



Friday Focus

Carter County Schools

Volume 3, Issue 8

October 10, 2014

Special Education Done Right

All special-needs students are capable of success. Each will succeed according to his or her individual ability -- but all can succeed. As a regular education teacher who is teaching special education students in a general education classroom, this must be at the front of your mind. In addition, there are several other considerations that could improve a special needs child's success in your class.

Work closely with the special education department and any other aides who might work with that child. Take advantage of the expertise and experience of the teachers and aides in your school who work full time with special-needs students. Those professionals have had extensive training working with children with learning and behavioral disabilities. Ask to meet with the special education coordinator/teacher in your school to discuss those students who provide an extra challenge. Ask about strategies that might be successful with that student.

Read the student's IEP. That individualized education plan usually is a list of very specific goals and objectives for the student -- and it often includes strategies to help the child succeed. Possible modifications are listed as well. The tool is designed to help the classroom teacher know how best to meet the needs of a particular child. You should have received a copy of each special-needs student's I.E.P. in a confidential folder. If you did not, ask your special education department for a copy. It's amazing how many classroom teachers never set eyes on that important document so full of information about the student.

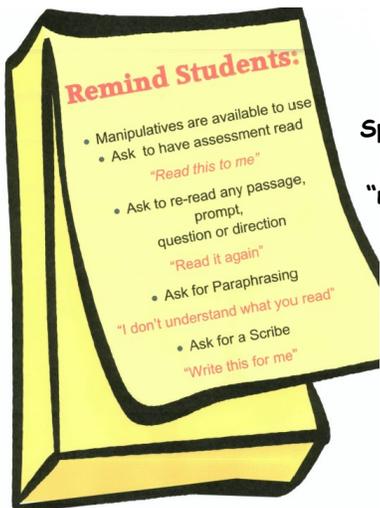
Allow student choice in your activities and use brain-based learning strategies that stretch the mind. Many strategies implemented for gifted students also work very well with special-needs students. Both gifted and challenged students are in need of strategies that allow them to work at their own pace with high expectations of success. Those strategies encourage students to make connections in their learning, which in turn increases brain

activity. Project-oriented work with student choice as an integral component allows special-needs students to choose topics that interest and motivate them. Those strategies encourage students to strive for their best and to recognize both the effort and level of achievement reached.

And above all, be enthusiastic in your encouragement. What often happens is that the student wants to achieve, but feels separated from other students when he or she is unable to complete certain tasks. That causes intense frustration. Without proper encouragement and reassurance, special-needs students often come to see themselves as "dumb" which can lead to apathy toward school. "Why should I try when I'll just fail? I'm stupid anyway, so I don't need to do this activity." One way you can move a student from such a negative attitude is to focus on his or her strengths.

Remember, these students will succeed when we provide them with the support and motivation they need!

Special Education teachers and students across Carter County are practicing their test-taking skills. This "note" is a gentle reminder to students of how to ask for accommodations.



Remind Students:

- Manipulatives are available to use
- Ask to have assessment read
"Read this to me"
- Ask to re-read any passage, prompt, question or direction
"Read it again"
- Ask for Paraphrasing
"I don't understand what you read"
- Ask for a Scribe
"Write this for me"

TURN THE PAGE FOR MORE INFORMATION ABOUT SPECIAL EDUCATION IN CARTER COUNTY SCHOOLS FROM SPECIAL ED. COORDINATOR RUTH SHARP.

Inside This

[Classroom Participation Lesson](#)

[Assistive Technology in the Classroom](#)

[Outlets for Kids with ADHD](#)

[How to Build Social Skills for Students with Autism](#)

[Minding the Literacy Performance Gap](#)

Upcoming Events

- Oct. 13 ECMS Academy
- Oct. 14-16 Elementary Academies
- Oct. 16 Elementary Reading Festival
- Oct. 23 Middle and High Reading Festival



Testing Reminders

Carter County Schools

Accommodations

When providing accommodations for a student with an IEP remember these very important conditions:

- Evaluation information and ongoing progress data should support the need for accommodations
- Accommodations must be student initiated. The decision to use the accommodation is up to the student. Proctors may review with the students the accommodations before the assessment begins. The student's affirmative or negative response is considered student initiated.
- Accommodations should be part of the student's ongoing instructional program. It is not advised to make changes related to accommodations near or within the state required assessment window.
- Accommodations shall be for the purpose of accessing the general education curriculum. They are to allow students to demonstrate what they know and are able to do independently. Accommodations shall not impact the content validity being measured.
- Technology is considered before adult accommodations and accommodations may be considered transitional and should be faded as appropriate as the student gains the skills necessary for independents in academic performance



Throughout the Year

1. Write accommodations on a index card and conference with the student concerning their accommodations
2. Use content vocabulary when teaching
3. Practice editing with students who receive a scribe focusing on format, capitali-

October 10, 2014

4. Practice testing using released items or similar items that resemble what will be seen during the assessment
5. When practicing math items use testing math paper to record answers
6. Practice paraphrasing directions to the student

Student Responsibilities

The students should remember to ask for their accommodations, an affirmative response is considered student initiated

The student should ask the proctor to re-read the directions, passage or question, passage

The student should initiate the use of manipulatives, this

can include a calculator, 3x5 card or other items used during instruction throughout the year

The student should ask the proctor to paraphrase directions that are not understood

The student should edit or revise any written response focusing on capitalization,

punctuation and format

The student should ask the proctor to read the questions before the passage

The student should always perform to the best of their ability

Tech Tips for Assessment

Free text reader sites:

Natural Reader

<http://www.naturalreaders.com/download.php>

Word Talk

<http://www.wordtalk.org/uk/home/>

YakiToMe

<https://www.yakitome.com/tts/text-to-speech?b=65478>

Free Word Predication

Sites:

Let MeType

<http://access.uoa.gr/ATHENA/eng/applications/view/255>

Turbo Type

<http://www.easytouseetool>



If you have any questions concerning testing, please contact your schools BAC, Principal or Counselor.

Paraphrase Practice

Below are released K-Prep Items and possible ways to paraphrase.
Remember you can paraphrase the directions only.

Writing directions:

Write a letter to be published in the news magazine for young people. Present an argument as to whether or not students should be paid for doing well in school. Provide reasons and details to support your argument.

Paraphrased: You are writing a letter for a news magazine that is written for young people. The letter is to tell if students should or should not be paid for making good grades in school. Your letter needs to give ideas with details to support your reason.

Writing directions:

Write an explanation you will present to your class about which person possesses more admirable qualities. Use information from the passage in your explanation.

Paraphrased: Write a passage that contains reasons about the person in the story that you have the most respect for and use information from the story to support your idea.

Best Practices During Testing

Ask the Student: "These are the accommodations you can receive, Are you ready to receive these accommodations?"

If the student has a reader and a scribe as accommodation, after scribing for a student you may read back to the student what is written, as the student edits the response.

Do not paraphrase any items on assessments related to content, only directions.

Have all manipulatives available in the assessment area before testing begins and remind the student before testing starts that they are available. This includes a calculator.

Never leave the testing materials unsupervised and always return all materials to the BAC, even the scratch paper.

Encourage the student to do their best. Possible statements: "I appreciate your hard work", "Keep working hard". "Do your best"

Do not let inappropriate behaviors impact the performance of other students. Plan appropriately so that inappropriate behaviors do not interfere with assessment performance of students

Always be aware of the testing schedule, make sure that you do not work ahead or finish behind the other students in the school

When paraphrasing directions: use similar words or phrases, break directions into parts or a combination of both.