.
Earth in the Universe	
Essential Standard	Clarifying Objectives
3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.	3.E.1.1 Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system. 3.E.1.2 Recognize how changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day through the patterns of the stars in the sky to include the Sun, over the year.

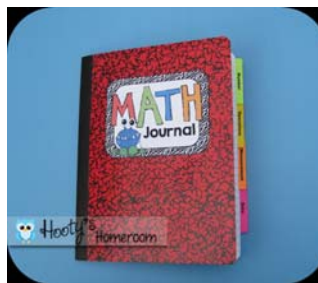
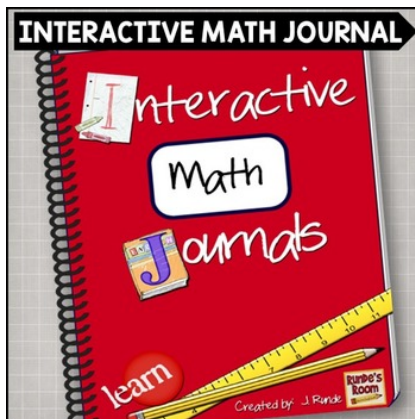
NCNTSP.NORTHCAROLINA.EDU

Data Notebooks: Creation Station



NCNTSP.NORTHCAROLINA.EDU

Interactive Notebooks: Creation Station



<http://hootyshomeroom.blogspot.com/2013/07/organizing-journals-with-tabs.html>

NCNTSP.NORTHCAROLINA.EDU

Next Steps



What do you see as the benefits of incorporating data notebooks and interactive notebooks in the SPED classroom?

Are you ready to begin???



NCNTSP.NORTHCAROLINA.EDU

Useful Links



<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>
(Sample items for NCEXTEND1)

<http://www.ncpublicschools.org/acre/standards/extended/>
(Extended content standards)

<http://www.ncpublicschools.org/acre/standards/extended-tools/>
(Unpacking, crosswalks, etc.)

www.n2y.com/products/unique(Unique curriculum)

<http://www.ncpublicschools.org/docs/accountability/uisrs/1011x1uisr.pdf>
(How parents can help their kids).