CLASSROOM STRATEGIES THAT WORK FOR STUDENTS WITH LEARNING DISABILITIES

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AGENDA
• INTRODUCTION
• STUDENTS WITH DISABILITIES, WHO ARE THEY
• EFFECTIVE INSTRUCTION
• WHAT STRATEGIES WORK
• NEXT TIME
• REFERENCES

MARIE DOERNER
• Started working with students with learning disabilities at Landmark School, Encino, CA in 1990
• Started working with adults at San Diego Continuing Education in 1994
• In my job, I help students achieve their goals. I teach a basic education class, work with adults in ABE and High School programs within their classes and supervise assessment for learning disabilities.
WHO ARE YOU?

- Are you a student, teacher, administrator, disability support, counselor?
- What do you want to learn?
- Do you have specific questions about students?

STUDENTS WITH DISABILITIES, WHO ARE THEY?

- Volunteers
- Entitled to confidentiality
- Not immune from behavior expectations

STUDENTS WITH DISABILITIES, WHO ARE THEY

TITLE V (FOR COMMUNITY COLLEGES), EFFECTIVE OCTOBER, 2015

- Physical disability
- Deaf and Hard of Hearing
- Blind/ Low vision
- Learning Disability
- Acquired Brain Injury
- Other health conditions and disabilities
- Attention-deficit Hyperactivity Disorder (ADHD)
- Intellectual Disability
- Autism Spectrum
- Mental Health Disability
STUDENTS WITH LEARNING DISABILITIES

- Average to above average intelligence
- Statistically significant processing and/or
- Statistically significant aptitude-achievement discrepancies
- Problems are not due to other disabilities or educational deprivation

EFFECTIVE INSTRUCTION:

- Teach Important Skills.
  Most programs have limited time for instruction. Make sure every minute counts.
- Adults with LD should be involved in deciding what is important. Many students with LD have become passive learners. It is important to help students become active learners
- Focus on functional skills. (Cut the fluff, teach the stuff)

EFFECTIVE INSTRUCTION:

- Teach less better, but how do you know what to cut out?
  - students need explicit, intensive instruction and numerous practice opportunities. It is more efficient to teach fewer, but important skills, and teach them to mastery. What are examples of things you could cut?
  - Spend lots of time on guided practice, think-alouds, and modelling
EFFECTIVE INSTRUCTION:

• Teach explicitly.
  Direct instruction ensures that the student is learning
  • Teach contextually. The more authentic the learning experience is the better.
  • Students also need to know why they are learning a task and why it is important.

EFFECTIVE INSTRUCTION:

• Check the old before teaching the new. New memories need to be laid onto old memories
  • Practice, practice, practice, but only perfect practice makes perfect. How?
  • Require frequent responses. How?
  • Spiral back. What are examples of spiraling backwards?

EFFECTIVE INSTRUCTION:

• Corrective feedback ASAP.
  • Promote generalization
  • Be prepared, be organized, model efficiency.
EFFECTIVE INSTRUCTION:
- Accommodations where necessary
- Reasonable accommodations are required by law and are necessary for appropriate instruction and assessment under certain conditions
- However, students need to become independent learners and many accommodations require upfront learning for students to benefit fully.

QUESTIONS?
- What are other components of effective instruction?
- What kinds of strategies do you use?

STRATEGIES
- Break learning into smaller chunks
  - Could be to teach part of a procedure and put together later
  - Could be to cover parts of pages or cut pages up so they are less overwhelming
STRATEGIES
• Use multi-sensory approaches to present new concepts
  Provide multiple exposures to concepts and use concrete examples.
  How could you teach the color blue?
  - What concrete examples would you use?
  - How could you include multi-sensory techniques?

STRATEGIES
• Teach strategies
  - PEMDAS
  - ROY G. BIV
  - Dead men suck blood daily
  - Write homework down in calendar
  - Beware: teaching a strategy requires extra learning. First students have to learn the strategy. Then they have to learn to apply the strategy. This requires more work.

QUESTIONS?
• What are some strategies that work for you?
• How can teachers/students share strategies that work?
BRAINS CAN CHANGE

• Brain research is showing that students’ brains can continue to develop.

• Janet Zadina’s work on the brain. 6 weeks to a brain upgrade.

NEXT TIME:

STRATEGIES FOR TYPES OF LEARNING DISABILITIES

FRIDAY, FEBRUARY 26 AT 1 PM, MUST REGISTER

• Auditory Processing Deficit
• Dyscalculia
• Dysgraphia
• Dyslexia
• Language Processing Disorder
• Non-verbal learning disabilities
• Visual perceptual/visual motor deficit

Related disorders
• ADHD
• Dyspraxia
• Executive Functioning
• Memory

REFERENCES

• DSPS Solutions http://dspssolutions.org/
• Learning Disability Association of America http://ldaamerica.org/
• Do2Learn http://do2learn.com/dyslexia/CharacteristicsStrategies/SpecificLearningDisability_Auto
omy_Dysgraphia.html
• CalPro: http://www.calpro-online.org/
• Janet Zadina: 6 weeks to a brain upgrade
• Mnemonics: http://www.learningassistance.com/2006/january/mnemonics.html