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**STUDENTS WHO ARE DEAF/HARD OF HEARING WITH LEARNING
CHALLENGES: STRATEGIES FOR CLASSROOM INSTRUCTION**

by

Stacey N. Busch

**An Independent Study
submitted in partial fulfillment of the requirements for the
degree of:**

Masters of Science in Deaf Education

**Washington University School of Medicine
Program in Audiology and Communication Sciences**

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Abstract: This paper discusses the prevalence of children who are deaf or hard of hearing with additional learning challenges and the need for further trainings for strategies to better serve this population.

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Introduction

Traditionally, students who are deaf or hard of hearing and who are being taught in the listening and spoken language (LSL) method of communication receive intensive speech and language therapy when they are young. The language delay due to the hearing loss for these students was the main focus for the teacher of the deaf. The students' hearing losses were what were hindering their abilities to be successful in the mainstream environment. However, the face of listening and spoken language is changing. Research shows that students' hearing loss may no longer be the only obstacle they may need to overcome. According to the Gallaudet Research Institute (GRI), it is estimated that approximately 39% of children who are deaf or hard of hearing have an additional disability (Gallaudet Research Institute (GRI), April 2011). Of those 39% of children with additional disabilities, 13.4% of children have other learning disabilities (GRI, April 2011). According to Soukup and Feinstein (2007), a child who is deaf or hard of hearing is more likely to have a learning disability than a child with typical hearing (Soukup & Feinstein, 2007). These additional learning disabilities include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and other specific learning disabilities. With the recent trends in medical advancements and in education, these numbers are projected to continue to climb (Perigoe, C., 2005).

According to the Individuals with Disabilities Education Act (2004), a specific learning disability is defined as:

a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which the disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations (Cortiella, Candace. 2010).

This definition would seemingly describe many children who are deaf or hard of hearing.

According to Soukup and Feinstein (2007), teachers of the deaf or hard of hearing are able to

differentiate between students who are only deaf or hard of hearing and students who have additional learning challenges in addition to the hearing loss (Soukup & Feinstein, 2007). Some tell-tale signs are when students are not learning concepts as quickly as their peers or when students are having difficulty paying attention (O'Connell & Castle, n.d). Other signs of a possible learning disability are difficulty achieving at the level of their deaf or hard of hearing peers, inconsistent performance in school, discrepancies between achievement and potential, slower processing time when asked a question and atypical language when compared to their deaf or hard of hearing peers (Soukup & Feinstein, 2007). When teachers suspect a difficulty, many teachers of the deaf do not feel they have sufficient tools to work effectively with children who have additional learning challenges in addition to being deaf or hard of hearing (Soukup & Feinstein, 2007).

This paper will examine the roles of both the special educator and the deaf educator in the education of children who are deaf or hard of hearing and have other learning challenges. Furthermore, it will offer ideas about how the deaf educator and special educator can work together. It will also offer an outline for a one day workshop for deaf educators. This workshop will provide strategies to effectively help students who are deaf or hard of hearing and who also have additional learning challenges. These strategies will include support for the teacher and the child in the areas of reading, writing and overall classroom management. This workshop will also serve as an open conversation among educators to discuss challenges and offer solutions to everyday situations that may occur within the classroom setting.

The Role of the Deaf Educator

Although there are many schools in which students can obtain degrees in deaf education, there are only a few schools at which students can receive a degree in listening and spoken

language. When getting a degree in listening and spoken language, most universities maintain the core curriculum focus of how to effectively teach speech, auditory skill development, communication skills and academic skills to students who are deaf or hard of hearing. Although, many teaching strategies are discussed and taught, the focus is on how to best work with and accommodate for the child who is deaf or hard of hearing. Due to the focus on the hearing loss, other disabilities are not discussed in depth and because of this, some teachers of the deaf express concern that they do not feel comfortable working with children with additional disabilities (Moores, 2011, as cited in Bruce, Susan, DiNatale, Patrice, and Ford, 2008).

Teachers come to the field of deaf education with a variety of backgrounds and knowledge. Many universities that offer programs within the field of deaf education do not require prospective graduates to have a Bachelor's Degree in the field of education (Oberkotter Foundation, n.d.).

