

More Strategies That Work...

Simple Accommodations You Can
Make in Your Classroom to Help
Students With Learning
Differences

By Lori Boll

FAIR ISN'T

everybody getting the
same thing.....

FAIR IS

everybody getting
what they need
In order to be

SUCCESSFUL.

Today's Take-Aways

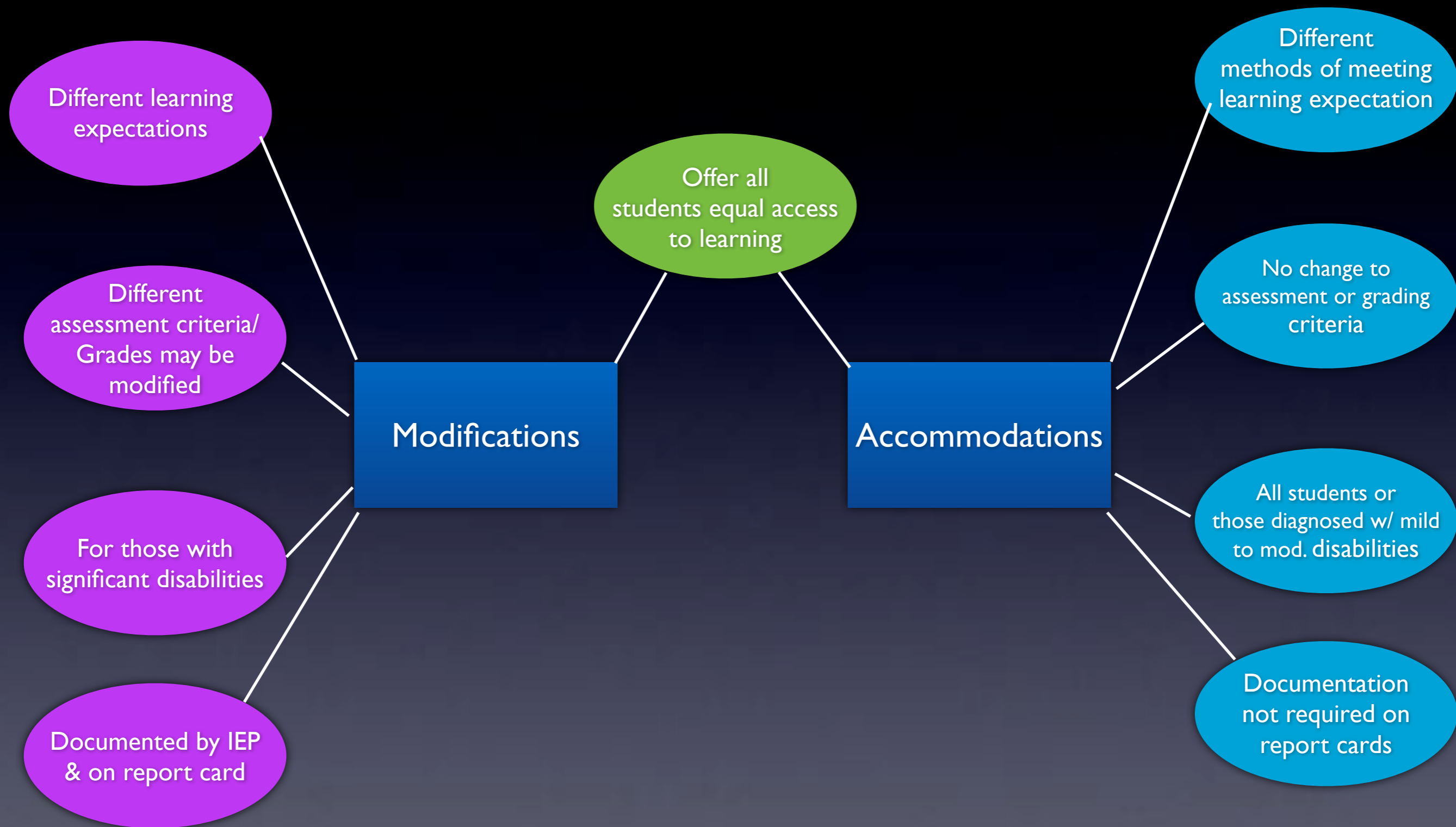


Strategies for children
with the following
needs:

- Dysgraphia
- Auditory Processing Disorder
- ADD/Executive Functioning
- Sensory Processing Disorder

Modifications & Accommodations:

What's the Difference?



Pelletier, Kristen, Kevin Bartlett, William Powell, and Ochan Kusama-Powell. *The New Frontier: Inclusion; A Practical Guide for School Leaders*. Brussels: ECIS, 2011. Print.

Dysgraphia

Dysgraphia is a learning disability that affects writing abilities. It can manifest itself as difficulties with spelling, poor handwriting and trouble putting thoughts on paper

Editorial Staff. "What is Dysgraphia?." *National Center for Learning Disabilities – LD.org*. N.p., 9 Dec. 2010. Web. 26 Mar. 2012. <<http://www.ncld.org/ld-basics/ld-aamp-language/writing/dysgraphia>>

Dysgraphia

- graphic organizers
- slanted writing space
- Quicktime recording for verbal response
- voice to text software
- raised line paper
- large graph paper for math
- record lectures
- provide partially completed outline of lecture

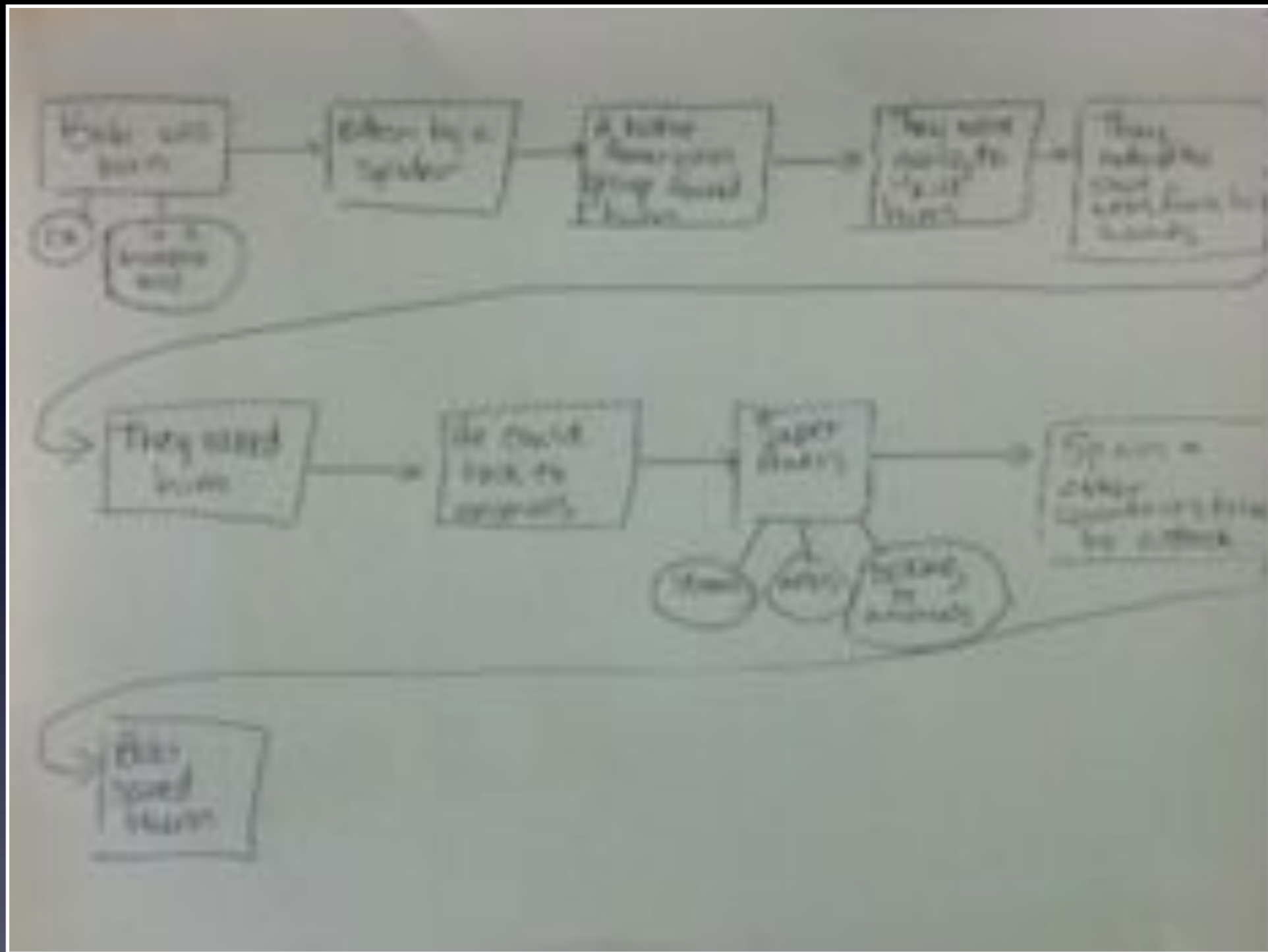
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In 1955 there was a boy born his mom
called him Bob. Nobody knew what he was
He looked like a pouty



