Supporting Children & All Their Diverse Needs in Fast-Moving 3rd - 6th Grade Classrooms

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Who are you?
People First Language

- Remember: A disability descriptor is simply a diagnosis;
- People First Language respectfully puts the person before the disability;
- And a person with a disability is more LIKE people without disabilities than different!

This is the same for all people!
Cody’s Circles:
Inclusion

- Cody
- Mom
- Dad
- Sister
- Eric Prineet
- Johnny James
- Chris Haley
- Jacob Owen
- Sven
- Katie
- Diane
- Peter
- Sue Rees
- Lisa

- doctor
- dentist
- support person
- grocer
- teacher
- bus driver
- barber
- waitress
- coach

Cody’s Circles:
Segregation

- Cody
- Mom
- Dad
- Sister

- doctor
- dentist
- support person
- grocer
- teacher
- bus driver
- barber
- waitress
- coach
What is an IEP?

Individualized Education Program

• A federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services.

• Ages 3 through high school (max age 22)
• Addresses each child’s unique learning issues and include specific educational goals.
• The school must provide everything it promises in the IEP.
• The IEP is created through a team effort and reviewed at least once a year.

Accommodations and Modifications

Cognitive

Cody Sullivan
IEP Summary

English: Decoding and Word Recognition
• Decode 50 words through the 2nd grade level using common word lists like Dolch
• Decode consonant, verb, consonant words

English: Reading Comprehension
• Identify main characters and setting with prompts
• Demonstrate understanding of words by drawing pictures of what he has read
• Relate the story to his own experiences with prompts
• Answer literal questions from text with prompts (color of the house, who was sad…)

Individualized Education Plan Summary
## Reading Standards for Informational Text K-5

### Kindergarteners:

**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.

### Grade 1 students:

1. Ask and answer questions about key details in a text.

### Grade 2 students:

1. Ask and answer such questions where, when, why, and how understanding of key details is needed.

2. With prompting and support, identify the main topic and retell key details of a text.

### Grade 3 students:

2. Identify the main topic and retell key details of a text.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Grade 4 students:

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Grade 5 students:

3. Describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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## Reading Standards for Informational Text K-5

### Grade 3 students:

**Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Grade 4 students:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the main idea of a text, recount the key details and explain how they support the main idea.

### Grade 6 students:

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Grade 7 students:

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4. Explain the relationships among two or more concepts in a text with accurate details and examples.
What is a 504 Plan?

- Section 504 of the Rehabilitation Act of 1973. This is the part of the federal civil rights law that prohibits discrimination against public school students with disabilities.
- Help students with learning and attention issues learn and participate in the general education curriculum.
- Outlines how a child’s specific needs are met with accommodations and other services.
- “Remove barriers” to learning.

What is the difference between Accommodations and Modifications?

What do these have in common?

- Reduce number of items per page or line
- Permit answers to be recorded directly into test booklet
- Provide preferential seating
- Allow assignment to be completed in a different order
- Learning is shown by writing vs oral.

Accommodations:

- Do not alter the cognitive level of assignments, give students an unfair advantage, or change what a test measures.
- They do make it possible for students with learning disabilities to show what they know without being impeded by their disability.
Accommodations level the playing field

**Modifications:**
- Content stays the same
- Change in the level of difficulty.
  - Bloom’s Taxonomy
- Made for students with disabilities who are unable to comprehend all of the content an instructor is teaching.
What are the differences between Accommodations and Modifications?

**ACCOMMODATION:** Changes the situation - levels the playing field

**MODIFICATION:** Changes the ability level
If we start by designing our curriculum and our teaching for students with a diverse set of needs, we will be providing all students with a wide variety of learning opportunities.

- What is my goal? What do I want my students to learn?
- What barriers are there in my classroom and curriculum that will interfere with my students’ learning, particularly those with specific learning needs?
Using the UDL Principles to eliminate the barriers:
Multiple Means

Presentation (Teaching/Instruction)- How are you presenting the information?

Engagement (Actively involving all students)- Inclusive

Expression (Assessment/Representation of Understanding)- Many different ways.

Presentation: Teaching/Instruction

THINK:
Am I presenting content in multiple ways?
Graphic Organizers

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:40</td>
<td>Woke up</td>
</tr>
<tr>
<td>6:50</td>
<td>Shower and dressed</td>
</tr>
<tr>
<td>7:15</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:40</td>
<td>Leave for school</td>
</tr>
<tr>
<td>8:00</td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Study Hall</td>
</tr>
<tr>
<td>3:05</td>
<td>Ride bike home</td>
</tr>
<tr>
<td>3:45</td>
<td>Snack and watched a show: Scooby Doo</td>
</tr>
<tr>
<td>4:30</td>
<td>Played</td>
</tr>
<tr>
<td>5:00</td>
<td>Vacuumed</td>
</tr>
<tr>
<td>8:30</td>
<td>Hillary, Kirsten, Kim, and Craigers came to dinner. Craig's b-day.</td>
</tr>
<tr>
<td>9:00</td>
<td>Bed time</td>
</tr>
</tbody>
</table>

Supplement Tools
Words…Words…Words…

The questions (and answers in multiple choice, fill-in-the blank or matching column tests) should be written in easy to understand language.