When in a listening and spoken language program, deaf educators are taught how to teach students who are deaf or hard of hearing how to listen and use spoken language (Oberkotter Foundation, n.d.). Most programs focus on the "pedagogical support needed for deaf children to function successfully (Oberkotter Foundation, n.d.)." These classes focus on how to best teach content in the core areas of reading, math, and writing. The future deaf educator also learns the best practices for teaching speech and language to children who are deaf or hard of hearing.

The deaf educator must also focus on speech and language when working with the students' Individualized Education Program (IEP). It is the responsibility of the deaf educator to write the IEP and include appropriate goals for the child in the areas of speech, language development, auditory skills development and any academic areas that may be affected by the hearing loss (Berke, 2009)

The Role of the Special Educator

Special educators are taught to provide the needed support for children who have many differing disabilities, including learning disabilities, but they are usually not trained to work with students who have hearing loss. The main focus of many special education programs is presenting differing methodologies and approaches to effectively handling children with differing abilities. Many special education programs teach their future educators multiple strategies and skills that are useful when teaching students who have learning challenges. Special educators learn how to specifically individualize the education for their students and become skilled at knowing how to meet the needs of a student with a variety of disabilities (Venable, n.d.).

Within the special education classroom, the teacher is responsible for teaching to each child's individual strengths and needs as presented in the Individualized Education Program (IEP). The special educator has the responsibility of knowing how to best teach students within a general education setting or in a self-contained setting. The special educator is expected to support students in all aspects of learning and needs to be well rounded in a variety of strategies that may help students within the classroom settings.

The special educator is also responsible for completing a student's IEP. The special educator must consider the child as a whole and maintain an IEP that will help the child be successful in all areas of their academic career. The special educator must develop goals in all areas of academics in which the student is struggling.

The need for Special Educators and Deaf Educators to Work Together

Although deaf educators and special educators do not traditionally work together within the realm of educating children who are deaf or hard of hearing, the need for collaboration is

growing. Many professionals are beginning to understand the need and effectiveness of working as a team. One team of researchers noted, “a team approach that gives a holistic view of the child is most appropriate to understanding and addressing the complexity of needs” (G. Mauk & P. Mauk, 1993; Meadow-Orleans et al, 1995). As teachers of the deaf and special educators begin to work together and discuss the needs of their students as a whole, the challenges that both educators face will be lessened because both educators will become more enlightened.

Both fields of education bring unique perspectives to the table and are very useful in the education of the children who have both hearing loss and additional learning challenges. Since both educators are skilled professionals, the educators can then cull from their backgrounds and strengths to come up with plans of action to best help the children to continue to learn and flourish in the academic setting. This collaboration of professionals will decrease the stress felt on both teachers and students and will allow for opportunities to be successful within the classroom. According to Christine Perigoe (2005), a team approach is essential.

Why a workshop?

In an effort to create an atmosphere where both the special educator and deaf educator can collaborate, a workshop has been designed to better serve children who are deaf or hard of hearing who also have an additional learning challenge. A workshop will help teachers of the deaf gain ideas and strategies to best serve the growing population of students with hearing loss and learning disabilities. This workshop is also meant as a way to form a community of professionals who are able to share their experiences in the classroom and to build confidence when working with students who have a learning challenge in addition to the hearing loss. Recent research has shown that deaf educators would like more training to best handle students

with learning disabilities (Soukup & Feinstien, 2007). A workshop can serve as an effective way to disperse information and gain insight into how to best help the students.

The Workshop

The workshop will give deaf educators an idea of the type of students who may be struggling. Once the teachers have an idea of the type of students that this workshop applies to, the workshop will offer suggestions and solutions for how best to help the student who is deaf or hard of hearing with additional learning challenges. The goals also include giving the teachers of the deaf at least one strategy they can take away and use in the classroom. It is hoped that this workshop will build the confidence of the teacher to try different techniques to see what works best for their struggling students.

This workshop is designed for teachers of the deaf in both public and private school settings. The workshop lasts one day and will offer multiple strategies for teaching students with learning challenges. These strategies were chosen based on to their ease of use with students who are deaf or hard of hearing and their proven effectiveness. Each strategy will be discussed and ideas about how to best use the strategies within the classroom setting will be given. Most strategies are geared toward students who are in elementary school and above. Participants of the workshop will be given time to discuss real life scenarios that may be occurring within their classroom and share ideas about how to best implement the given strategies within the context of their own classrooms.

