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QUARTERLY
SPECIAL
EDUCATION
NEWSLETTER

Special Education

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GaDOE Special Education Resources

Implementation Manual

Provides practical ideas and best practice information on the implementation of the Georgia Special Education Rules.

Webinars

Schedules for Elluminate Trainings

future and past are posted.

GaDOE Special Education Staff

Contact List



In Upcoming Issues...

- **Progress Monitoring Part 2**
- **Affirmations**
- **Family Engagement**
- **PBIS**



Our purpose is to share Tips, Information, and Updates from the Georgia Department of Education with our teachers.

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Progress Monitoring - Part 1 of 3

Progress Monitoring – a Primer

Progress monitoring is a scientifically based practice used to assess students' academic/behavior/social performance in order to quantify their rate of improvement and evaluate their responsiveness to intervention/specially designed instruction. Progress monitoring can be implemented with individual students or with an entire class.

What are the essential terms to know?

Data Point – An isolated piece of data on a graph or chart that illustrates a student's performance/progress.

Aimline – An aimline is the path a student will need to take to reach the determined goal. It is the line that connects the median baseline data point and the long range goal (LRG) data point. If you are using a data base system to enter the data, the program may plot this line. If you are hand graphing, then you would use the median baseline data point (use at least 5-7 data points for baseline) and then plot the LRG point. Connect the two points, and then you have constructed the aimline (McCook, 2006).

Trend Line – Line of a graph that connects data points. This is used to compare against aimlines to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aimline, which is the desired performance score.

How Do You Get The Aimline?

To construct the aimline:

Establish a baseline by using a minimum of 3 data points. Chart that median baseline score.

Next, determine the goal point.

Draw a line to connect the baseline with the goal data points.

You have now established the aimline. With the aimline in place you can analyze the data using the "4 point data rule."

Progress Monitoring (continued)

What is the "4 Point Data Rule"?

After at least 6 weeks of instruction have occurred and at least 6 points of data have been collected, examine the 4 most recent data points.

If all 4 data points are above aimline, increase the goal.

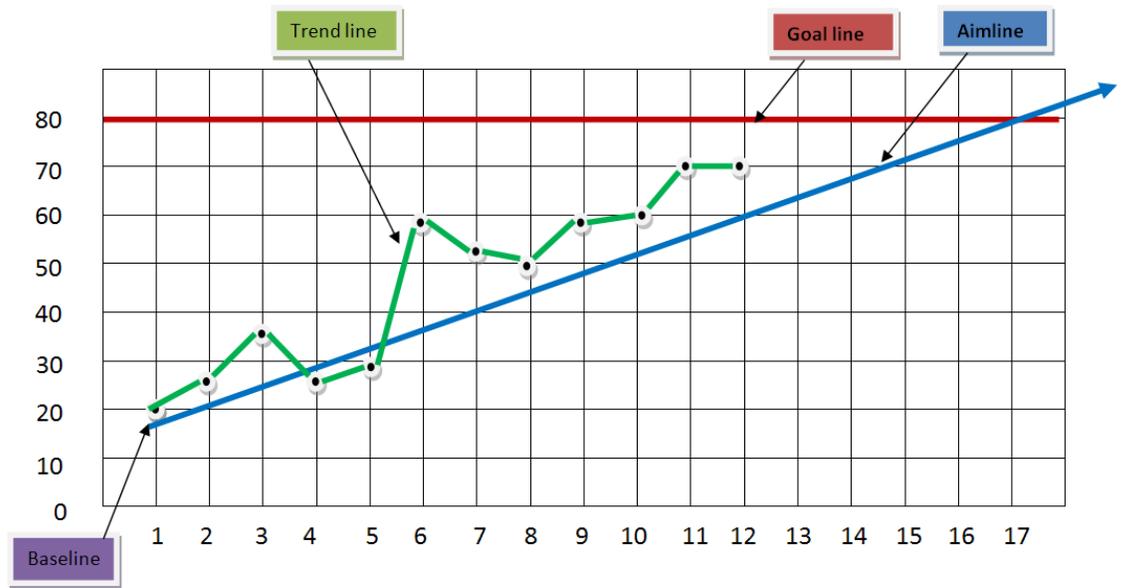
If all 4 data points are below aimline, make an instructional change.