Singer, Bonnie. "Architects For Learning." *Architects For Learning*. N.p., n.d. Web. 17 Mar. 2012. <<http://www.architectsforlearning.com>>

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Once upon a time there was a boy named Bob born in California in 1385. He was born in a banana that was bitten by a spider. Native American groups were collecting food and they were about to eat his head but then stopped because the baby in the banana shot out of his hands as the Native American couldn't eat the banana.

He was raised by the Native Americans and was taught to shoot arrows and use spears to hunt. But when he was old enough to hunt he hunted a different way. Instead of finding the animals, he called animals to him and then killed them.

Later on in his life the Native American group found out that he had super powers. He became big in the Native American group but other Native American groups did not like him because it was harder to steal food and take over villages from that village. When he was about a year older Native Americans from another tribe tried to shoot him with arrows. He didn't notice until one hit right in front of his face. He looked at a tree and the tree roared back at him. He picked it up from the ground and threw it at the Native Americans. Later on that evening he walked back to his village with the dead bodies and that night they had a feast. Over time they learned that he had many super powers such as shooting webs, super strength and ability to talk to animals. When explorers from Spain tried to take over the tribe's land he made guns and bullets out of webs and he picked up trees that looked dead and boulders that were dead and threw them at the ships. They finally retreated. After the news got to Spain and other countries they all learned up. They all attacked at once. He told his Native American tribe to stay back. He went up to their ships and climbed aboard. When

the ship captain saw him, he froze in fear and peed his pants and the rest of them jumped overboard and were eaten by man-eating sharks. Then he did that to another ship which was the command ship and they all froze in place and peed in their pants. Then he went one by one and pushed them into the ocean and they were all eaten by sharks. When the news got back to Britain that they got defeated he went with all his army to attack and he went up to

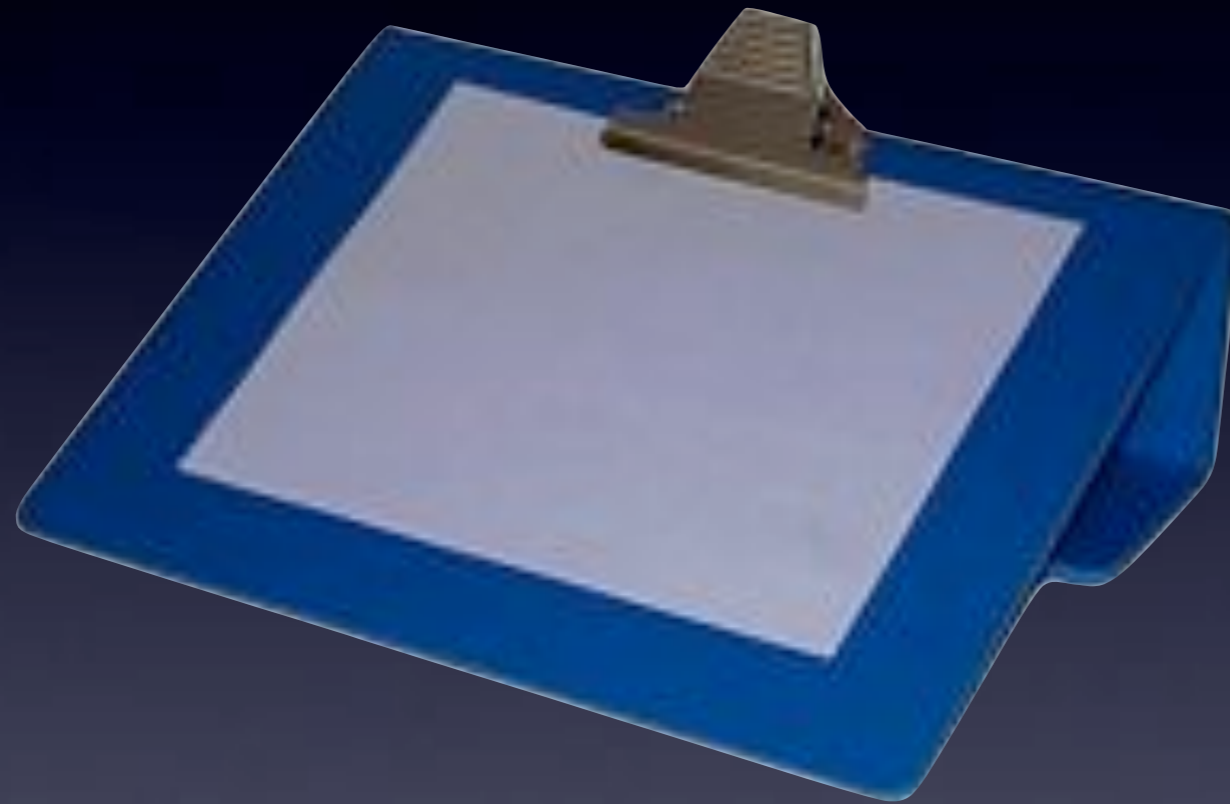
Banana boy

Once upon a time there was a boy named Bob born in California in 1585. He was born in a banana that was bitten by a spider. Native American groups were collecting food and they were about to eat his head but then stopped because the baby in the banana shot webs out of his hands so the Native American couldn't eat the banana.

He was raised by the Native Americans and was taught to shoot arrows and use spears to hunt. But when he was old enough to hunt he hunted a different way. Instead of finding the animals, he called animals to him and then killed them.