Participants will also be given behavior management ideas and basic concepts to consider when working with students who have learning challenges in addition to the hearing loss. As stated earlier, a child who is deaf or hard of hearing is more likely to have a learning disability than a typically hearing child (Soukup & Feinstein, 2007). Based on this, the workshop will

focus on children who have deficits in reading and math and students who have a specific learning disability due to ADD or ADHD.

The Strategies

Strategies to Help Students during a Lesson

Break learning into small parts

This strategy is a very basic approach to teaching children with a learning disability. The basis of this strategy is to take the concept that is being taught and to break the differing parts of that concept into several different parts, instead of one big idea.

Children who are deaf or hard of hearing benefit from this strategy while in the beginning stages of literacy development; however, this is an instructional technique that will benefit students with hearing loss and learning disabilities throughout their academic career. According to the Learning Disabilities Association of America (LDA), research by Lee Swanson (1999) and his colleagues found breaking learning into small steps to be a successful intervention for students with learning disabilities (Learning Disabilities Association of America, 2004). By breaking the information into small parts, topics, assignments and readings will be more manageable for students. Breaking the information up allows more time for the student to comprehend the subject matter. For students with learning disabilities, having additional time to comprehend the subject matter has produced improved outcomes for learning (Learning Disabilities Association of America, 2004).

Presenting the information in small parts will also help the child find a way to organize the information within their brain. Once the child begins to associate the new information with a previously learned concept, the child will better be able to remember and understand the information.

Use graphic organizers

Graphic organizers are concept maps that can be used to visually lay out information for a child. Graphic organizers can be used to connect differing ideas in content areas or to visually organize the major elements of a story (Boyle, 2006).

Graphic organizers are useful tools in all subject areas of education. There are many types of graphic organizers that can be found with a quick search of the internet. Teaching students with hearing loss and learning disabilities how to best use graphic organizers is a powerful way to improve comprehension by helping the students see how concepts connect to each other (Boyle, 2006)

Graphic organizers can serve as a way to augment concepts in pictures (Learning Disabilities Association of America, 2004). Visually organizing information that is presented helps students with hearing loss see another way to look at the information (Boyle, 2006). This also provides the students another chance to look at the content in a new way.

Teach note-taking skills

Graphic organizers are also a useful way to help an elementary aged student transition into taking notes. Teaching and using a consistent way of taking and reading notes provides the students with an easy and organized way to study. There is no one “right” way to organize and take notes for students who are deaf or hard of hearing with learning disabilities. The teacher must decide what is best and most useful for each student. Another successful tool might be a traditional outline format for taking notes as a way to provide a note-taking template for the student (Perigoe, C, 2005).

For students who are deaf or hard of hearing, note taking may not be the first thing on a teacher’s list of things that the child needs to know. Many students who are deaf or hard of

hearing have access to a note-taker. These note-takers will provide the student with copies of the notes. This enables the student to pay attention while in the class. However, the accommodation is not always available or appropriate for the student. When a student has a learning disability in addition to a hearing loss, taking notes becomes more of a challenge due to the child's difficulty hearing and his difficulty understanding the content being presented while also trying to take notes; therefore, once the child begins to move through school, these note taking skills become more important and help to improve the student's comprehension and memory (Perigoe, C., 2005) It benefits the student to be explicitly taught how to take notes early on in an educational career.

Note taking strategies should be taught and used often. Showing how to use three or four different note taking strategies will give the child the most use and facility with the strategies.

Frequently check for understanding and comprehension

When children who are deaf or hard of hearing with learning challenges begin to learn a new concept, many barriers stand in the students' ways. These barriers include unfamiliar vocabulary, misunderstanding new concepts, not hearing the important information, not knowing which information is important and struggling to pay attention due to background noise (Perigoe, 2005). These barriers make it important for the teacher to check frequently for comprehension within a lesson.

When checking for comprehension, the teacher must be careful not to ask questions that can be answered in simple yes or no responses. The best comprehension questions to ask are those questions that require more than one word responses. In the beginning, questions should be directly related to the content at hand; until the student begins to have facility with the concept; then the questions are able to be expanded (Perigoe, 2005).

Comprehension problems do not only occur when these students are attempting to comprehend new information. There also may be a breakdown in the information when comprehending directions. This also may also be for the various reasons discussed above. A great way to check for understanding of the directions is to have the students repeat the directions to the teacher in their own words (Perigoe, C., 2005). By having the students repeat the directions back, the teacher can be sure that any directions are understood. If a breakdown occurs during the process of giving the assignment, the teacher is able to eliminate at least one possibility of where the breakdown occurred.

