Gap Group Project

Students with Disabilities

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Students with Disabilities

• Do we really know how they feel?
Working with Student with Disabilities

Best Practices
“Many teachers of students with learning and behavior disorders indicate that they have very little knowledge of the NCTM Standards” (Vaughn, Bos, Schumm, 2007, p. 398)

Source: Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom by S. Vaughn, C. Bos, and J. Schumm
Best Practices for Math Inclusion

NCTM recommendations

• Do not alter curricular goals to differentiate students; change the type and speed of instruction.

• Make mathematics education student oriented, not an authoritarian model that is teacher focused.

• Encourage students to explore, verbalize ideas, and understand that mathematics is part of their lives.

• Provide opportunities on a daily basis for students to apply mathematics and to work problems that are related to their daily lives. Relate what they are learning to real-life experiences.

• Teach mathematics so that students understand when they can estimate an answer and when they need to compute an exact answer.

• Teach problem solving, computer applications, and use of calculators to all students.

• Teach students to understand probability, data analysis, and statistics as they relate to daily decision making, model building, operations, research, and application to computers.

• Shift from relying primarily on paper-and-pencil activities to use of calculators, computers, and other applied materials.

Source: Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom by S. Vaughn, C. Bos, and J. Schumm
Best Practices for Math Inclusion

A valued partnership
Best Practices for Math Inclusion

- Teach and adapt an appropriate curriculum
- Teach both explicitly and constructively
- Teach for understanding
- Utilize a problem-solving approach
- Utilize techniques of effective instruction
- Model thinking and problem-solving strategies
- Promote connections and communication
- Promote a positive attitude
- Use multiple representations
- Incorporate technology

Source: Teaching Inclusive Mathematics to Special Learners, K-6 by J. Sliva
Specific Disabilities

Student Challenges and Instructional Strategies
Visual Processing

Key Words:

- figure ground
- visual discrimination
- reversal
- spatial perception
Visual Processing

Potential Challenge

Seeing small print or print with many distracters

Intervention Strategy

Use larger font size with fewer problems on a page
Key Words:

- auditory discrimination
Auditory Processing

Potential Challenge: Following oral directions

Intervention Strategy: Keep directions simple and give verbally and orally
Motor Processing

Key Words:
• Visual-motor integration
Motor Processing

Potential Challenge: Completing work in a timely manner

Intervention Strategy: Break written assignments into shorter increments
Memory Deficits

Key Words:
• short term
• long term
• sequential
Memory Deficits

Potential Challenge

Retaining skills from one day to the next

Intervention Strategy

Teach strategies for accessing and retrieving stored information
Key Words:
• Attention Deficit Disorder
• Attention Deficit Hyperactivity Disorder
Attention Problems

Potential Challenge: Missing pertinent information

Intervention Strategy: Have students restate information or directions
Key Words:
- expressive language
- receptive language
Potential Challenge: Following verbal explanations

Intervention Strategy: Model Think Aloud Strategy
Key Words:

- cognition
- metacognition
Cognitive and Metacognitive

Potential Challenge: Solving word problems, patterning, sequencing

Intervention Strategy: Develop students’ reflective thinking skills
Students with Disabilities

Working with Students and Parents
Working with Students and Parents

The Individuals with Disabilities Education Act

Building the Legacy: IDEA

National Center for Learning Disabilities
It is important to take the time to build a partnership with parents by using conversational language and helping them to understand the terms and acronyms that are unique to professionals in the school setting.
“Parents often feel overwhelmed by the amount of information they are provided and the technical terms that are used; they can be intimidated by the number and qualifications of professionals present at meetings. This results in parents who are present but not active, collaborative members” (Vaughn, Bos, Schumm, 2007, p. 398)

Source: Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom by S. Vaughn, C. Bos, and J. Schumm
Working with Students and Parents

Benefits of parental involvement

• Ensures school-to-home continuity
• Increases expectations for students and results in academic and social gains
• Provides a safeguard so that needs of the student are discussed and met by the school system
• Shares significant insight about the student
Working with Students and Parents

Parent collaboration strategies

• Work toward a common goal
• Build positive relationships
• Focus on needs and interests of the student
• Respect parents values and opinions
Working with Students and Parents to Change the Self-perception!
Working with Students and Parents

Student collaboration strategies

• Include students in the IEP process
• Encourage self-advocacy
Quick Reference Guide: Students with Disabilities

References