If the 4 data points are both above and below the aimline, keep collecting data until the 4 Point Data Rule can be applied.

Behavior Bits

Good rapport promotes student motivation. Some tips for rapport building:

- Call students by name
- Learn something about your students' interests, hobbies, and aspirations
- Interact more, lecture less – emphasize active learning
- Meet students at door to welcome them to class
- Be respectful
- SMILE



Teacher Resources

Diigo (Digest of Internet Information, Groups and Other stuff) – www.diigo.com

Check this tool out! It is a cloud based personal information management system. You can access your library through any mobile platform Diigo supports and easily share this information with students or colleagues. The educator upgrade is free.

Illustrations: Resources for Teaching Math - <http://illustrations.nctm.org/>

Provides standard-based resources, activities, lessons, web links, and more to support the teaching of mathematics. Illustrations is part of the Verizon Thinkfinity program.



October was Dyslexia Awareness Month



Assistive Technology Tip

[Spectronics Frequently Asked Questions Webpage \(FAQs\)](#)

This webpage provides a variety of resources for commonly used assistive technology products in one location. Visitors can search for information by the name of the product such as AlphaSmart or Boardmaker or by category such as literacy support. Comparison charts can be found for symbol sets, literacy support software, and many other items from software to hardware. A number of informative pages on using switches, keyboards, and mice is also available.

Is Dyslexia a Specific Learning Disability?

The term “dyslexia” can be confusing. We have received several questions and comments from parents who say that the schools do not recognize the diagnosis of “dyslexia.” This is an inappropriate response from a school district because it contradicts the guidance contained in the IDEA 2004, where the term “dyslexia” is included in the definition of a specific learning disability refer to 34 CFR 300.8©(10).

The definition of dyslexia adopted by the International Dyslexia Association (IDA) states: “Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.” According to this definition, students with dyslexia demonstrate unexpected difficulties despite the provision of research-based classroom instruction/intervention. This refers to a student who, although provided with reading interventions, does not respond to the interventions.

When a parent provides documentation from a private evaluation that specifies a diagnosis of “dyslexia,” the school/district should respond by reviewing the documentation, meeting/conferencing with the parent(s) to discuss the student’s progress in reading, and determining whether there is an impact in academics. A student must demonstrate that s/he does not make adequate response to core instruction and that subsequent supplemental research-based interventions don’t result in movement towards benchmarks and peer performance levels. However, this is just one piece of the multiple evaluations that need to be collected to determine whether a student is a student with a specific learning disability.

It is true that a student can have a diagnosis of dyslexia and not meet eligibility for a specific learning disability category. The diagnosis of dyslexia is simply stating that a child is exhibiting difficulty in reading. The school/district will need to investigate whether the student is experiencing significant learning difficulties that are impacting his/her ability to progress through the curriculum.

***“Tell me and I forget.
Teach me and I learn.
Involve me and I remember.”***
Benjamin Franklin

Math Facts

Resource Board Highlights

There are some exciting new changes on the Access to the GPS Resource Board. The first page on the Resource Board now has a list of new items added each month. Check out these new activities! The list of Adapted Stories (listed on the Resource Board) will include a new form to use when requesting CD's from the Georgia Instructional Materials Center (GIMC).

Teachers will fill out the form and attach it to an email requesting the story.

If you are new to the Access to the GPS Resource Board, it is well worth your time to view the following Elluminate webinar so that you can maximize your resource board experience:

[Accessing the GPS Resource Board for Teachers of Students with Significant Cognitive Disabilities](#)

Contact

Debbie Reagin at Dreagin@doe.k12.ga.us for a password if you teach students with significant cognitive disabilities and need access to wonderfully adapted curriculum materials. Your students will love you for it!

