

INSTRUCTING DELAYED READERS IN A REGULAR CLASSROOM

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1: Differentiating Instruction for Gifted Students in the Regular Education Classroom

Visit and review the Reading Recovery site at www.enganchecubano.com Summarize how delayed readers would benefit from the Reading Recovery program.

Related materials Description Teaching Children to Read and Write takes an evidence-based approach to the theories and methods needed to become an effective literacy teacher. The effective literacy teacher also relies on teaching strategies that are up-to-date and proven by research to work. Table of Contents 1. Becoming an Effective and Influential Literacy Teacher. Characteristics of Influential Teachers. An Overview of Effective Instructional Approaches. Understanding Early Reading and Writing Development. Types of Meaning in Meaning Negotiation. Ambiguity and Risk in Meaning Negotiation. Optimal Conditions for Literacy Learning. Organizing Early Literacy Classrooms. Comprehension Instruction in the Classroom. Group Reading Approaches for Comprehension. Building Vocabulary and Comprehension Connections. Goals and Objectives of Vocabulary Instruction. Active Learning in Vocabulary Learning Contexts. Building Word Analysis Strategies and Skills. Phonics and Word Identification: A History of Controversy. Developmental Stages in Word Recognition. Instructional Strategies for Teaching Phonics. Instructional Strategies for Teaching Syllable Identification. Instructional Strategies for Teaching Compound Words. Instructional Strategies for Teaching Affixes and Roots. Instructional Strategies for Teaching Context Clues. Instructional Strategies for Developing Reading Fluency. Skill Application through Wide Reading. Goals of a Literature Program. Influence of Instructional Stances on Reader Response. Sources of Reader Motivation.

2: Teaching Children to Read and Write: Becoming an Effective Literacy Teacher, 4th Edition

To select activities for instructing word recognition and word identification strategies to delayed readers, and understand the phases of word learning to which these should be applied. To consider special needs that delayed readers may have in relation to comprehension of story-type text and content area text.

These tests might include measures of specific school skills, such as reading or math, as well as more general developmental skills, such as speech and language. Testing does not necessarily mean that a child will receive services. Once the team members complete their individual assessments, they develop a comprehensive evaluation report CER that compiles their findings, offers an educational classification, and outlines the skills and support the child will need. The parents then have a chance to review the report before the IEP is developed. If you attend this meeting, you can take an active role in developing the goals and determining which skills or areas will receive the most attention. The cover page of the IEP outlines the support services your child will receive and how often they will be provided for example, occupational therapy twice a week. Support services might include special education, speech therapy, occupational or physical therapy, counseling, audiology, medical services, nursing, and vision or hearing therapy. They might also include transportation; the extent of participation in programs for students without disabilities; what, if any, modifications are needed in the administration of statewide assessment of student achievement; and, beginning at age 14, the inclusion of transition planning as a part of the process. To ease that load, some services may be provided on a consultative basis. For instance, an occupational therapist may suggest accommodations for a child with fine-motor problems that affect handwriting, and the classroom teacher would incorporate these suggestions into the handwriting lessons taught to the entire class. The child who has difficulty with handwriting might work one on one with an occupational therapist while everyone else practices their handwriting skills. However, IEPs can be changed at any time on an as-needed basis. If you think your child needs more, fewer, or different services, you can request a meeting and bring the team together to discuss your concerns. Your Legal Rights Specific timelines ensure that the development of an IEP moves from referral to providing services as quickly as possible. These guidelines sometimes called procedural safeguards outline your rights as a parent to control what happens to your child during each step of the process. You can get information about low-cost or free legal representation from the school district or, if your child is in Early Intervention for kids up to age 3 , through that program. Attorneys and paid advocates familiar with the IEP process will provide representation if you need it. You also may invite anyone who knows or works with your child whose input you feel would be helpful to join the IEP team. Federally supported programs in each state support parent-to-parent information and training activities for parents of children with special needs. The Parent Training and Information Projects conduct workshops, publish newsletters, and answer questions by phone or by mail about parent-to-parent activities. A Final Word Parents have the right to choose where their kids will be educated. This choice includes public or private elementary schools and secondary schools, including religious schools. It also includes charter schools and home schools. However, it is important to understand that the rights of children with disabilities who are placed by their parents in private elementary schools and secondary schools are not the same as those of kids with disabilities who are enrolled in public schools or placed by public agencies in private schools when the public school is unable to provide a free appropriate public education FAPE. Two major differences that parents, teachers, other school staff, private school representatives, and the kids need to know about are: Children with disabilities who are placed by their parents in private schools may not get the same services they would receive in a public school. Not all kids with disabilities placed by their parents in private schools will receive services. You know your child best and should play a central role in creating a learning plan tailored to his or her specific needs.

3: Individualized Education Programs (IEPs): Tips for Teachers

Including and instructing students with disabilities in the general education classroom became a topic of heightened interest following the Regular Education Initiative (Will) and provides powerful implications for rethinking education for all students.