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Slant Board



Before

Solution: $1/15 \times 100 = 6.67\%$
 1. $1/15 \times 100 = 6.67\%$

After

[illegible]

Next Steps





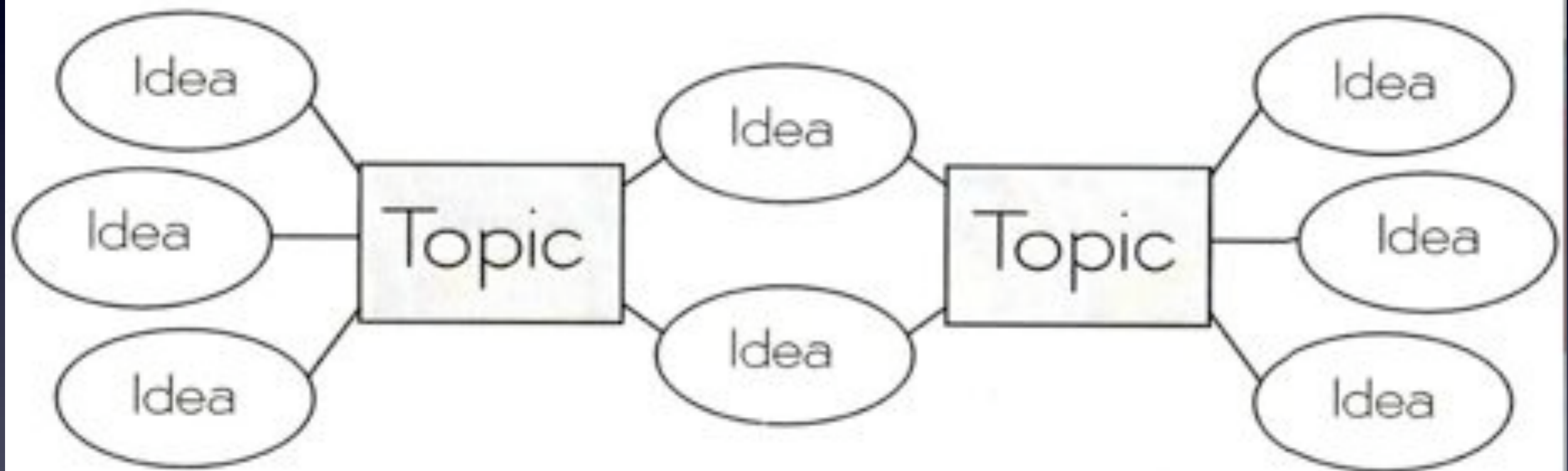
Quicktime

Teacher objective - Are the students emotionally invested in the Human Rights unit? Do they have questions about the Universal Declaration of Human Rights?

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COMPARING CONTRASTING



Singer, Bonnie. "Architects For Learning." *Architects For Learning*. N.p., n.d.
Web. 17 Mar. 2012. <<http://www.architectsforlearning.com>

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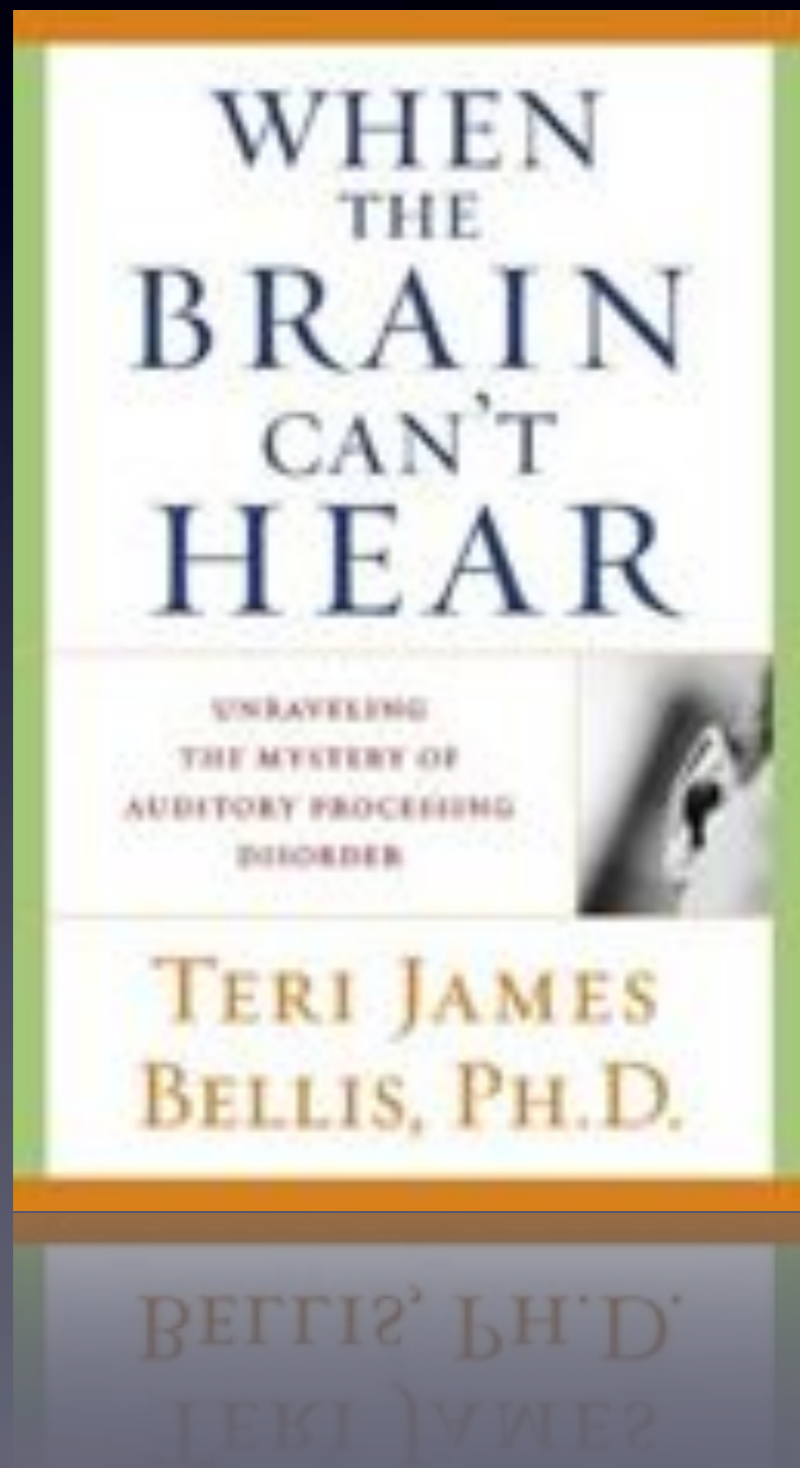
Auditory Processing

Difficulties in the processing of auditory information in the central nervous system.