Strategies to Help Raise Student Achievement in the Classroom

Make information visible and meaningful to the student

Making information visible to a child means creating an idea that is concrete when concepts are first being introduced. Once the child has a concrete idea of what is being discussed in the class, the teacher can then move on to more abstract concepts of the given topic.

Many children who have learning disabilities, have difficulty retaining the information that has been presented (Perigoe, C., 2005). According to a 2009 presentation given by Dr. Wayne Secord and Julie Wiig, in order for students who have a learning disability to succeed in the classroom, teachers should “make language visible..act it out (Secord & Wigg, 2009)” . When teachers present information in a visual way, students are more likely to remember it. When teachers make the information meaningful to the student, the retention rate of information also goes up. Students with learning challenges on top of their hearing loss need as much sensory information as possible, and for these students, a visual and meaningful presentation provides a concrete way to develop the understanding of the concepts (Learning Disabilities Association of America, 2004).

Expose new vocabulary in a variety of ways

In order for this population of students to understand new vocabulary, the vocabulary must be presented in a variety of ways. The more exposure the child is given to new vocabulary, the more opportunities the child will have to remember and use the word appropriately (Soukup & Feinstein, 2007).

It is not enough; however, for the child to be exposed to the information multiple times, the information must also be presented in multiple contexts and a variety of ways to provide for the most practice (Soukup & Feinstein, 2007). For new vocabulary, the child must first learn the word in the context in which it is being used. Once the student has achieved this, for the purposes of the content, the teacher can begin to use the word in different contexts throughout the day. Exposure to the word throughout the school day ensures that the child is given multiple opportunities to see and hear the word and practice using the word in different ways. Children with hearing loss and learning challenges will benefit from the word being widely used in different contexts and will remember the word the more often it is used throughout the day. (Soukup & Feinstein, 2007). For example, a child might benefit from first looking in the dictionary for the definition of the given word. Then, the student can be shown the word, definition, and a picture of the meaning of the word, if applicable. From there the student would be expected to use the word correctly within sentences and create their own sentences for the given vocabulary.

Use small group discussion

Although teachers of the deaf traditionally have smaller classes, within these small classes many different groups can emerge. It becomes very beneficial for the student who is deaf or hard of hearing with additional learning disabilities to be placed into a smaller group setting.

A smaller group of students minimizes the distraction of the classroom and makes concentrating on the task at hand easier for the student (Secord & Wiig, 2009). Small group instruction also helps the teacher to teach to the different levels within the classroom. While the teacher is working with one group, other groups can be working with each other to complete an activity. Small cooperative learning groups can also help the child who is deaf or hard of hearing with additional learning challenges to learn within a group of peers. The cooperative learning helps to promote independence and team building within the classroom (Perigoe, C., 2006). For students who have hearing loss and additional learning challenges, this teamwork helps to build a basis for social skills that are needed later in life.

Signal when topics are changing

Students with learning challenges and hearing loss need to be told when the class is moving into a different topic or idea. Due to the slower processing speeds, students may need to be cued in on the change so the student is better able to keep pace with the instruction. A simple way to signal a change is with a timer. A timer may not be practical during a lecture or class discussion; but during a classroom activity, the timer is a priceless tool. The timer is a reminder and a visible signal for the child that the class is shifting gears.

Another great tool to use when working with students with learning challenges is to have an itinerary or agenda set out for the child. Just knowing what the class is about will allow the child to look for the changes and helps with transitioning into another activity. Some children may also need a cue during discussions to know that the topic may be changing and to listen to new, different information. Once children who are deaf or hard of hearing with additional learning challenges learn recognize when topics and activities are changing, the children will be

able to switch topics and activities more quickly and stay on task throughout the lesson (Secord & Wiig, 2009).

Use peer helpers

Peer helpers are students within the classroom who can help the student who is deaf or hard of hearing with additional learning challenges. These students can help the struggling student by re-explaining directions, taking notes, helping the student to complete his work and generally being there to help throughout the school the day; The peer helper is not there to enable the student to not do his or her work, but is there to help guide the student through the day (Perigoe, C., 2005). It is also important to note that the peer helper should not be doing the struggling child's work or taking the place of the teacher.