Advantages[edit] Benefits to students with disabilities[edit] Higher academic achievement: Mainstreaming has shown to be more academically effective than exclusion practices. By being included in a regular-paced education setting, students with disabilities have shown to be more confident and display qualities of raised self-efficacy. All students in California who went to a different school prior to attending a mainstreaming program were asked to fill out an assessment of their old school as compared to inclusion program. Overall, students felt that they were equal to their peers and felt that they should not be treated any differently. Any kind of inclusion practice, including mainstreaming, allows students with disabilities to learn social skills through observation, gain a better understanding of the world around them, and become a part of the "regular" community. Mainstreaming is particularly beneficial for children with autism and ADHD. By interacting with same-aged non-disabled children, children with autism were observed to be six times more likely to engage in social relations outside of the classroom. Mainstreaming also benefits other children. It opens the lines of communication between those students with disabilities and their peers. If they are included into classroom activities, all students become more sensitive to the fact that these students may need extra assistance. Benefits to non-disabled students[edit] Some people believe that educating non-disabled students and students with disabilities together creates an atmosphere of understanding and tolerance that better prepares students of all abilities to function in the world beyond school. Students without disabilities who engaged in an inclusive physical education program reported increases in self-concept, tolerance, self-worth, and a better understanding of other people. Time and attention may thus be taken away from the rest of the class to meet the needs of a single student with special needs. The effect that a mainstreamed student has on the whole class depends strongly on the particular disabilities in question and the resources available for support. In many cases, this problem can be mitigated by placing an aide in the classroom to assist the student with special needs, although this raises the costs associated with educating this child. Teachers are encouraged to teach the entire class differently. This includes being less abstract and more concrete in content, changing lighting, simplifying the design of the classroom, and having a predictable structure and routine rather than novelty. However, professional training and supportive services can usually address these concerns[citation needed]. Some research has suggested teachers who are not aware of "and later may choose not to adopt" modifications needed for students with special needs are also more resistant to having these students in class. Teacher-student interactions[edit] It has been seen that general educators provide Students with disabilities have been known to require a significant more amount of individual attention with the classroom teacher. Children with disabilities spend twice as much time in whole-class activities as in one-to-one activities due to the amount of whole-class teaching, yet these students are half as likely to engage in whole-class learning activities such as writing, reading and participating showing that whole group activities do not meet the needs of students with disabilities as much as individual work would. They may become targets for bullying. Mainstreamed students may feel embarrassed by the additional services they receive in a regular classroom, such as an aide to help with written work or to help the student manage behaviors. Some students with disabilities may feel more comfortable in an environment where most students are working at the same level or with the same supports. In the United States, students with autism spectrum disorders are more frequently the target of bullying than non-autistic students, especially when their educational program brings them into regular contact with non-autistic students. Through having a buddy system an upper school student will be paired with a younger child preferable with a disability by doing this the younger student is provided with a positive relationship with a fellow student even though they are older. Through the buddy

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system the younger student will learn the benefits of having and sustaining a positive and supportive friendship, learns to value opinion just by having the upper school student around. These social issues are improved due to the upper school student helping to alter the social experiences of the younger child through this formed friendship. The per-student cost of special education is high. Therefore, the average expenditure for students with learning disabilities is 1. Careful attention must be given as well to combinations of students with disabilities in a mainstreamed classroom. For example, a student with conduct disorder may not combine well with a student with autism, while putting many children with dyslexia in the same class may prove to be particularly efficient. Special consequences for deaf students[edit] Deafness is a low-incidence disability, which means that a deaf child will often be the only student in the classroom with hearing loss. While students with other disabilities may experience isolation and bullying by their non-disabled peers, they often share a common language. This is not the case for deaf students. Very few people in the mainstream academic setting know sign language, which means the communication barrier is large and can have negative effects on both academic achievement and social development. Instead, they continued to use simple speech, which was effective with hearing, but not deaf, partners. Communication strategies that are culturally acceptable to the deaf child, such as banging on a table or physically touching another person, can also cause the deaf child to be rejected by his or her peers because such behaviors are not always considered acceptable in mainstreaming hearing culture. This is primarily because of the greater social benefits for the students. A hearing child can listen in on adult conversations, TV, radio and the news to learn things that are not specifically taught or told to them. This often leads to gaps in general knowledge, which can be both harmful to academic success and social interactions. The effect of mainstreaming on Deaf culture is also a key issue for Deaf culture advocates. The rate of children enrolled in residential schools for the deaf is declining, as many hearing parents send their child to a mainstream school in hopes of preparing their child for life in the hearing world. In the past, Deaf schools and clubs served as the center for Deaf culture. Traditions, stories, and values developed and were fostered in these settings, but because of the low incidence of deafness, this same environment cannot be duplicated in the mainstream setting. Aside from the decreased socialization of a deaf child in a hearing school, Deaf community advocates also worry that the disappearance of residential Deaf schools will lead to a weakening of Deaf culture and of the community. Mainstreaming does not involve putting a child full-time in a special school. Mainstreaming does not involve placing a child full-time in a regular classroom. A student who spends the entire day in a regular classroom with non-disabled peers is considered fully included. Most students with mild levels of disabilities such as dyslexia or attention deficit disorder, or with non-cognitive disabilities such as diabetes are fully included. Mainstreaming does not involve teaching the child outside of school. A student who is taught in an institution such as a hospital or at home such as while recovering from a serious illness is excluded. Such a student may receive individual instruction or may attend small group instruction. A student who is excluded from school may or may not have been expelled from the school. History of mainstreaming in US schools[edit] See also: The ultimate goal was to help these students live more independent lives in their communities, primarily by mandating access to the general education standards of the public school system. Initially, children with disabilities were often placed in heterogeneous "special education" classrooms, making it difficult for any of their difficulties to be addressed appropriately. In the s, the mainstreaming model began to be used more often as a result of the requirement to place children in the least restrictive environment Clearinghouse, E. Students with relatively minor disabilities were integrated into regular classrooms, while students with major disabilities remained in segregated special classrooms, with the opportunity to be among normal students for up to a few hours each day. Many parents and educators favored allowing students with disabilities to be in classrooms along with their nondisabled peers. In , IDEA was modified to strengthen requirements for properly integrating students with disabilities. The IEPs must more clearly relate to the general-education curriculum, children with disabilities must be included in most state and local assessments, such as high school exit exams, and regular progress reports must be made to parents. All public schools in the U. Mainstreaming or inclusion in the regular education classrooms, with