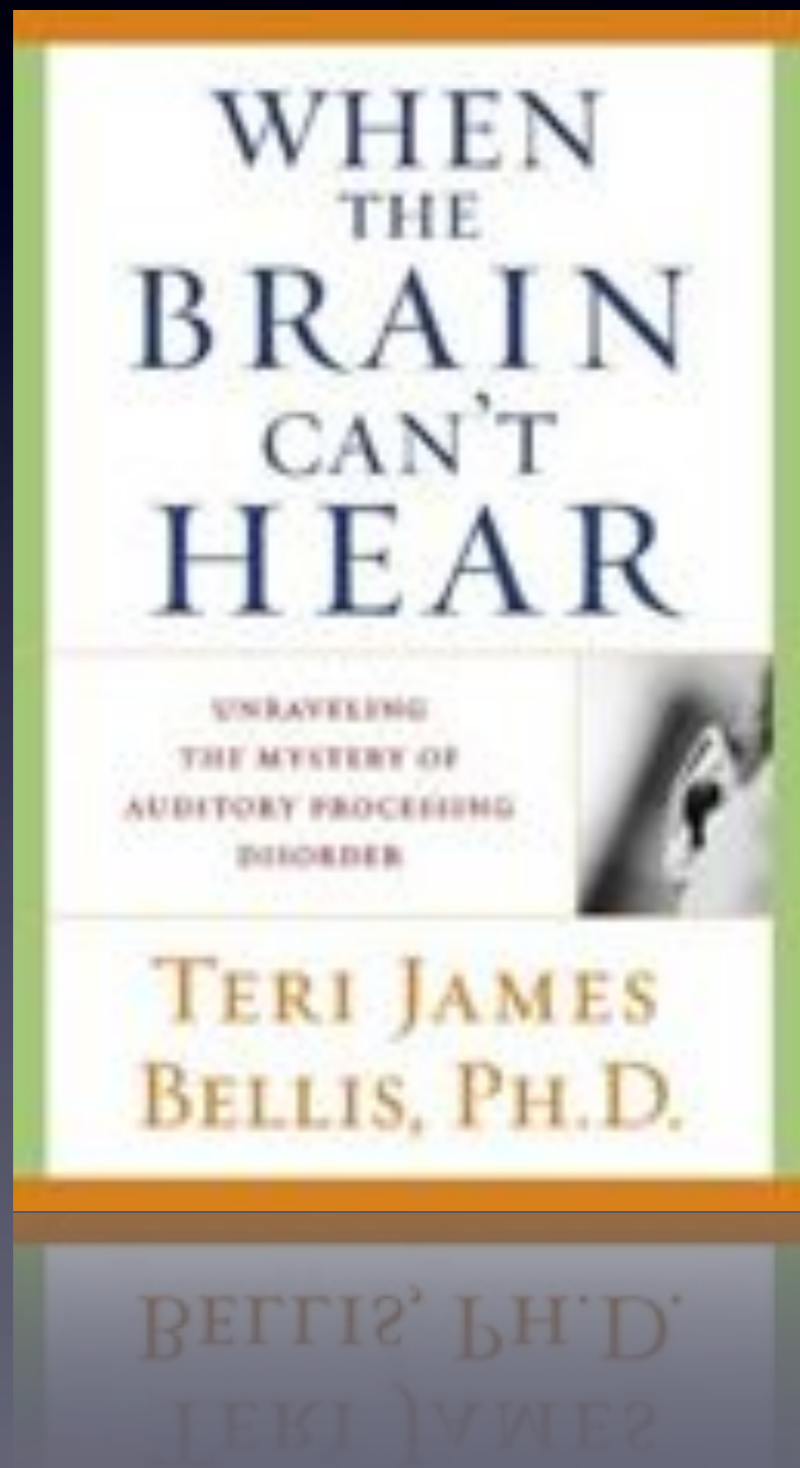
"(Central) Auditory Processing Disorders—The Role of the Audiologist." *American Speech-Language-Hearing Association* | ASHA. ASHA, n.d. Web. 26 Mar. 2012. <<http://www.asha.org/docs/html/PS2005-00114.html>>.

Strategies



- Use Visuals
- Provide partially completed outline of lecture notes
- Scaffold assignments
- Graphic Organizers

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Language

Expressive Language

Receptive Language



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Quiz Time:

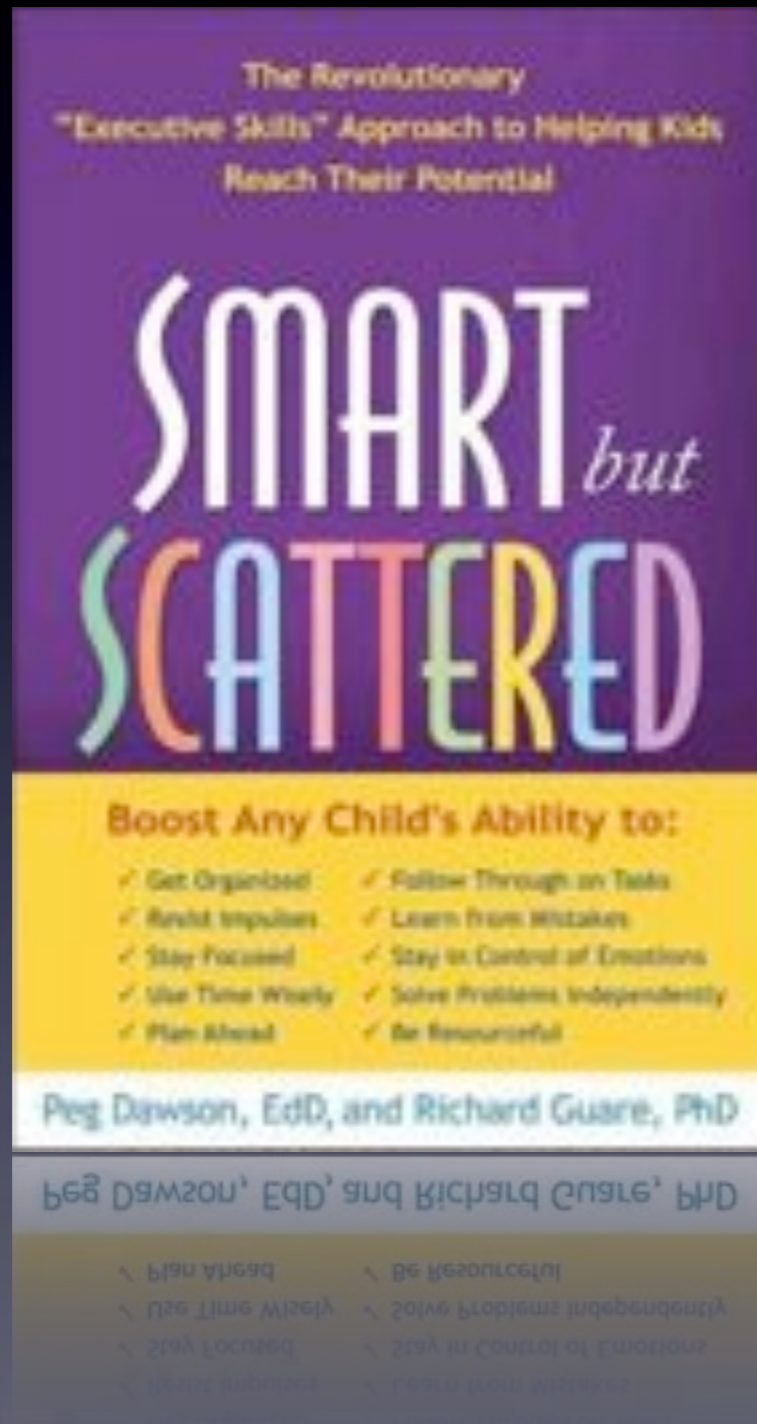
Expressive or Receptive Language Problem?



