How to get special education students access to the thinking of CCSS

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What sparked our change?

Attended TDG Leadership Seminar

• Grace Kelemanik and Amy Lucenta

• Observing our current system, analyzing our current data, noticing our current instruction

A shift in thinking about supports...

Support the thinking not the doing

We used to...give tools and provide accommodations so that students may get answers.

Now we...design instruction intentionally to provide on-ramps to productive struggle and mathematical thinking.

From Grace Kelemanik and Amy Lucenta



So...what did we do to ignite this change?

- 1. Pulled direct instruction math curricula from our classrooms.
- 2. Learned about the Accessibility areas
- 3. Did the Math
- 4. We had a "studio" for our Special Education teachers to "see" and "practice" this in action.

Accessibility Areas

- Roseburg School District uses Pattern of Strengths and Weaknesses model when considering whether a student is eligible as a student with a specific learning disability in the area of mathematics
- School psychologist provided training to special education teachers
- Using information from school psychologist assessments to inform the IEP and support students in accessing core instruction

Accessibility Areas

Gf Gsm Glr Gs 8 Gp Gps

Comprehension-Knowledge: Language comprehension and general knowledge

Domain-Specific Knowledge: Declarative and procedural knowledge related to specialized interests

Reading/Writing: Declarative and procedural knowledge related to literacy

Quantitative Knowledge: Declarative and procedural knowledge related to mathematics

Fluid Reasoning: Use deliberate and controlled mental operations to solve novel problems

Short-term Memory: Apprehend and maintain awareness of information that is useful for multi-step problem-solving.

Long-term Storage & Retrieval: Store and consolidate new information and fluently retrieve the stored information

Processing Speed: Automatically and fluently perform relatively easy elementary cognitive tasks.

Reaction & Decision Speed: Speed at which very simple perceptual discriminations can be performed.

Visual-Spatial Processing: Perceive, discriminate, and manipulate images.

Auditory Processing: Perceive, discriminate, and manipulate sounds.

Olfactory Processing: Perceive, discriminate, and manipulate smells.

Kinesthetic Processing: Perceive, discriminate, and manipulate sensations of body movement.

Tactile (haptic) Processing: Perceive, discriminate, and manipulate touch stimuli.

Psychomotor Abilities: Skilled performance of motor tasks.

Psychomotor Speed: Speed of motor functions

Tentatively identified abilities

- Do the Math
 - What do you anticipate students understanding and struggling with?

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Access Areas of students with IEPs.

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- What do we anticipate being a struggle or success for these students in this lesson?
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- How does the IEP suggest we support the student thinking?
- How does the Access Areas compare to the IEP?

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Collected Data in Erica's Room

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Debrief

- What did students understand and struggle with?
- What did the students with an IEP understand and struggle with?
- What teacher actions led to the student understandings?
- What does this mean for your practice?

Belief and what next...

"Believing that all students can learn is one thing, but putting that belief into practice takes purposefully thinking about, planning, and prioritizing those action plans."

Jeanette D. Amayo

The what next...

- Keep practicing...more studios next year
- Grow in our understanding of how we can use the knowledge we have around Accessibility Areas to empower students
- Fine-tuning how we write IEP goals for students
- Think deeply about how to help General Ed teachers understand this different approach
- Continue to work on supporting our revolving door of instructional assistants

Why do we want to continue with this work?

- Create student self-efficacy
- Support students thinking like a mathematician
- Provide students with access to the standards
- Educate students in the least restrictive environment
- Close the achievement gap
- Prepare students for middle school, high school, and their future after high school

Let's Practice Ourselves

- Review the Cognitive Data on each student
 - How would you support this student in the core curriculum?
 - What do you think the goals should be on their IEP?
- Let's do the math quickly
 - What do we anticipate possible student responses to be?
 - Where in the lesson do we think these two students will excel or struggle?
 - How can we support the thinking, not the doing?

Typical Student Work



IEP student work



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Questions/Comments