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supplementary aids and services if needed, are now the preferred placement for all children. Children with disabilities may be placed in a more restricted environment only if the nature or severity of the disability makes it impossible to provide an appropriate education in the regular classroom. Australian context[edit] It has been estimated that in the year of there has been , children attending school within Australia that has been diagnosed with a disability also within this year it has been seen that there had been a higher rate of participation within school activities coming from children with a disability compared to children without one. It has been shown that almost one in ten boys within schools , had been diagnosed with a disability where the level of girls within a school , diagnosed with a disability was around one in sixteen. Within mainstream schools it has been shown that primary schools had a higher number of students with disabilities with a high 9. Out of the 71, students attending school with a disability It has also been proven that special needs children within Australia demonstrate higher academic outcomes when in a mainstream school where they have been given opportunities to engage in higher academic levels and activities. Having children with a disability in a mainstream school has also been shown to increase in independent communication and motor skills.

4: Do2Learn: Educational Resources for Special Needs

Teaching Children to Read and Write takes an evidence-based approach to the theories and methods needed to become an effective literacy teacher. The fourth edition emphasizes the characteristics of the effective literacy teacher, one who engages, motivates, and helps his/her students.

Joan Franklin Smutny May Recognizing and nurturing giftedness in young children presents an important challenge to educators. Schools need to respond to their educational needs before their abilities diminish or become less recognizable to those who can do something about them. Giftedness in young children refers primarily to "precocity," a rapid rate of development in one or more realms. That child may be gifted, along with the children who, at age 3, can count to or read a book, or pick out a tune on the piano. But giftedness is more than developing skills faster or going through the developmental milestones earlier. Young gifted children are intensely curious, produce a constant stream of questions, learn quickly and remember easily, and think about the world differently than their age-mates. Their intense curiosity may get them into trouble, particularly when they try to figure out how something works. They may have a super-high energy level and yet be highly sensitive and perfectionistic. Young gifted children are at risk for boredom, frustration, and depression. Recognizing giftedness is important because to persist, giftedness needs nurturing. The most effective way to recognize and identify giftedness is to use a variety of approaches over an extended period of time. Physical, social, and cognitive development is rapid and variable in young children. Cognitive and motor skills come suddenly: For this reason, testing may work at one time and not at another. A more complete picture of giftedness in young gifted children would involve observations of behavior and verbal ability in different classroom settings, anecdotal information from parents, and child products art work, diagrams, inventions, lego buildings, stories-written or told. One way to begin finding gifted children is to focus on a range of behaviors that occur in the daily conversations, activities, and responses to learning opportunities in and around the classroom. Here is a list of characteristics common in gifted four-, five-, and six-year olds: They have spent hours every day with their children over a consecutive number of years, observing them closely and interacting with them in a variety of contexts. Later, they can develop a system for sharing information and insights as the year progresses. Portfolios present another option for a talent search in the classroom. A portfolio is a collection of products e. It is a repository of what a child has done or can do. Categories of achievement and ability could include any of the following: Portfolios provide authentic assessment. Conducted over an extended period of time, such evidence is valuable in determining instructional plans, especially for children in kindergarten to third grade. Both parents and teachers may use portfolios to identify talent and document its development over time. General Principles for Teaching Young Gifted Children Many schools today have chosen to serve their gifted student population by enabling teachers to provide educational alternatives for them within the existing curriculum and in the regular classroom. There are a number of practical strategies teachers can employ to give young gifted students the challenge and stimulation they need without overburdening themselves with a great deal of extra work. Create a learning environment. One of the first steps to consider when meeting the needs of young gifted students is the classroom environment. The classroom needs to be a place where all children can easily engage in activities and projects at their own level and pace. Here are some suggestions for designing a child-friendly classroom: Developing learning centers can support creative learning in the classroom environment. A linguistic center, for example, could have a variety of books, dictionaries, magazines, storybook character puppets, magnetic letters with boards, crossword puzzles, alphabet games, and computer software for word processing and story writing. Allow for flexible grouping. Group work is common in preschool through the primary grades. For gifted students, cluster groups, where four or five gifted children work together, provide the most productive situation for learning. Grouping young children should always enhance the strengths students have, and the kinds of groups formed structured, open, creative, divergent, content-based, etc. Here are some guidelines for