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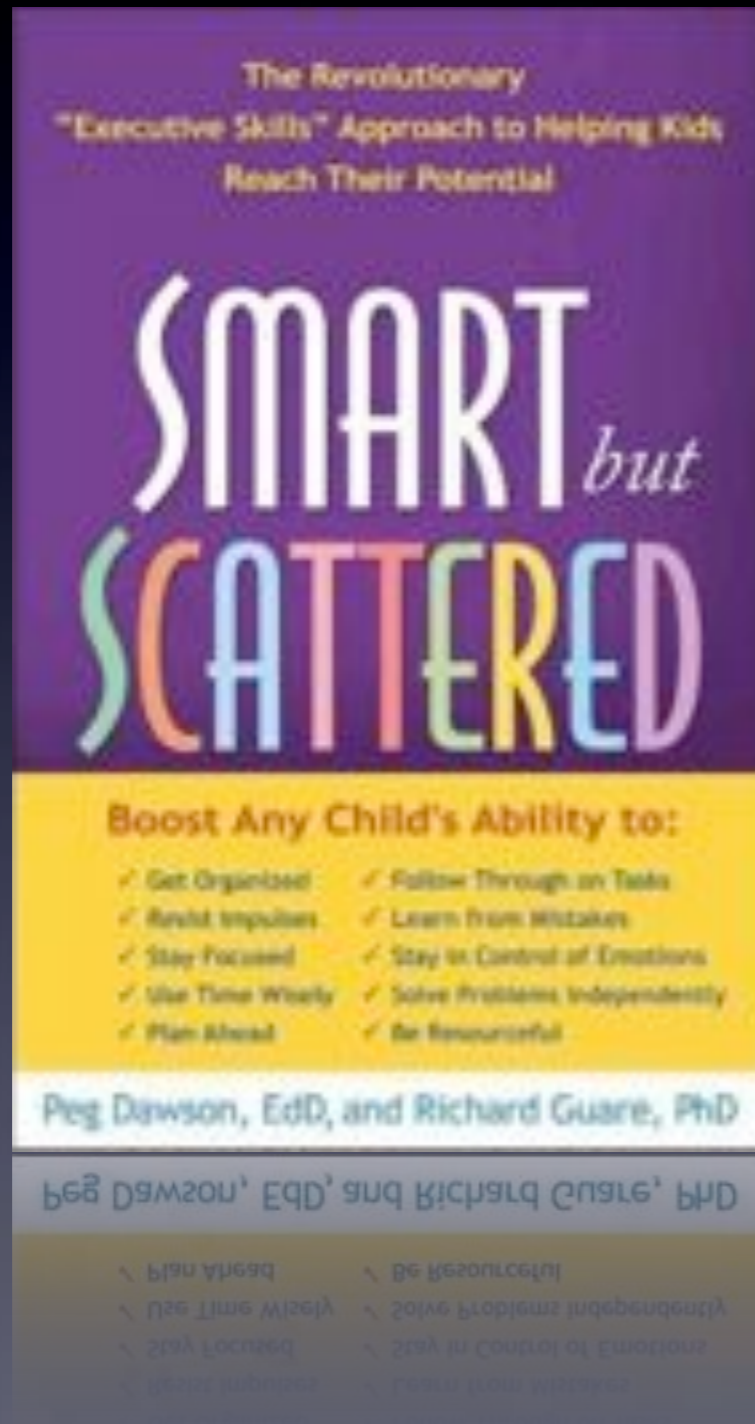


Executive Functioning



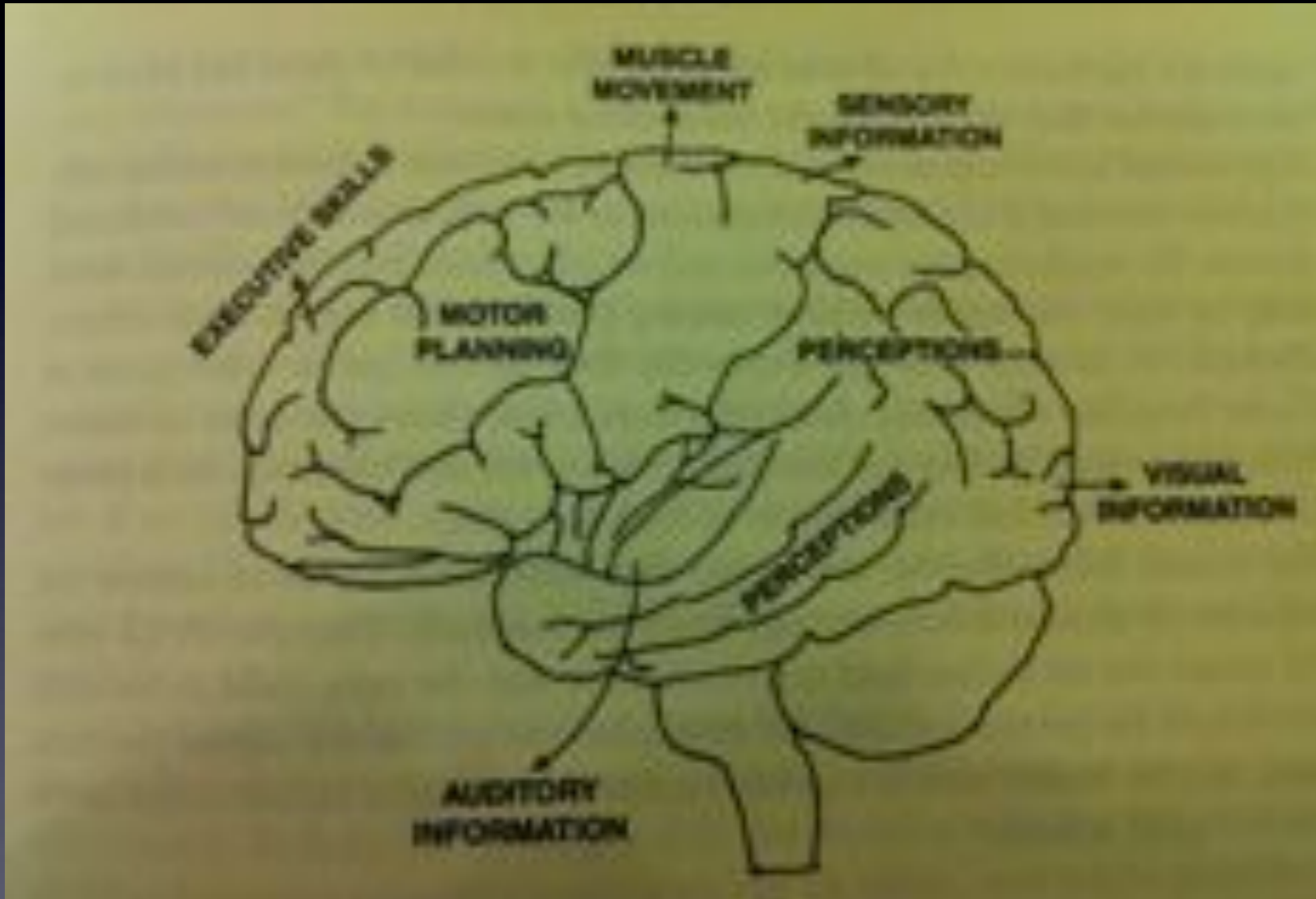
- Visuals
- Scaffold assignments
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Executive Functioning