Strategy for Behavior Management

Use a Token Economy

Students who are deaf or hard of hearing with additional learning disabilities need to be positively reinforced when they are on task and attempting or completing the work appropriately. A token economy is a strategy that helps the students' use these skills (Perigoe, C., 2006). To set up a token economy in a classroom, the teacher establishes rules and positively reinforces students who are on task or behaving the appropriate ways. Token economies can be set up and molded to work on the skills with which students are struggling. The key in a token economy is to praise the student for all appropriate behaviors, not to dwell on negative behaviors. Using a token economy helps the student to stay on track with the classroom expectations and with class work. Token economies are also highly motivating to all students, especially those with learning disabilities in addition to their hearing loss. According to Dr. Christine Perigoe, once the

students are highly motivated to learn and are working toward a goal, the students are more likely to stay focused in class and to achieve the given goal (2005).

Conclusion

This beginning level workshop focuses on a unique population of children who are deaf or hard of hearing with learning disabilities. The workshop offers information for the participants on effective strategies for teaching and serves as a foundation for future workshops. At the conclusion of the workshop, the participants will be asked to provide feedback and offer suggestions for improvement. Once the original workshop is successful and adaptations are made based on suggestions, the future workshops may be developed based on the needs of the deaf educators. Possible workshop topics may include: working with students who have Autism Spectrum Disorder, children with physical impairments and students with multiple disabilities.

Workshop Itinerary

8:00 am - 8:15 am - Welcome

8:15 am - 8:35 am - Characteristics of children with hearing loss and learning impairments

8:35 am - 9:00 am - Why deaf educators and special educators should collaborate

9:00 am - 9:10 am - What would you do?

9:10 am - 9:30 am - Small group discussion

9:30 am - 9:45 am - Sharing of the ideas

9:45 am - 10:05 am - Why flexibility is the key when working with kids that are Deaf or hard of hearing with other learning challenges

10:05 am - 10:20 am – Break

10:20 am - 11:00 am - Behavior Management ideas

11:00 am – 11:15 am - Small Group Discussion-How to handle behaviors in your classroom

11:15 am - 12:00 pm - How to help the struggling child during lessons

12:00 pm - 1:00 pm - Lunch

1:00 pm - 1:45 pm - Other strategies that can help to raise achievement in the classroom

1:45 pm - 2:10 pm – Small group discussion- What would you do?

2:05 pm - 2:30 pm - Sharing of the “What would you do?” scenarios

2:30 pm - 2:50 pm – Open forum discussion and question time

2:50 pm – 3:00 pm - Wrap up/ Survey on effectiveness on the workshop

Lecture Slides for the Workshop

Teaching Strategies for Students who are Deaf or Hard of Hearing with Additional Learning Disabilities

Presented by Stacey Busch, MSDE

Welcome!

- The purpose of this workshop is to share strategies that may enhance the learning experiences of children who are deaf or hard of hearing with additional learning challenges.

Think! Pair! Share!

- Think of one goal that you have for today's workshop
- Pair up with someone at your table
- Share your idea, and write it down

Goals of the workshop

- Examine the characteristics of a learning disability
- Share experiences and get answers to your questions
- Take away at least one useful strategy for your classroom

IDEA 2004 Definition of a Specific Learning Disability

- "A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which the disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations."
- Cortiella, Candace, 2010

This includes the following conditions:

- Perceptual disabilities
- Brain injury
- Minimal brain dysfunction
- Dyslexia
- Developmental aphasia

This DOES NOT include a learning problem as a result of:

■ **HEARING LOSS**

- Visual disability
- Motor disability
- Mental disability
- Emotional disturbance
- Environment
- Cultural or economic disadvantage

How does that affect deaf educators?

- If a learning disability is expected, must refer the child for testing.
- Must show that the learning disability is not due to the hearing loss.
- Must show that the student has not responded to increased interventions in the areas of concern.

- Cortiella, Candace, 2010

Characteristics of a Child with a Learning Disability

- Difficulty retaining previously taught concepts
- Difficulty paying attention in class
- Difficulty following multi-step directions
- Difficulty transitioning
- Difficulty organizing thoughts
- Fidgets
- Performance does not match potential achievement
- Needs directions repeated several times

Statistics

- 39% of children with a hearing loss have an identified additional disability (GRI, April 2011)
 - 13.4% of those children have an identified learning disability
- Children who are deaf and hard of hearing are more likely to have a learning disability when compared to their peers with typical hearing (Soukup & Feinstein, 2007).