organizing small groups: Offer opportunities for children to work with a variety of students grouped differently interests, complexity level of assignments, motivation. Whenever possible, allow children to choose group mates and topics and assist in designing projects and their format. Discuss ground rules with children. Rules for discussion may include: At the conclusion of group work, it is important to evaluate them individually. Evaluations mastery tests, portfolios, checklists, oral responses, drawings, written compositions, etc. There are a couple of options for compacting. One is to allow gifted children to choose activities unrelated to material covered in class that particularly interest them. The other is to design an activity related to the current lesson that challenges their talents. In order for this practice to work in the long run, the teacher will need to design some kind of learning contract signed by both the child and teacher that stipulates the activities or projects chosen, the conditions for their completion, and the outcomes. The teacher can then help them locate resources both in learning centers and the library. Young children particularly enjoy "what if" questions to stimulate new and alternative ways of exploring a subject or theme. A study of the rainforest, for example, might allow a child with an interest in lizards to become a lizard for a day. What would you enjoy most about being one? Teachers can support these activities by asking questions and suggesting different media and resources for their imaginative exploration. Brainstorming with gifted children on what kinds of projects they could do may also generate ideas teachers may never have thought of on their own. The point of the brainstorming is to teach children at an early age to think of the different things they can do with the information they have learned. What would they like to do with it? What else could they find out? How would they like to express what they know? Activities could range depending on the age and ability of the student from map-making to naturalist studies of animal life, dramatic enactments, creative movement, art projects, and science experiments. A kindergarten class just beginning to explore numbers may be very dull to an artistically gifted child who already knows how to count to 50 and recognizes these numbers by sight. This integration of subject areas also makes learning possible in multiple directions and allows young children to develop talents in different content areas. Assessing and Documenting Development Like identification, assessment should be ongoing. Teachers can use tests, class assignments, observations, informal interviews, consultations with parents, and portfolios to assess how the children are doing. However, they are only meaningful if conducted repeatedly over time and within a variety of classroom activities and projects. Conclusion Early identification and intervention are essential for the growth and development of young gifted children. Equipped with practical teaching strategies and creative resources, classroom teachers are in a unique position to advance their talents in a stimulating environment of original thinking and discovery. A sensitivity to the special needs of young gifted children can make a significant difference to their future development and happiness. Developing the Potential of Children at Home and at School, 4th ed. The Young Gifted Child: Potential and Promise, An Anthology. Identifying, Nurturing, and Challenging Ages Free Spirit Publishing Inc. Teaching Gifted Kids in the Regular Classroom. ERIC Digests are in the public domain and may be freely reproduced and disseminated, but please acknowledge your source. This publication was prepared with funding from the U. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department of Education.

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5: Mainstreaming (education) - Wikipedia

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The law also requires that: Years of research have contributed to our knowledge of how to successfully include students with disabilities in general education classes. Listed below are the activities and support systems commonly found where successful inclusion has occurred. Attitudes and Beliefs The regular teacher believes that the student can succeed. School personnel are committed to accepting responsibility for the learning outcomes of students with disabilities. School personnel and the students in the class have been prepared to receive a student with disabilities. Parents are informed and support program goals. Special education staff are committed to collaborative practice in general education classrooms. Services and physical accommodations Services needed by the student are available e. School Support The principal understands the needs of students with disabilities. Adequate numbers of personnel, including aides and support personnel, are available. Adequate staff development and technical assistance, based on the needs of the school personnel, are being provided e. Appropriate policies and procedures for monitoring individual student progress, including grading and testing, are in place. Collaboration Special educators are part of the instructional or planning team. Teaming approaches are used for problem-solving and program implementation. Regular teachers, special education teachers, and other specialists collaborate e. Instructional Methods Teachers have the knowledge and skills needed to select and adapt curricula and instructional methods according to individual student needs. A variety of instructional arrangements are available e. Teachers foster a cooperative learning environment and promote socialization. A Sample Scenario Classrooms that successfully include students with disabilities are designed to welcome diversity and to address the individual needs of all students, whether they have disabilities or not. The composite scenario below is based on reports from several teachers. It provides a brief description of how regular and special education teachers work together to address the individual needs of all of their students. Jane Smith teaches third grade at Lincoln Elementary School. Three days a week, she co-teaches the class with Lynn Vogel, a special education teacher. Their 25 students include 4 who have special needs due to disabilities and 2 others who currently need special help in specific curriculum areas. Each of the students with a disability has an IEP that was developed by a team that included both teachers. The teachers, paraprofessionals, and the school principal believe that these students have a great deal to contribute to the class and that they will achieve their best in the environment of a general education classroom. All of the school personnel have attended inservice training designed to develop collaborative skills for teaming and problem-solving. Smith and the two paraprofessionals who work in the classroom also received special training on disabilities and on how to create an inclusive classroom environment. The school principal, Ben Parks, had worked in special education many years ago and has received training on the impact of new special education developments and instructional arrangements on school administration. Parks works with the building staff to identify areas in which new training is needed. For specific questions that may arise, technical assistance is available through a regional special education cooperative. Smith and Miss Vogel share responsibility for teaching and for supervising their two paraprofessionals. In addition to the time they spend together in the classroom, they spend 1 to 4 hours per week planning instruction, plus additional planning time with other teachers and support personnel who work with their students. The teachers use their joint planning time to problem-solve and discuss the use of special instructional techniques for all students who need special assistance. Monitoring and adapting instruction for individual students is an ongoing activity. For some students, preorganizers or chapter previews are used to bring out the most important points of the material to be learned; for other students, new vocabulary words may need to be highlighted or reduced reading levels may be required. Some students may use special activity worksheets, while others may learn best by using