- Visuals
- Scaffold assignments
- Graphic Organizers

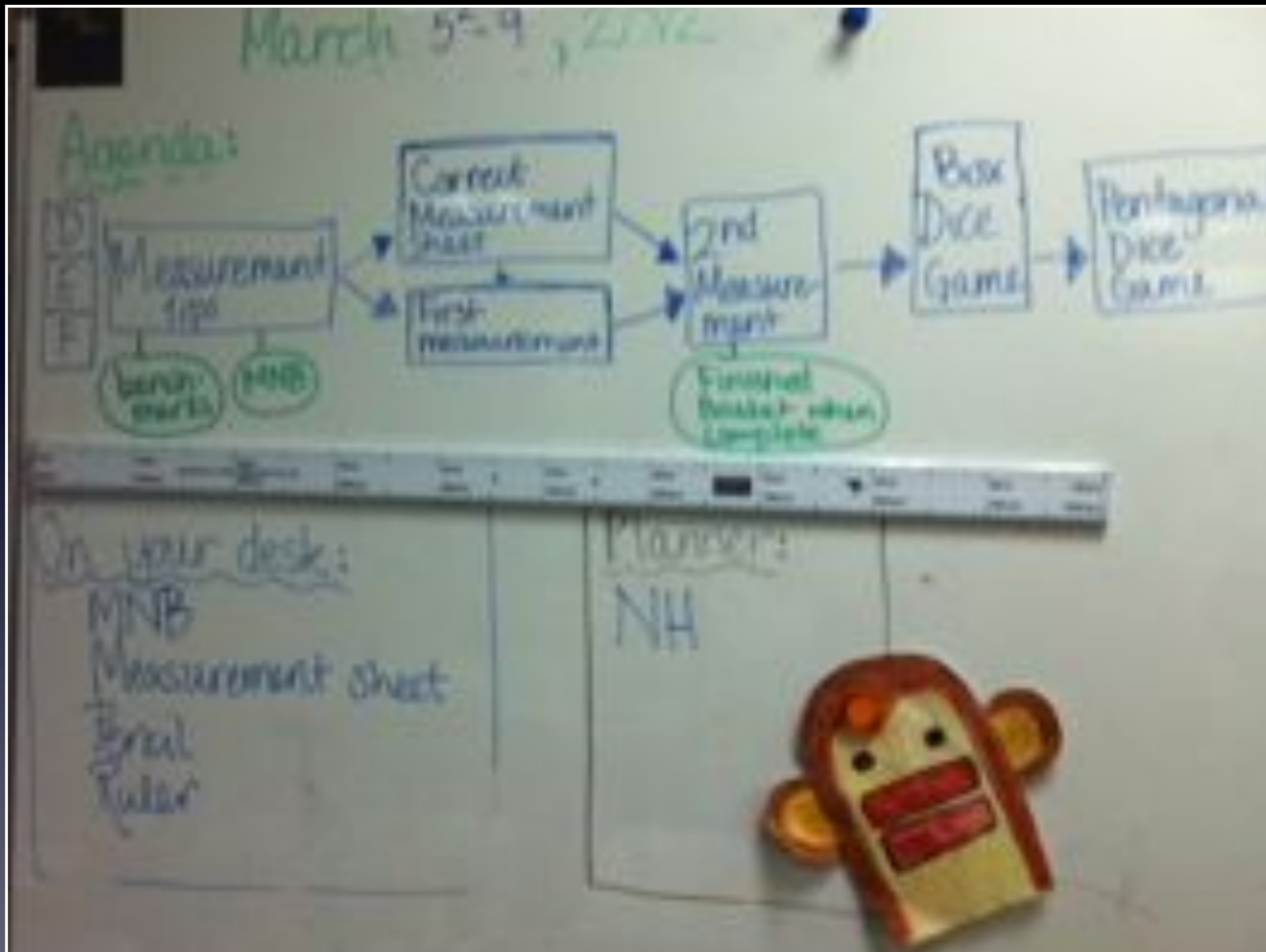
Definition: The brain-based skills that are required for humans to execute, or perform, tasks



Dawson, Peg, and Richard Guare. *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press, 2009. Print.

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*Age-Activated
Attention Deficit
Disorder*



3rd grade lesson

Space Report



Write a report about a planet. You get to choose the planet! Have fun. Include facts about the planet including size, whether it's a gas planet or not, and how far away it is from Earth. Your report should be 2 pages typed.

What could make this
better for children
with difficulties with
Executive Functioning?

World War I project

You will be choosing a country that was a part of World War I. When researching your country you will be focusing on some of the following aspects:

- government
- religion
- population
- currency, GNP
- geography
- culture
- why entered World War One
- outcome of Versailles Treaty
- state of the country before/after World War One



Feel free to include pictures of important figures, site, documents to ensure a comprehensive look at your country. Once your research is complete, you will be creating a wiki that includes all that you have found. The wiki is located [here](#).

Example Research Paper Scaffold

Research Question: How does color affect one's mood?

Hook

What is interesting about this question? Hook your readers with an interesting fact that might make them curious about this topic. Colors seem simple but they affect people. If someone is angry, it could be because they are surrounded by or looking at the color red! People's moods can range depending on what colors they are looking at. One simple color can affect a person's whole mood.

Literature Review

Find five articles about your topic and list the relevant facts from each one.

1. According to (author/source) Johnson (date 2007) the main idea about this subject is color does affect mood by producing chemicals and stimulating feelings such as hunger. List facts from the source that support this idea

- a. fact blue- calm because it releases calming chemicals.
- b. fact red- can make you hungry because it's an appetite stimulant.
- c. fact yellow- irritated. People lose temper more in yellow rooms.
- d. fact pink- tranquilizing, makes one feel weak
- e. fact
- f. you can add more facts as you find them

In conclusion Johnson says depending on color, one's body can do things like produce chemicals to make it act a certain way

Analysis

I found (how many) 3 main idea/s about (name your topic) color psychology.
List main idea/s

Explain how the ideas are different or the same.

Original Research

How would you test the idea you think makes the most sense?

In order to test the ideas about (your topic) color psychology this researcher will
(describe a suitable way to test your ideas: survey, experiment, model, interview, etc.)

Results: (What happened?) List your results. You can attach a table, chart, or list of findings.

Conclusion

What is your answer to the question? (Give the facts that support your point.)

The most likely explanation seems to be that

Creative Writing Book Project


You are going to change the lives of a younger person forever. You are going to make them feel powerful and enriched from the book you will create for them. This won't be just an ordinary story, it will be one co-designed by you and a little person. You will write the story and then upgrade it to an iBook story for their iPads.

The process:

- Phase one: Discovering what goes into a creative story
- Phase two: Analyzing stories
- Phase three: Meeting with your co-designer
- Phase four: Designing your story and getting started
- Phase five: Meeting with your co-designer again
- Phase six: Writing the rough draft
- Phase seven: Adding multimedia content to the story
- Phase eight: Final editing and final draft
- Phase nine: Publishing your story
- Phase ten: Sharing your story with an audience (your little guy)

Phase one: Discovering what goes into a creative story

Creative Story Process

1. Read Write Source Creative Writing Strategies.
2. Review creative writing planning guide 
3. Start brainstorming ideas
4. Share ideas with classmates
5. Discuss what sort of questions we will need to ask our co-designers (concordiapad)

Boll, Michael. "Language Arts – Mr. Boll." *Mr. Boll - bringing the joy of technology to the masses*. N.p., 5 Nov. 2011. Web. 26 Mar. 2012. <http://www.mrboll.com/?page_id=14>.

Creative Writing Planning Guide

1. Brainstorm out ideas for a story
2. Decide what type of story it will be (*Write Source* p. 350). Use the ideas below, or come up with your own.
 - The Rescue
 - The Union
 - The Underdog
 - The Decision
 - Rivalry
3. Organization: (p. 347)
 1. Beginning
 2. Rising action
 3. High point
 4. Ending
4. Come up with a list of characters for the story. Fill out the table below. I have done one as an example.