Need for Deaf Educators and Special Educators to work together

- Deaf educators have knowledge of the speech and language development needs of the child.
- Special educators have knowledge of how to implement programs to help the development of the whole child who has special needs.
- Together they can create a team that can work together to enhance the child's ability to learn to their fullest potential.

What would you do?

- Robby is sitting in class. The teacher asks him to read a section from the book that the class has been reading. Robby says "no." The teacher has another student read that section. During the reading Robby keeps yelling "no,no,no" over and over again. The students can no longer hear the story. What would you do?

What did you do?

- What happened?
 - The teacher calmly asked Robby to leave the classroom. Robby yelled “no” at the teacher. The teacher calmly asked Robby to go outside the class again. Robby again refused. The teacher grabbed a stack of papers and asked Robby to go with her to drop the papers off at another classroom, while the teacher’s assistant stayed with the other students. Robby stopped yelling and calmly followed the teacher. When they returned to the classroom, he was able to participate in the class.

Flexibility

- What worked for Robby would not work for all students.
- Find what works best for the student.
- Keep the student interested.
- Patience, Patience, Patience.

Behavior management ideas

- Not every technique will work for every child
- Need to make the strategy your own
- If the strategy isn't working, don't be afraid to change it

Use a token economy

- Helps to keep the child on task (C. Perigoe, 2006)
- Increases appropriate behavior
- Focus on the positives, not the negatives
- Begin by over-rewarding and slowly begin to use the reward sparingly

Examples of a token economy

- Tickets
- Color system
- Lottery
- Marbles in a jar

Small group discussion

- What behavior issues are you facing in your classroom?
- Will one of these ideas help in your classroom?

Strategies to help the student during the lesson

- Can use a combination of strategies
- Do not need to use the strategy everyday, but be consistent
- Make these strategies your own

Signal when the topic is changing

- Helps to maintain attention of the student (C. Perigoe, 2006)
- Lets the student know that there is a set time for the activity
- Reduces the anxiety of the child

Examples of signals

- Timer for individual work
- Schedule on the board
- Breakdown of the topics
- Verbal signals

Break information into small parts

- Successful intervention for students with learning disabilities (L. Swanson, 1999)
- Breaks concepts into small, manageable parts
- Gives time for students to comprehend the concept and make connections
- Helps the student organize information

How to break information into small parts

- Instead of teaching three concepts in one day, teach one
- Slow the rate at which you teach; you may need to review the same topic multiple times
- Start with the basic information and build to more complex information

Use graphic organizers

- Graphic organizers are concept maps that connect different types of information
- Let students see the connecting concepts (Boyle, 2006)
- Many different types of organizers can be used in many different ways

Examples on how to use graphic organizers

- Connect ideas of a story
- Organize the story
- Connect ideas from content areas
- Compare and contrast ideas
- Finding the main ideas and details
- Writing

Teach note taking skills

- Note taking helps to improve comprehension and memory (C.Perigoe, 2006)
- Helps the student organize information
- Begins to develop needed skills for later in a student's academic career

Ideas on how to teach note taking skills

- Think aloud about how to take notes
- Begin with fill-in-the-blank notes
- Start small
- Use graphic organizers to organize the information

Frequently check for comprehension and understanding

- Quickly see if the child understands the topic
- Lets the teacher know where a break down might be happening
- Helps to keep the student on task
- Avoid "Yes" or "No" questions

Examples of comprehension checks

- Have the student re-state directions in his own words
- Ask questions that will have the child think about the topic
 - Tell me how.....
 - What is the.....
 - What do you think....

