



Adventures in Managing Special Groups

Nobody leaves this place without singing the blues.

Albert Collins

Teaching Heterogeneous Classes

- Students will be in varying development levels in reading comprehension, mathematical reasoning, and content knowledge.
- No two students are alike.
- Classes should be structured to individual students needs, interests, abilities, and learning style.

The highest result of education is tolerance.

– Helen Keller

Assessing Entering Achievement

- Step one is to gather info on students entering achievement levels
- Use existing test scores; give pre-tests, and classroom observation.
- Students needs, interest, and backgrounds should be considered when planning instruction and setting goals.

Every student can learn, just not on the same day, or the same way.-- *George Evans*

Modifying Whole Group Instruction

- Try to involve all students
- Include extra-credit so that lower achieving students who work diligently can earn a good grade.
- Place students who give you trouble where they can easily be seen.
- Two part assignments where the basic part is for everyone and the 2nd part is for extra credit allows students to work at a level they are comfortable with.
- Avoid free time activities so that students who work slower won't feel deprived.
- Use peer tutoring

Cooperative Work Groups

- Use small work groups with mixed ability levels and diverse backgrounds



Small-Group Instruction

- Form small homogenous groups
- Use small group instruction as a temporary measure to catch up students who did not understand previous material and need this material to do well on subsequent units.
- Makes classroom management and organization difficult
- Monitoring student work and behavior difficult

Location of Group

- Make sure location of small group allows you to watch rest of the class while working with the small group.
- Location should minimize distractions and utilize space of classroom.



Out-of-Group Procedures

- Before using group work explain your expectations to students



The task of the excellent teacher is to stimulate "apparently ordinary" people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people. ~ K. Patricia Cross

Mastery Learning

- In mastery learning, if students do not meet a pre-determined level of proficiency the student will have to opportunity to repeat tests or assignments until they reach the mastery of the performance.
- When students master a component they receive full credit.
- Goal is improve achievement by increasing feedback and an opportunity to revisit material.
- A gradual approach to mastery learning will help the teacher to develop efficient systems for paper flow, feedback, supplemental instruction, and enrichment.

Learner Characteristics in Remedial Classes

- Students in remedial classes usually achieve two or more grade levels below average students.
- Absence and tardiness rates are much higher in remedial classes
- Frequent failure in school has made some of these students discouraged.
- Some students in remedial classes are very poor readers
- Most have poor study skills

Establishing Your Management System in Remedial Classes

- Must give extra attention to explaining, demonstrating, reviewing, and reminding students about your expectations.
- Introduce and reinforce classroom procedures gradually and methodically.

Good schools, like good societies and good families, celebrate and cherish diversity.

- Deborah Meier



Monitoring Behavior in Remedial Classes

- ✧ You must be aware of what is occurring in your room
- ✧ Keep eyes on students and scan room frequently
- ✧ Simple interventions such as eye contact and proximity

Managing Student Work in Remedial Classes

- Daily and Weekly grades
- Frequent feedback
- Receiving a grade for daily effort or performance

As a teacher I feel I have a moral obligation to help the children in my classroom grow toward becoming full human beings and to feel successful. Teaching cognitive skills is not enough...

~ Jean Medick

Planning and Presenting Instruction in Remedial Classes

- Use short activity segments with frequent assessments of understanding
- Give directions clearly
- Teach study skills
- Watch your pacing and transitions
- Clear communication is a must.

Students with Special Needs

- By law special education students are provided outside help from specialized teachers.
- SPED students are either physically or cognitively challenged
- Research offers specific guidelines to help teachers work with students who have special needs to promote their peer acceptance and their self-esteem as well as their academic achievement

"Disability is natural. We must stop believing that disabilities keep a person from doing something. Because that's not true . . .

Having a disability doesn't stop me from doing anything."