Character	Personality	Appearance	Other
Tarek	Heroic and confident at odd times Outwardly shy most of the time. Messy and patriotic.	Tall and strong. Very athletic, but terrible at basketball.	From the Middle East

Homework Plan

Language Arts

check blog

Write Source
pg. 4-6 verbs

 Intro to story


Social Studies

check blog

Read chapter 2
in text

Math

check blog

 7.3 problems
1-30 odds

Review for test on
Friday

Science

check blog

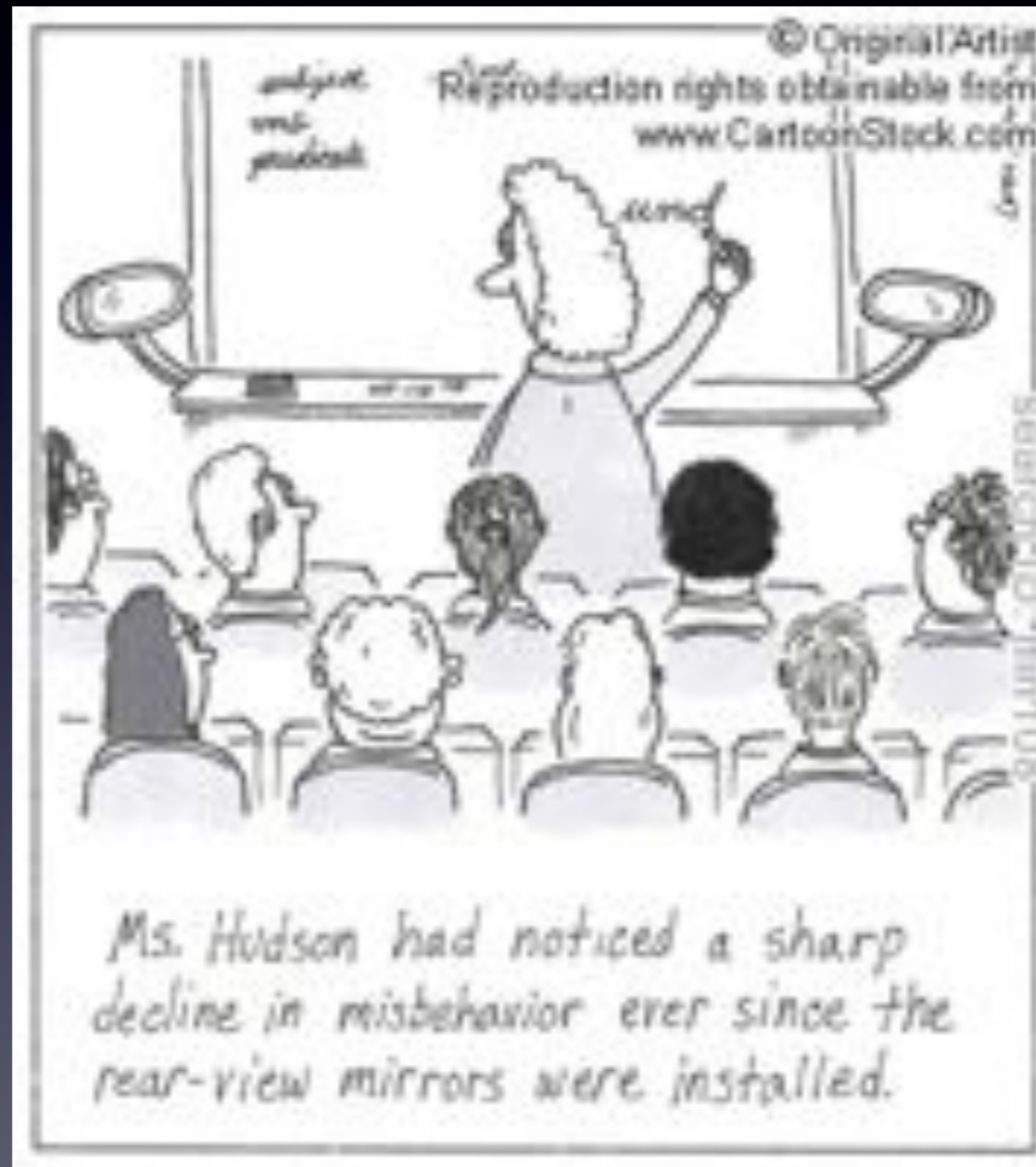
Finish lab report
due Wed.

Grayson** has been doing really well with the Graphic Organizer! Thank you for introducing it! Homework seems to be getting done more efficiently. And he is not missing the many web page checks that were sabotaging his success... (He now has time to run before dinner if he doesn't have a sports practice (SUCH a bonus for him!) He also seems more calm, somehow... Like now he feels like he has a way to keep things under control.

Remember:

Work is not complete
until it is turned in!

Visualizing Behavior





Sensory Processing

- sensory breaks
- sticky tac/fidgets/
paperclips
- yoga balls
- weighted pens/
markers/crayons
- headphones/hats
- bungee chords
- crunchy/chewy food
- heavy work
- enclosed space

Sensory Processing

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Sensory Break



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WHAT IS SENSORY PROCESSING DISORDER?

What would it
feel like for me?
Imagine...



From the
blog
"New Adventures
in First Grade"

Jensen, E. (2000, November). Movement with the Brain in Mind. *Educational Leadership*, na, 34-36.

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Calming Strategies



Heavy Work



Comfortable
Enclosure



Lap-buddy

Nelson, Kimberly. "Mrs. Nelson's Class - MrsNelsonsClass.com." *Mrs. Nelson's Class - MrsNelsonsClass.com*. N.p., n.d. Web. 25 Mar. 2012. <<http://www.mrsnelsonsclass.com/teacherre>

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Alerting Strategies



Chewy or Crunchy Snacks



Push-ups



Crab Walk

Lehrer, Jonah. "The Cognitive Benefits of Chewing Gum." *Wired Science*. N.p., 29 Nov. 2011. Web. 18 Mar. 2012. <www.wired.com/wiredscience/2011/11/the-cognitive-benefits-of-chewing-gum/>

