



Dr. John D. Barge, State School Superintendent

QUARTERLY
SPECIAL
EDUCATION
NEWSLETTER

Special Education

Issue 3 May 2011

GaDOE Special Education Resources

Implementation Manual

Provides practical ideas and best practice information on the implementation of the Georgia Special Education State Rules.

Webinars

Schedules for Elluminate Trainings future and past are posted.

GaDOE Special Education Staff Contact List



In Upcoming Issues...

Classroom Assessments
Dyslexia



Our purpose is to share Tips, Information, and Updates from the State Department with our teachers.

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Summer Reading Suggestions

Teaching with Love and Logic: Taking Control of the Classroom by Jim Fay and David Funk

These authors offer a non-confrontational alternative for disciplining students. They provide specific strategies to use when interacting with students that include staying calm, and avoiding provoking, threatening, moralizing or lecturing. Instead, Fay and Funk recommend educators use polite statements that are enforceable and offer students choices within limits, thus avoiding power struggles. Student misbehavior is seen as an opportunity for helping students grow through their mistakes to become responsible and self-confident individuals.

Response to Intervention in Math by Paul J. Riccomini and Bradley S. Witzel

This book, designed to provide instructional recommendations for teaching mathematics effectively to students who have traditionally struggled, draws upon currently available research-based evidence for teaching mathematics. The authors contend that all students are more likely to be successful when instructional strategies and recommendations are systematically incorporated into general education mathematics classroom instruction.

Fair Isn't Always Equal by Rick Wormeli

Rick Wormeli provides current research and common sense thinking for teachers and administrators on assessment and grading in differentiated classes. The book includes real examples of controversial assessment and grading issues that middle and high school educators experience in the differentiated classroom.

Mindset by Carol Dweck

Do you believe in a fixed mind set or a growth mind set? What if we really believed virtually all students could be academically successful if they and we worked really hard for that goal? This thought provoking book will impact how we think about motivation and how we see our students.

Succeeding in the Inclusive Classroom: K-12 Lesson Plans Using Universal Design for Learning by Debbie Metcalf (2011)

The author presents lesson plans that correlate with the ten disability areas. She creates one lesson at the elementary level and one lesson at the middle/secondary school level for each area of disability. These plans are designed to be a starting point for general and special education teachers who have students with disabilities in their inclusive classrooms.



The Challenge of Teaching Students with Autism

Co-Teaching Corner



Collaboration Celebration!

As the school year comes to an end take the time to sit down with your co-teachers and talk about your successes.

Determine what really worked to enhance the learning of your students.

Questions to ask are:

What was fun for your students?

What behaviors do you want to continue into the next school year?

What should you consider doing differently to improve desirable outcomes?

Celebrate collaboration and remember there is no "I" in Team!

Congratulations for a job well done!

For additional resources, go to the [GaDOE LRE web page](#).

Students with an Autism Spectrum Disorder (ASD) present a unique challenge in the classroom. Due to the wide range of severity and characteristics presented by students on the spectrum, teachers are often confused by what strategies may be successful with their students and what goals may be appropriate when developing the IEP.

Students with ASD have in common communication deficits, unusual behavior challenges, social deficits, and sensory offensiveness. Best practice is to develop a team consisting of specialists knowledgeable in deficit areas such as an Occupational Therapist (OT), Speech Language Pathologist (SLP), and behavior specialist, school psychologist, school counselor, and parent. Addressing the whole child is recommended with a focus on a proactive approach.

The Speech and Language Pathologist generally evaluates and serves students with ASD. When students are nonverbal, it is important to utilize the expertise of the SLP and a professional proficient in assistive technology to develop an effective means of communication. Root causes of some of the overt behaviors are directly linked to limited capability for communication with others. In addition, students with ASD struggle with social communication and relationships. Therefore, social skills training is essential to build meaningful relationships.