Often difficult words that are not related to the subject matter prevent children from answering a question that they would have been able to answer if it had been asked using simpler language.

Example:

Difficult-Which part of the ear collects and channels sound to the middle ear?

Simpler-Which part of the ear brings sound to the middle ear?

What is the difference?
Example:

If the child needs cues to come up with the answer “outer ear” to the question, it can be formatted as a multiple choice question and he or she would pick “outer ear” out of a list that contains two or three other ear parts.

Often a child can recognize the right answer in a list but cannot remember of express the term without that cue.

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**Engagement:**
*Actively involving all students*

Example: In 5th grade science class during a unit on the ear, the typical student may have to identify the numerous parts that make up the ear and explain all their functions.

- Concentrate on most of the key parts and their functions, or just a few parts and their functions
- Concentrate on the fact that the ear is for hearing
Meaningful Engagement

- Example: If the class is broken into groups of three and the project requires a media specialist (to find books and materials to use) a recorder (to write down the groups ideas and information collected), and a presenter (someone who will present the groups conclusions to the class), the child should have one of these roles, rather than be given some task like holding up the poster for the presenter.

Relating to Life
How will you get to know the student well enough to connect mandated content to their lives?
WORD BANK:

- shaving cream
- fight
- chasing
- girls

I can see song and choir.
I can see Eisman.
I can like song.
I can see choir moving.
I can see choir.
When something works, keep the same format. Pass this information to other educators.
Tank Man Concentration Game

Expression: Assessment/Representation of Understanding

Example: A second grade social studies objective that requires the student to draw a picture showing important American symbols and share it with the class.

The child may not be able to draw recognizable pictures of these symbols. A universally designed objective would simply require students to demonstrate their understanding about the topic without prescribing a single way to do this.

The child can meet this objective by cutting out pictures from a magazine or print images from the internet that depict the flag, the Statue of Liberty and any other symbols he or she wants to share with the class.
Scooby Doo Book
Report Expressing Elements in a Story
DOING VS WRITING

ONCE UPON A TIME
IN A LAND NOT SO
FAR, FAR AWAY.....
HISTORY WAS MADE.

Making Shrek’s Castle
By Cody Sullivan
May 13, 2009
## Target Objectives

Within each assignment or unit, choose a number of core (and very concrete) instructional objectives that the child will be expected to learn.

It is better to err on the side of providing too much challenge than too little.

### Curriculum Planning

<table>
<thead>
<tr>
<th>Activity</th>
<th>What is everyone doing?</th>
<th>What this student will be doing.</th>
<th>Accommodations, modifications, or other ideas</th>
<th>How other peers will be involved.</th>
<th>IEP/504 goals related</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Work IEP objectives into the grade-level classroom activities

Example: The child’s instructional objectives for a unit on the Civil War are to demonstrate knowledge about when the war was fought, who was President, one reason for the war and who won.

In addition, the child has the IEP goal of adding/subtracting four digit numbers on the calculator.

If there is a class discussion on the Battle of Gettysburg, the teacher could ask your child a question about when the war started (which is one of the child’s instructional objectives) and the teacher can tell him or her the year of the battle.

Then the child can use a calculator to determine how many years passed between the two dates and the teacher can ask the child for that answer.

Example: A group of students is playing a math game based on prime numbers. The child’s modified assignment is to keep score using a calculator (IEP objective—use a calculator to add a column of single and double digit numbers).
Resources
Free or Cheap!

Differentiated Learning

- https://newsela.com/
- Tumble Books
- Epic Books
- Front Row Math
Have you seen the cat?

I can _______ that _______.

the nice friend laugh
on soft wall swim
into fast hat jump

Topic
Detail
Detail
Detail
Conclusion

friends

important
tells funny stories

funny

kind

I have the best friend in the whole world.

Madeline is my friend. She is very important to me because...
• http://www.freetech4teachers.com

• GOOGLE this!
  • Supporting students with X in the general education classroom

Documents

• Quality of Inclusion Checklist
• Roles & Responsibilities
• Tips for General Educators
• Tips for Paraeducators
• http://www.ode.state.or.us/search/page/?id=923
Hint

It is important for all adults to have an awareness of when their presence may actually be a BARRIER to a person with a disability being a part of a class or group.

A good question to continually ask is:

“Is this something a classmate, buddy, or peer tutor could assist with, rather than me?”

Chromosome

Owen McLafferty

I sit criss cross

in my red sweatshirt signed with names from camp

and my flashy white basketball shoes,

next to the knee of a blonde woman,

a mother.

She speaks of a boy in my fourth grade class,

her son.

I have seen this boy, Cody,

but my young mind does not comprehend

why he is different,

why his mother’s talk is necessary.
I listen to her words—
“Down syndrome”
“Chromosome”
I like that word,
maybe I’ll add it to my vocabulary.

Apparently, Cody
has an extra one of those.

But the only difference I see is that he
smiles more,
laughs more,
and loves more.

Find Cody on.......  

- Facebook (Cody Sullivan / anndonacasullivan)
- Snapchat (CODY SULLIVAN)
- Instagram (cody_sull / anndonaca)
REMEMBER

An inclusive classroom has room for everyone.