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media or computer-assisted instruction. In the classroom, the teachers group students differently for different activities. Sometimes, the teachers and para-professionals divide the class, each teaching a small group or tutoring individuals. They use cooperative learning projects to help the students learn to work together and develop social relationships. Peer tutors provide extra help to students who need it. Students without disabilities are more than willing to help their friends who have disabilities, and vice versa. While the regular classroom may not be the best learning environment for every child with a disability, it is highly desirable for all who can benefit. It provides contact with age peers and prepares all students for the diversity of the world beyond the classroom. Collaboration Skills for School Professionals. The Council for Exceptional Children. How it really works. A guide to planning inclusive education. Policies and practices that work. Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd. Learn more about our permissions policy and submit your request online.

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6: Including Students with Disabilities in General Education Classrooms

Reading is the cornerstone of instruction for all students regardless of their ability level because it sets the foundation for future progress and success in virtually all other facets of life (Kliewer & Landis).

Ensure that the student has a way to appropriately express their wants and needs. Reinforce communication attempts e. Paraphrase back what the student has said or indicated. Use storybook sharing in which a story is read to student and responses are elicited praise is given for appropriate comments about the content. Ask open-ended appropriate questions. Use linguistic scaffolding techniques that involve a series of questions. Use language for social interaction and to resolve conflicts. Emphasize goals and tasks that are easy for the student to accomplish. Present only one concept at a time. Have speech therapist present language units to the entire class. Use computers in the classroom for language enhancement. Encourage reading and writing daily. Use tactile and visual cues e. Incorporate vocabulary with unit being taught. Provide fun activities that are functional and practical. Speech Develop a procedure for the student to ask for help. Speak directly to the student. Be a good speech model. Have easy and good interactive communication in classroom. Consult a speech language pathologist concerning your assignments and activities. Be aware that students may require another form of communication. Encourage participation in classroom activities and discussions. Model acceptance and understanding in classroom. Anticipate areas of difficulty and involve the student in problem-solving. Provide assistance and provide positive reinforcement when the student shows the ability to do something unaided. Use a peer-buddy system when appropriate. Devise alternate procedures for an activity with student. Use gestures that support understanding. Model correct speech patterns and avoid correcting speech difficulties. Be patient when student is speaking, since rushing may result in frustration. Be near the student when giving instructions and ask the student to repeat the instructions and prompt when necessary. Provide verbal clues often. Provide a quiet spot for the student to work if possible. Speak clearly and deliberately. Provide visual cues - on the board or chart paper. Redirect the student frequently and provide step by step directions - repeating when necessary. Allow students to tape lectures. Allow more time for the student to complete activities. Modify classroom activities so they may be less difficult, but have the same learning objectives. Allow more time for the student to complete assignments and tests. Design tests and presentations that are appropriate for the student written instead of oral. Divide academic goals into small units, utilizing the same theme. Provide social and tangible reinforcers. Have the student sit in an accessible location to frequently monitor their understanding. Allow extra time to complete work because of distractions, slow handwriting, or problems in decoding text. Have routines that students can follow. Establish communication goals related to student work experiences and plan strategies for the transition from school to employment and adult life. Physical Be aware that because of the way the brain develops, it is easier to acquire language and communication skills before the age of five. Be aware that if children have muscular disorders, hearing problems, or developmental delays, their acquisition of speech, language, and related skills may be affected. Use augmentative communication systems to ensure that nonverbal students and students with severe physical disabilities have effective ways to communicate. Ensure that the student has access to their portable communication system across all contexts, all of the time.

7: Teaching Young Gifted Children in the Regular Classroom

A station teaching model in a co-taught classroom is readily recognizable by the fact that: A- all of the students are learning the same material in a whole group setting B- both teachers instruct through a variety of small-group learning centers.