Other helpful strategies to use in the classroom

These strategies will:

- Help to remediate the instruction
- Demonstrate the concept in a variety of ways
- Get other students involved in helping in the classroom

Make the instruction visual and meaningful to the child

- Apply as many concepts as possible to the child's life
- Act out the concept if possible
- Make instruction as explicit as possible
 - Directly tell the child what to do

Ideas for making the instruction meaningful

- Have students tell about where their families are from
- Create units around issues and ideas that apply to the students
- Act out classroom stories
- Let the students know how this might help them later

Use small group instruction

- Minimize the distractions of the classroom (Secord, W.A., 2009)
- Help the child focus on the task (Secord, W.A., 2009)
- Help remediate the instruction
- Help differentiate the instruction

Examples of small group discussion

- Small group reading of a story
- Partners answering questions about a reading
- Think, Pair, Share
- Conversational language to remediate a previously taught concept

Expose vocabulary in a variety of ways

- The more exposure a child has to a word, the better the likelihood of the child remembering and using the vocabulary (Soukup & Feinstein, 2007)
- Show use of the word throughout the day
- Teach the word in the context in which it is being used, then move to a different use of the word

Examples of how to expose students to new vocabulary

- Pre-teach the vocabulary that will be needed
- Draw or show picture examples of the word
- Write sentences using the vocabulary
- Use the vocabulary throughout the day

Use peer helpers

- Other students within the classroom who can help the struggling student
- Can re-explain directions, take notes, help with classroom activities
- Does not do the work for the child; is an added support for the child

Examples of how peer helpers can help in the classroom

- Re-explain needed concepts to the struggling child
- Help to keep the student organized
- Partner to help while reading

Small group discussion

- Read the scenario that is provided
- Discuss ways to use the suggested strategies to help this child
- After discussion, each group will report on their ideas

Open forum

- Other questions
- Comments, statements
- General ideas

Remember

- Implementing these strategies is a process
- Not all strategies work for all students- there are always exceptions
- Make the strategy work for you and your students
- Patience, Patience, Patience

Did I meet your goals?

- Please fill out the survey on your table to help me better meet the needs of the teachers.

Handouts that will be used in the Workshop

My goal for today's workshop is.....

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What would you do?- Scenario #1

Robby is sitting in class. The teacher asks to him to read a section from the book that the class has been reading. Robby says "no." The teacher has another student read that section. During the reading the student keep yelling "no,no,no" over and over again. The students can no longer hear the story. What would you do?

What would you do?

- 1)
- 2)
- 3)

What would you do?- Scenario #1

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What would you do?

- 1)
- 2)
- 3)

Strategy	What does that mean?	How to use this in my classroom
Signal when the topic is changing		
Use a token economy		
Break information into small parts		
Use a graphic organizer		
Teach note taking skills		
Frequently check for comprehension and understanding		
Make instruction visible and meaningful to the child		
Use small group instruction		
Expose vocabulary in a variety of ways		

What strategies would you use? - Scenario #1

Michelle is a second grade student in a private school. While the teacher is teaching, Michelle continually gets out of her seat and begins working on other things. The teacher needs to continually stop the instruction to re-direct Michelle. Gradually, Michelle is becoming more disruptive. What should the teacher try?

- 1)
- 2)
- 3)

What strategies would you use? - Scenario #2

Jerry is in 4th grade. He is quickly falling behind in his reading. He appears to read fluently, but does not understand what he is reading. This is especially apparent during science class. Jerry is unable to explain the water cycle or how all of the elements relate to each other. The teacher has explained all of the vocabulary multiple times; however, Jerry is still struggling. What should the teacher try?

- 1)
- 2)
- 3)

What strategies would you use? - Scenario #3

Jason is in the 6th grade, receiving itinerant services. Jason is struggling to remember all of the information that is being discussed in his math class. He cannot remember how to complete algebraic equations and mixes up the differing types of strategies that can be used. He does not have any notes on the concepts and his binder is disorganized. How could you help Jason?

- 1)
- 2)
- 3)

What strategies would you use? - Scenario #4

Molly is in kindergarten. She has trouble paying attention to the teacher and hits and kicks the other students when she does not get her way. She loves to look at books and frequently goes to the reading area at inappropriate times. With the promise of reading a book, she can pay attention to the teacher for a short amount of time, but otherwise quickly loses interest. What can the teacher do?

- 1)
- 2)
- 3)

What strategies would you use? - Scenario #5

George is in the 4th grade and is receiving itinerant services. He attends to the teacher when she is talking, stays on task during class and is always participating during class. However, when George completes his work, he does not do well. He cannot remember what was discussed and becomes frustrated. What could the teacher do to help George?

1)

2)

3)

Survey

Overall, how would you rate this workshop on a scale from 1-10?

List 2 things that you enjoyed about today's conference.

List 2 items that could be improved upon for next time.

What other topics would you like to have a workshop cover?

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