The National Mathematics Advisory Panel Final Report 2008 (www.ed.gov/mathpanel) proposes three clusters of concepts and skills called the Critical Foundation of Algebra that reflect their judgment about the most essential mathematics for students to learn thoroughly prior to algebra course work. The first emphasis is on the acquisition of Fluency of Whole Numbers by the end of Grade 5 or 6.

The lack of fluency with math facts limits the number of more advanced problems students can and will do on a daily basis. When problems are difficult and time-consuming to solve, students resist doing them. Learning math facts proceeds through three stages: developing accuracy, developing fluency, and developing automaticity.

Teachers often set up roadblocks when teaching math facts by asking students to learn facts in sets of ten or more, which is way too many facts to learn at one time, and then expecting students to move on to the next set of facts too quickly before they really know the first set of facts. This practice results in students overloading their working memory and short term memory and never getting the information into their long term memory.

There are 390 basic arithmetic facts.

- Addition Facts
 - 100 addition facts
 - Each addend is a whole number under 10
- Subtraction Facts
 - 100 subtraction facts
 - All possible combinations in which the subtracted and the difference are 1 digit numbers
- Multiplication Facts
 - 100 multiplication facts
 - All combinations of the factors in a single digit number
- Division Facts
 - 90 division facts
 - All possible combinations in which division and quotient are single digit numbers

Ah Ha Moment! There are 390 facts to learn so...

- ❖ if a student attends 5 years of school or 900 days of instruction (180 days per year), that is about .43 facts a day or 2.16 facts per week.
- ❖ if a student attends 3 years of school or 540 days of instruction (180 days per year), that is about .72 facts a day or 3.61 facts per week.

If students do not know their basic math facts by 6th grade, do not give up! Set aside 10-15 minutes of drill time to address this deficit. When possible, this is a good opportunity to get family support to help.

Profound Statement

Practice doesn't make perfect . . . perfect practice makes perfect.

Visualization

Co-teaching Coach

Planning is a must!
Be creative to find that time through the use of technology.
Some suggestions to help teachers communicate are: Goggle docs (edit your online documents from any computer) and Edmodo (secure social learning network for teachers and students)

Non-Endorsement Statement
Georgia Department of Education

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Visualization is a powerful reading comprehension strategy. Visualization takes a passive reading activity to an active reading activity that has a direct impact on a student's improvement in reading comprehension. Visualization can be implemented by teaching students how to make pictures in their minds.

The teacher will need to use explicit instruction and model this strategy. This is also a good time to use think-aloud skills. Depending on the readiness levels of the students, you might start with simple phrases and then move to sentences and on to paragraphs as students experience success with the strategy.

Example: Yellow flowers

Have the students draw what they see in their minds. This helps to give you an idea of what they are thinking.

Example: The yellow flowers are swaying in the field alongside a road.

After each exercise, direct students to share their images. You may need to provide students with explicit feedback through questioning to help them adjust their images to the text.

Remember, since each student has unique background knowledge, everyone will visualize differently. That is why it is important to stress the textual clues for visualization.

Eventually, you will be able to move on to having students verbalize the images they see in their minds. It is also important while teaching this strategy to use a text students are familiar with in order to avoid overloading them and to choose materials that provide excellent descriptive passages.

If a student is having a difficult time visualizing, it may be helpful to add additional sensory elements to the text. Ask the student to recall the way things smell, taste, feel, or sound. This will activate thought processes that increase the student's awareness of what is being read.

Once students become comfortable with visualization, continue to integrate it regularly into your lessons. This will lead to greater retention and understanding of the lesson. Finally, visualizing is FUN!



“If I can't picture it, I can't understand it.” Albert Einstein

“It is impossible even to think without a mental picture.” Aristotle 348 B.C.