Is coming up with new ideas to reach the gifted students in your classroom difficult? Here, you will find effective strategies for differentiating instruction to reach the gifted student. Reaching all the students in the classroom--both gifted and otherwise--has always been a challenge. Differentiating instruction becomes even more important than it previously was. By offering all students the opportunity to grow as learners, teachers instill life-long skills that ultimately benefit those students in their future careers. Gifted students are no different. Therefore, the obligation that exists for teachers to differentiate instruction to include those gifted students offers a similar pay-off, one that also benefits those students in their future careers. But how do we do it? How can teachers alter instruction so that every student is given equal opportunity to learn? It boils down to the fact that since we are all different, we may learn differently. What one student responds to may be what another student cannot comprehend. Therefore, strategies must be put in place to allow the latter student the same opportunity as the first. Instruction is differentiated in three components: Content, Process, and Products. In differentiating content, a variety of elements and materials is used in teaching. Instructional objectives focus on the broad spectrum, rather than focusing on small details or simply facts. Process may be differentiated in several ways, too. Flexible grouping is often encouraged, allowing students to work together in an effort to learn a new skill. Classroom management also plays a major role. Teachers who differentiate instruction need to maintain some level of organization and select appropriate strategies for addressing curricular goals. Regular assessment of students is essential when differentiating instruction. Teachers must have a way of measuring growth to figure out if strategies are working or need amending. Students must also be held accountable for their learning. In a differentiated classroom, the students are challenged. Tasks that are repetitive or uninteresting will lead to boredom and a lack of understanding. Teachers should offer choices for outcomes, meaning that expectations and requirements are varied allowing students options for products. The use of rubrics is highly recommended in the differentiated classroom. Using prefabricated rubrics or creating ones using sites like RubiStar will outline expectations up front, giving students the opportunity to achieve the optimal grade without constantly having to ask what they need to do to earn that grade. The gifted child that is a high achiever is likely to be identified by the school system; however, the gifted child that does not always put forth effort or appear to want to learn is likely to be unnoticed. Some of these children may be discipline problems or bear a special education label. It is the responsibility of special education professionals to identify and address the needs of gifted students. Some schools have personnel put in place specifically for gifted students. Naturally, the earlier the child is identified, the better. To better aid in addressing the needs of gifted students, the NAGC adopted new standards in that are designed to prepare teachers for the educational needs of this particular group of students. Teaching gifted children is sometimes difficult. Differentiation plays a key role in keeping students engaged in learning. In order to reach all students in the classroom, a teacher needs to have curriculum that will accommodate each student, be they gifted or of an extremely low-level. When addressing the needs of gifted and talented students, make sure you provide challenging curriculum. Give options or choices. Gifted students, in particular, need variety. Below, you will find various ideas that may be adopted for any classroom to aid in differentiating instruction for gifted students. Please note that I am merely offering suggestions. Instruction may be differentiated in many, many ways. Some are rewrites of classic stories or fairy tales, while others discuss the lives of settlers or the invention of the light bulb, thus allowing them to be adapted for most subjects. Doing so allows for differentiation, in that students can view and present in different ways. Since no two people are alike, no two presentations will be. One group may use a lot of expression, whereas another may not. Giving students the option to use props or design their own props is of

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added benefit. A teacher may even allow the students to use costumes when they present. Projects are a great way to differentiate instruction because you can offer a choice of topics or outcomes. For instance, if you are having your students complete a research project, you can offer a variety of topics, all pertaining to some aspect of the unit being taught. Another option is to vary the final product. Instead of telling students their end result will be a picture, the teacher might offer the picture as an option amongst writing a story or creating a comic strip. When writing projects, be sure to accommodate all learning styles and present options for the various levels of learners in the classroom. Doing so allows the gifted students and the struggling students the abilities to choose projects geared specifically for them. All students will be represented, in other words. During journaling, which again can be used in any subject, allow students the option of choosing between different prompts. Or, give students the option of drawing a picture or writing an interview with someone related to that topic. They can present their results to the class when they are finished. Most students would enjoy having options. Gifted students in particular need options. Learning stations are another great way to differentiate instruction. Please note, though, that stations are not automatically differentiated. They are differentiated if the activities vary in complexity, depending upon student readiness. Finding stations that are of high interest to gifted students is definitely beneficial. Independent study projects are preferred by some students. Choices can be presented, and it is okay if each student is working on something different. Independent study allows students to research a topic that is of interest to them. They go at their own pace, but I strongly suggest giving some sort of timeline or assessment schedule up front. This type of project is often used to differentiate instruction for gifted students in particular, since they can select their own topic and find appropriate material for that topic. Students are given the opportunity to practice reading aloud, which ideally helps with fluency and comprehension, without the teacher directing the reading. Texts can be altered or varied according to readiness. Books are often selected by the students, and assessments are necessary to ensure comprehension and growth. Gifted students are not always the better readers. Using literature circles or something similar allows students to read a book of interest at their own pace and on their reading level. Books that are of a higher grade level can be provided for gifted students who are advanced readers. These activities may be in the form of puzzles, games, research, and more. Websites like Google Earth can be used as an anchoring activity as well and offer technology implementation. Since differentiation is based upon meeting students where they are, these activities can be varied to include all levels represented in the classroom. For instance, gifted students can select activities that are designed to enhance critical thinking skills. Accelerating or decelerating allows students to work at their own paces. A struggling student may require altered assignments or the opportunity to work at a slower pace. A gifted student might be able to complete the curriculum at a much quicker pace. By allowing for acceleration or deceleration, teachers cater to the needs of both types of students. Tic-Tac-Toe grids are another useful tool for differentiating instruction. A typical tic-tac-toe would include options for each learning style and for the various levels of learners. These can be adapted for all classroom subjects. Students are presented with nine options, from which they choose three in a row vertical, horizontal, or diagonal to complete. The following nine activities can be integrated into a tic-tac-toe chart. This particular chart was originally designed for 6th grade reading students, but it can be adapted to various other subjects and grade levels. Create a brochure or travel poster describing in detail the setting of your book. Write an interview between yourself and a character from your book that asks specific questions of relevance to the plot. Create a comic strip or story board with 8 to 10 important events from the book. This may be done on the computer or on paper. Create a large bookmark with a summary of the book that would encourage someone to read your book. Create a book box with at least 5 items that have important meaning in the book and include a hand-written explanation of their significance. Your box must be decorated appropriately. Create a vocabulary game like Memory or Pictionary with at least 10 words from your book OR create a picture dictionary that includes 10 words from your book. Design a book cover for your book.