Students with ASD generally have sensory sensitivity to environmental factors and may become easily distracted or over stimulated, leading to unusual and difficult behavior. The OT can provide assessments or observations that will help plan activities and support to ease personal and environmental sensitivity that interfere with the student's ability to attend to instruction.

When planning the IEP and student program, each member of the team should contribute to writing the present levels of performance based on assessment and data collection. With the present levels of performance and consideration of cognitive functioning, goals should be developed in each developmental area to include speech and language, social interaction, behavior challenges, and sensory processing. Some students may require a functional behavior analysis to develop a proactive positive behavior plan to teach coping skills, tolerance, and appropriate behavior, while others may require specific behavior and/or social goals. Students with ASD benefit from consistency, routine, and predictability.

For more information on teaching students with an Autism Spectrum Disorder please visit:

Autism Society of America at www.autism-society.org

Council for Exceptional Children at www.cec.sped.org

Do2learn at www.do2learn.com

We Must Teach Mathematics Vocabulary



Assistive Technology Tip

Assistive Technology Tools, Tips And Tricks

This toolbox is intended only as a guide to explore possible tools and solutions for persons with learning disabilities. This website is from the [Technical Resource Center](#).

Resource Board Highlights

Tip for navigating the resource board; Click on "All Documents" on the left side, then click on "Collapse All" to see the major headings. Make sure to click on the "blue triangle" to open up all the sub topics or activities within a descriptor. Use the SEARCH button to easily locate things you are looking for with a key word. You can search by entering the topic, e.g. "food web", book title, e.g. "Stone Soup", or even a standard number, e.g. MM1A1. Remember to send in your examples of materials you have created so we can share with other teachers!

Mathematics is a foreign language for many of our students and us too! Mathematical language is mostly learned at school and rarely spoken at home. Think, how many times have you sat around the family table and discussed integers, hypotenuse?

Students struggle with vocabulary in mathematics classrooms because words mean different things in mathematics (fact, power), more than one word is used to describe the same concept (number and numerical), or two different words sound the same (plain/plane, sum/some). For these reasons we must take the time to teach mathematic vocabulary.

Not only do our students learn a new vocabulary in mathematics, but they also must contend with **symbols** that may be confusing because different representations can be used to describe the same process or because different symbols look alike. Notice how confusing the following symbols can be to our students.

$=, \neq, \sim, \approx, \cong, \equiv$ $<, >, \leq, \geq$
 $\div, /, \sqrt{\quad}, \frac{2}{3}$ $\sqrt{\quad}, \sqrt{\quad}$
 $\cdot, \times, (), *$

Literacy Strategies for Improving Mathematics Instruction by Joan M. Kenney, et al., is an excellent resource for classroom strategies based on current literacy research. Chapters include reading, writing, discourse, and graphic representation in the mathematics classroom.

Teacher Resources

Curriculum 21: Mapping the Global Classroom of the Future

Curriculum 21 is a division of Curriculum Designers whose goal is to provide a full range of resources and services to all educators and schools involved in the journey of Curriculum Mapping

<http://www.curriculum21.com/home>

Reading Teachers Network (RTN)

RTN is an interactive website sponsored by Neuhaus Education Center. The website and materials are free to use. All you need to do is register to access them. This teaching resource provides classroom support materials and information, classroom instructional videos, webinars, lessons plans, activities, resources, research, articles, and more.