Over Sensitivity to Sound and Light

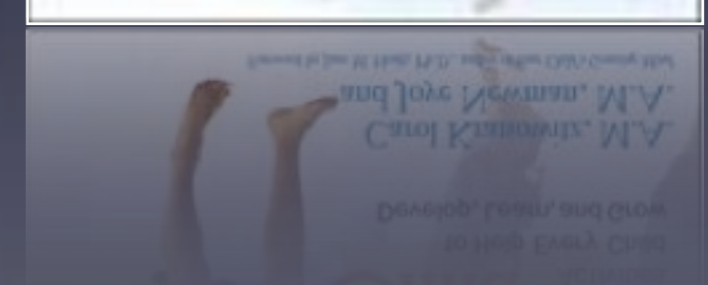
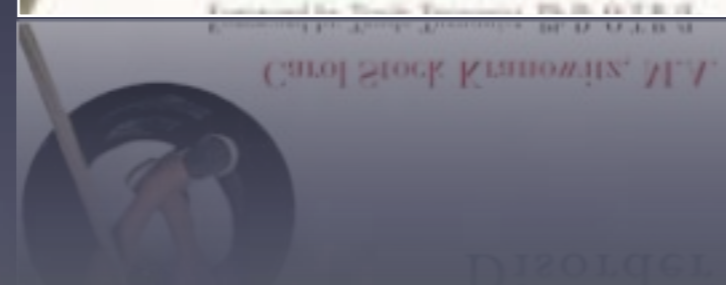
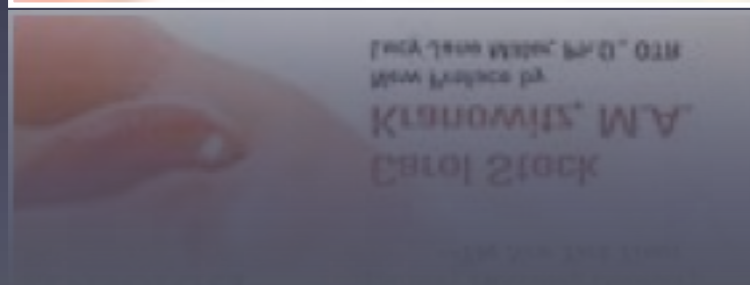
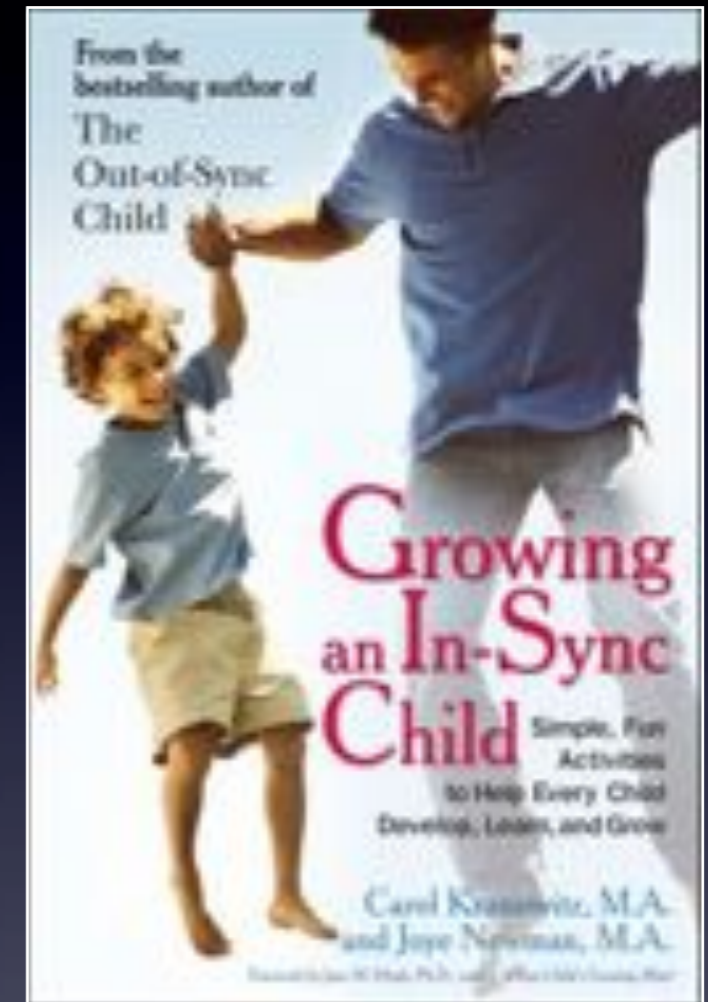
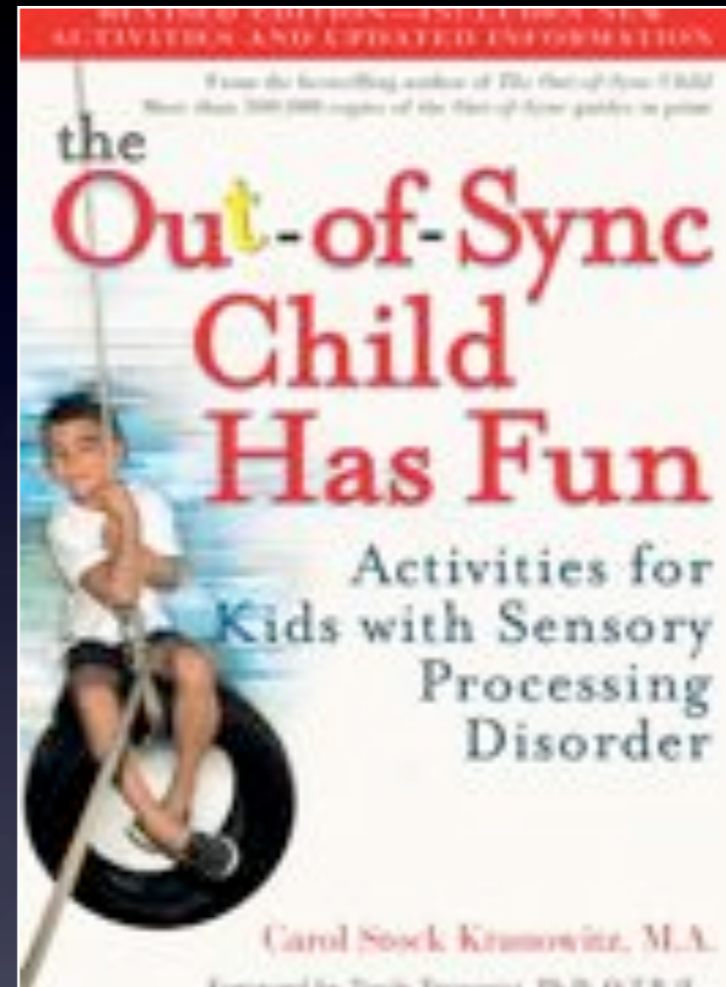
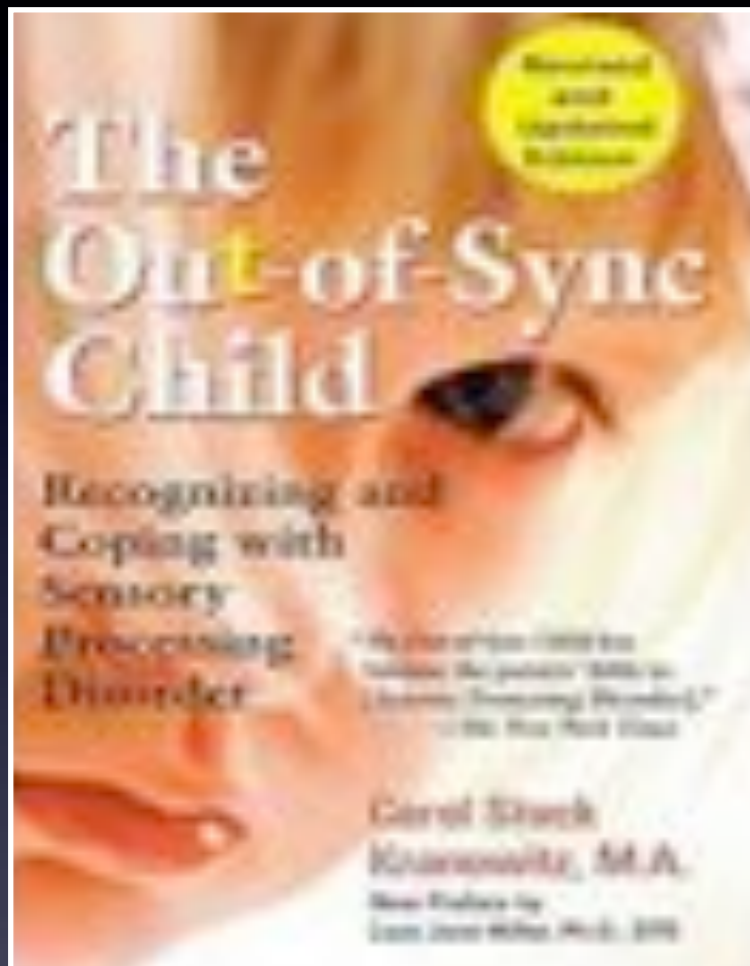


Noise Cancellation
Headphones



A Hat Indoors

Recommended Reading



For more information

- National Center for Learning Disabilities
- Brainframes
- Sensory Activities