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8: Essentials for Effective Reading Instruction | RTI Action Network

While the regular classroom may not be the best learning environment for every child with a disability, it is highly desirable for all who can benefit. It provides contact with age peers and prepares all students for the diversity of the world beyond the classroom.

The NRC noted that for students to learn to read well they must understand how sounds are represented by print and be able to apply this understanding to read and spell words, practice reading enough to become fluent readers, learn new vocabulary words, and learn to self-monitor when reading to make sure what they read makes sense and to correct their own errors. The NRC also found that it was important that teachers provide explicit instruction in phonemic awareness and phonics integrated with many opportunities to read and write meaningful, connected text. They purposefully used the word integrated rather than balanced. Finally, they noted that effective reading teachers adapt their instruction, making changes designed to meet the needs of different students. In summary, the evidence to date shows that there are five overriding research-supported characteristics of effective instruction for students with reading difficulties. Teach essential skills and strategies. Provide explicit and systematic instruction with lots of practice—both with and without teacher support and feedback, including cumulative practice over time. Provide opportunities to apply skills and strategies in reading and writing meaningful text with teacher support. Teach the Essentials Shortly after the NRC issued its report on the serious national problem of widespread reading difficulties Snow et al. The NRP, similarly to the NRC, concluded that reading instruction should address the domains of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Effective classroom reading instruction includes teaching phonemic awareness in kindergarten and 1st grade, and for older students who need it and phonics or word study explicitly and directly with opportunities to apply skills in reading and writing connected text. Effective reading teachers teach skills, strategies, and concepts. Skills are things students learn to do. In reading, students must learn skills such as associating letters with their sounds such as saying the sound of the letter b and blending these sounds to form words [as in sounding out words]. Strategies are routines or plans of action that can be used to accomplish a goal or work through difficulty. A word-reading strategy is described below. Finally, students must learn concepts, or ideas. They need background knowledge related to reading and to the topics they are reading about. In a typical 3rd grade classroom, there may be virtual nonreaders, typically developing readers, and students who read at 5th or 6th grade levels or even higher. Many classrooms in which all instruction is delivered in English include students who are learning to read and speak in English at the same time. A single classroom may include children who speak several different languages at home. Typically, this means that teachers implement reading instruction in small groups as well as in whole class formats. Although a quality reading curriculum will provide the foundation for effective instruction, teachers will need to adapt their instruction for students who struggle and for high-achieving students as well. Making Instruction More Explicit Students with learning difficulties benefit from explicit instruction in decoding skills and strategies, fluency modeling fluent reading, directly teaching how to interpret punctuation marks when reading orally, etc. When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts providing both clear examples and nonexamples. If the student is not successful, the teacher models again. The teacher may have the students sound out a few words along with him or her. Eventually, the students apply the skill independently to sound out simple words. Students who are easily confused are more likely to be successful when teachers demonstrate and clearly explain what they need to learn. On the other hand, if confusions are not addressed and foundational skills are not mastered, it is likely that students will become more and more confused, resulting in serious reading problems. Providing Systematic Instruction Systematic instruction is carefully sequenced, so that easier skills are taught before more difficult skills. Letter-sound correspondences and phonics skills i. The pace of introduction of new material is reasonable to allow