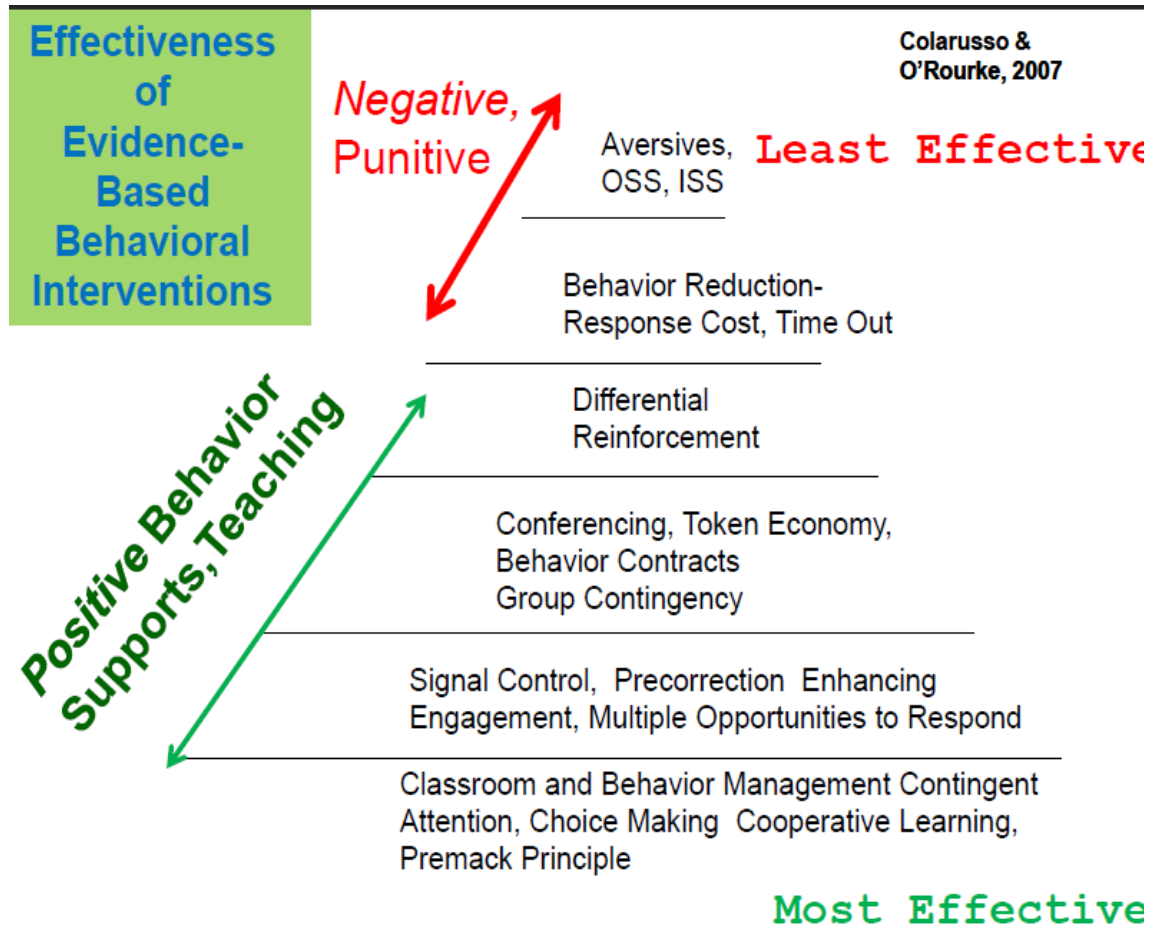
www.readingteachernetwork.org

Behavioral Bytes



Learning Village Instructional Resources

This is a resource aligned to the GPS and designed to provide Georgia educators with easy access to the standards of Mathematics and English/Language Arts. This instructional resource will assist you in preparing lessons. You will need to sign up for an account before you can use the site. If you have questions about how to sign up, contact Donna Ann Flaherty at dflaherty@doe.k12.ga.us.



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The special education community in Utah created the Least Restrictive Behavior Interventions (LRBI) in 1992. The LRBI process can help support the Individualized Education Program (IEP) team or Student Support Team (SST) team in designing behavior interventions to meet student needs.

Specific procedures are defined, and examples of their application for preschool, elementary, and secondary students are provided. This website offers a "behavioral refresher" on specific evidenced-based strategies such as how to do precision commands, differential reinforcement, behavioral momentum, and other effective, proven behavioral practices to help support students. The website also offers step-by-step recommendations and videos showing examples of how to implement strategies as well as discussions of practices that can really be helpful in supporting positive practices.

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>