-Benjamin Snow, Grade 8, Woodland Park, Colorado, in an essay entitled "Attitudes About People with Disabilities" (Jan 19)



Content Master Classroom (CMC)

- Students come for extra help, either sent or request to go
- ABC try again or SWARM - examples of programs in NWA schools
- Program serves special and regular ed students
- Teacher should coordinate with the CMC teacher who may have suggestions for adapting classroom instruction to aid the student

Inclusion

- SPED students supported in general ed classes
- SPED teacher works with classroom teacher, provides support, modifies material
- IEP and 504 modifications
- Planning and coordination between teacher and SPED teacher necessary

Students with Emotional and/or Behavioral Problems

- No filter: lack ability to regulate their emotions and behaviors
- Behavior management plan developed with SPED suggestions
- Teacher may reinforce acceptable behavior; lower expectations at times; supply a positive, supportive and structured environment
- Anger issues: students with a strong need to control appear noncompliant and oppositional. Offer structured choices or divert their attention
- Work with counselor and student to help the student recognize their “hot” buttons
- Consider the students’ background, offer support and feedback

Students with Serious Social Deficits, Often Diagnosed with Autism Spectrum Disorder

- Severe social skills problems ASD – Autism Spectrum Disorder or PDD- Pervasive Developmental Disorder or Asperger Syndrome
- No filter, rigid in their outlook, socially awkward
- Highly verbal with poor communication skills; will talk incessantly about a factual matter that is of interest to them
- Succeed in regular ed, thrive on intellectual stimulation
- Coping mechanisms are taught, difficulty reading social cues

Teaching Strategies to help support these students

- Use of visual cues
- Avoid giving both auditory and visual tasks at once
- Make instructions brief
- Do not insist that eye contact be maintained
- Capitalize on students' strengths and interests
- Offer social scripting techniques to help with their peer interactions

Students with Attention Deficit Hyperactivity Disorder (ADHD)

- Characteristics include some combination of: distractibility, short attention span, impulsiveness, an inability to organize, a high level of movement
- Students experience adjustment problems in the classroom, it is important for the teacher
- to remember that behaviors are not deliberate
- Even highly motivated students find it difficult to compensate for their disability
- Many have experienced failure, they are negative and discouraged
- Teacher can offer: simple routines, clear rules and guidelines, low-keyed and positive approach, have student copy instructions, remind student that accuracy is more important than speed, reinforce effort; use redirection, choices, and focus on their positive characteristics

Teaching Deaf or Hearing Impaired Students

- Consult with teacher specializing in auditory disabilities to learn about student's needs
- Many students use adaptive devices
- Modify instruction so that teacher is facing students
- Make a habit of repeating and rephrasing important information or instructions
- Increasingly these students are accompanied by interpreter

Teaching Blind or Visually Impaired

- Read aloud anything you write
- Allow students to use tape recorders
- Encourage students to ask for help
- These students may tire more quickly
- Seat students with back towards windows to avoid glare
- Allow these students to walk up to board as needed
- May miss social cues and need assistance with peer interaction and spatial adjustment

Students Living in Poverty

Have extra supplies for these students or find out how to get them

Teach procedures step by step.
Encourage self-talk that focuses on the steps

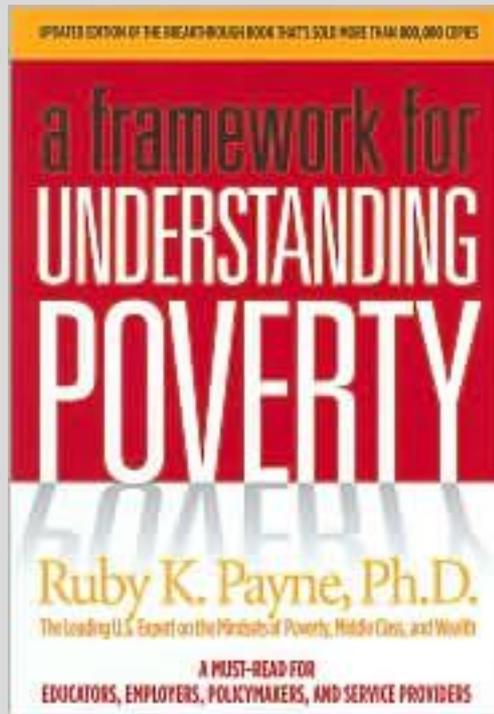
These students are often preoccupied with troubles at home

Three steps to behavioral management: what they are supposed to do; give reasons; provide strategy for succeeding

Encourage positive self-talk

Teach goal setting; let them monitor for success at the end of day

Establish positive relationship with caregivers by showing that you care and enjoy the student



Second Language Learners

Know the ESL levels of your students

Learn what students prefer to be called with correct pronunciation

Learn key words in their language

Use gestures, facial expression, body language

Visual aids reinforce points

Keep in mind that students oral proficiency is usually much higher than their academic skills (writing and thinking abstractly)

Attend ESL workshops

Beat of a Different Marcher

- <http://www.monteselby.com/>