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struggling learners to master key skills, and much of each lesson consists of practice of previously introduced skills, strategies, and concepts and the integration of these with the newly taught material. Increasing Opportunities for Practice Published reading programs rarely include enough practice activities for at-risk readers to master skills and strategies. Students with learning difficulties typically need extended guided, independent, and cumulative practice. During guided practice, students practice with teacher feedback. Students need both positive and corrective feedback. Specific positive feedback calls attention to behaviors and processes the student is implementing well. Students also need to know when they have made mistakes. Students also need independent practice, during which they implement skills and strategies without teacher support but with close teacher monitoring, and with reteaching when necessary. Finally, students at risk for reading difficulties need large amounts of cumulative practice over time to learn to apply skills and strategies automatically when they read, just as skilled readers do. Cumulative practice means practicing newly learned items mixed in with items learned earlier, so that skills are not taught and "dropped. One effective way to provide extra practice opportunities in the reading classroom is the implementation of peer tutoring routines in which students are paired and taught how to work together to practice skills they have been taught e. The real purpose of reading is to get meaning from text, and the purpose of writing is to convey meaning with text. It is very important that students have the opportunity to apply word identification and spelling skills as they read and write connected text. This process must be supported by teachers who model for students how to apply what they have learned and give students feedback about their reading and writing. For example, students must be taught what to do when they get to a hard word. The most common characteristic of poor readers of all ages is the tendency to guess words that are difficult, sometimes using just a few letters. This quote from a middle school student, taken from a moving article about students in middle school with severe reading problems, describes the situation well: Sometimes when students in my class read, they might know how to say simple words okay, but they will skip over the big words. They look around to see if anyone is even listening to them. They stumble over words, trying to sound them out. They just keep going. Students need explicit instruction, modeling, and practice in vocabulary and reading comprehension, but many students with reading problems continue to need instruction in phonics and word study even when they are in the upper elementary and secondary grades Fletcher, A critical part of effective reading instruction is explicitly teaching students how to use efficient word reading strategies. Simply put, students need to be taught what to do when they get to a hard word. In one research-validated early reading intervention program, young students are taught to use a three-part strategy when they try to read difficult words: These steps are described in more detail below. Look for parts of the word you know. In the earliest stages of learning to read, students may find a letter or a letter combination e. Later, they may recognize common word endings e. Still later, they may identify roots or base words, such as the root spect which means "to see" in the words inspect and spectacles, or common prefixes and suffixes like pre- or -ly. Students should be taught from the earliest lessons to use a sounding-out strategy to read unfamiliar words. They should learn how to blend sounds and larger word parts together to read words and how to apply this strategy when reading real text. Some teachers teach students in kindergarten or 1st grade to identify unknown words by looking at pictures on the page or at one or two letters in a word. These students are being taught to use a guessing strategy, the strategy of choice of struggling readers, as described so well by the middle school student above. If a word is too difficult for a student to sound out, the teacher can model the process of looking for known letters or word parts and sounding out the word, and then simply tell the student the word. Some reading programs include controlled text, sometimes called "decodable text," that contains only words students can read using words and letter sounds they have been previously taught in the program. This kind of text can provide a temporary support for students in the early stages of reading development. After students sound out the unfamiliar word, the last step of the three-part word reading strategy is to teach students to put the newly solved word back into the sentence and to check it to be sure it makes sense. Thus, the meaning of the word in context is not ignored; it is used as the checking mechanism. Monitoring Student Progress In schools with effective classroom reading instruction,

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students receive regular brief reading assessments so that their reading growth can be monitored. These results can be graphed, so that teachers, parents, and students can readily see progress over time. Classroom reading teachers can adjust their teaching accordingly to try to accelerate student progress. For some students, quality classroom reading instruction is not enough. A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35, "Flexible intervention for struggling readers in the early grades. *Intervention for struggling readers: Bringing science to scale* pp. Findings of the National Reading Panel. Overview of the Texas Center for Learning Disabilities. Linking general education and special education. What we need to know pp. Promoting word recognition, fluency, and reading comprehension in young children. *Journal of Special Education*, 39, 34" Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5, " Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71, " Oral reading fluency norms: A valuable assessment tool for reading teachers. *Reading Teacher*, 59, " What research says about vocabulary instruction for students with learning disabilities. *Exceptional Children*, 70, " Not all students learn to read by third grade: Middle school students speak out about their reading disabilities.

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9: 12 Ways to Support English Learners in the Mainstream Classroom | Cult of Pedagogy

In schools with effective classroom reading instruction, students receive regular brief reading assessments so that their reading growth can be monitored. These assessments typically include having students read text for minutes and calculating how many words they read correctly during that time (see Fuchs, Fuchs, Hosp, & Jenkins,

Contact Us Listen to this post as a podcast: A note on terminology: I use it several times in the post because schools sometimes refer to the teachers as ESL teachers, and the term is still widely used as a search term for this topic. My intent in using the acronym is to make this post easier to find online. You have a new student, and he speaks no English. How can you be a good teacher to someone who barely understands you? According to the National Center for Education Statistics, an average of 9 percent of students in U. Although many of these students start off in high-intensity, whole-day English programs, most are integrated into mainstream classrooms within a year, well before their English language skills would be considered proficient. How prepared are you to teach these students? So that means we have a problem here: Build in more group work. Communicate with the ESL teacher. If a teacher was going to be doing a unit on plants, I could make sure we used some of that same vocabulary in the ESL class. Although it has been a hotly debated topic in the language-learning community, allowing students some use of their first language L1 in second-language L2 classrooms is gaining acceptance. Look out for culturally unique vocabulary. Use sentence frames to give students practice with academic language. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write. Kim remembers one time when she had to set the record straight about the diverse South American population at her school: Make a commitment to be someone who bothers to get it right. In her podcast interview, Kim shared a story about watching a teacher ask a new Iraqi student how he felt about the war in his country, right in the middle of class. They all roared with laughter while I stood there with a What?? I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay. In addition to offering an overview of the research on second-language learners and best practices in teaching ESL, it also includes a whole section on teaching ESL in the content areas and another specifically geared toward teaching ELL students in mainstream classrooms. Impact of L1 use in L2 English writing classes. If you thought this was helpful, stick around. Join my mailing list and never miss another post. I look forward to getting to know you better!

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