

Overcoming Barriers

THE IMPACT OF THE RECOGNITION NETWORK AND ACCOMMODATIONS

MATERIALS & CONTACT



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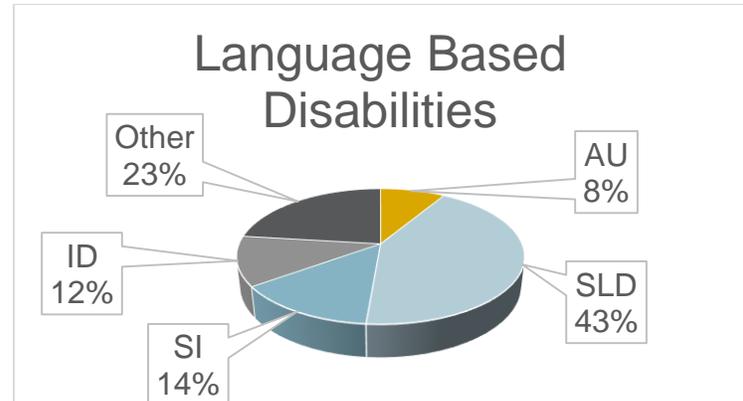
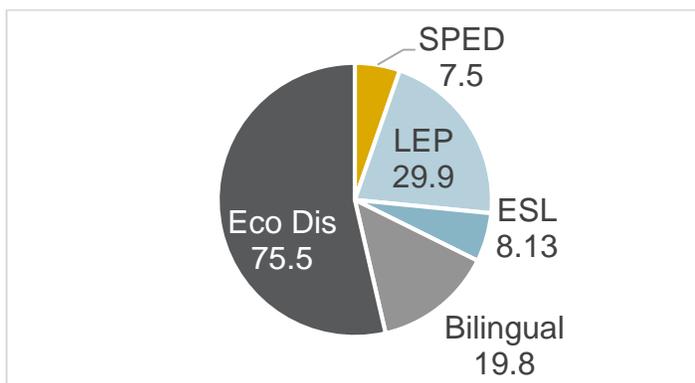
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RECOGNITION NETWORK

The **WHAT** of Learning.

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

REPRESENTATION = Presenting information in different ways



- ✓ **80%** of disabilities manifest in READING.
- ✓ **Variability** is the rule, not the exception. Because we know the variability exists, we can design for it.
- ✓ **Context matters** - disability is defined by the interactions between the individual and the environment.

Disability = $i(x)E$

Access 2014 – 2015 HISD Exemplar Lesson
Lesson 1: The Sun and the Wind

Online Resources

<http://neuhaus.org/consumables/> (page 5 of 11)

<http://neuhaus.org/pictures-forretelling-stories-dms/> (page 7 of 11)

<http://neuhaus.org/files/1261/> (page 9 of 11)

<http://neuhaus.org/files/940/> (page 10 of 11)

Visual = DEFAULT

Make the invisible, visible
Make the abstract, concrete

HOW DOES A SPEECH-LANGUAGE IMPAIRMENT AFFECT LEARNING?

- Language is the basis of communication.
- Reading, writing, gesturing, listening, and speaking are all forms of language.
- Learning takes place through the process of communication.

HOW DOES A SPEECH-LANGUAGE IMPAIRMENT AFFECT PERFORMANCE?

- The ability to communicate with peers and adults in the educational setting is essential for a student to succeed in school.
- Children with communication disorders frequently do not perform at grade level.
- They may struggle with reading, have difficulty understanding and expressing language, misunderstand social cues, avoid attending school, show poor judgment, and have difficulty with tests.
- Difficulty in learning to listen, speak, read, or write can result from problems in language development.
- Problems can occur in the production, comprehension, and awareness of language sounds, syllables, words, sentences, and conversation.
- Individuals with reading and writing problems also may have trouble using language to communicate, think, and learn.

HOW TO ADJUST FOR LANGUAGE WEAKNESSES?

Planning

- Plan with others – SLPs, grade level teams, subject area teams to identify the student's specific instructional accommodations, strengths and weaknesses, and to assess the effectiveness of accommodations.
- Prioritize – Use the student's IEP to prioritize adjustments needed to access the curriculum.
- Multi-modal instruction – instruction and activities should include visual, kinesthetic, and verbal modes of teaching.

Teaching

- Routines – Directly teach routines and structures of the school and classroom.
- Reduce the complexity of materials where appropriate (ie: break into small achievable steps).
- Increase opportunities to practice new skills and concepts
- Teach other students to use communication devices with the student.
- Provide additional modeling and concrete examples.
- Cue the student to listen and attend and use clear communication.
- Explicitly reflect on communication success/failure

Assessment

- Use technology to record students' work (ie: digital photography).
- Collect annotated work samples over time
- Allow student to point/identify rather than formulate answers.
- Use pictures/diagrams/flowcharts/timelines to support text.

Environment

- Use visual supports and headings to support comprehension.
- Provide flexible learning areas: (ie: quiet listening area; focused activity areas).
- Personalize learning space.
- Provide space for student to work quietly with an adult or peer.
- Enhance listening environment: (ie: close to teacher, reduction in noise, amplification/FM unit)
- Vary group arrangements: large, small, pairs, individual.
- Use in-class support.

Resources

- Provide a range of reading materials at various levels
- Use computers to provide additional practice of concepts and skills.
- Create resources with symbols/pictures/visual supports (digital photos, etc).
- Use Assistive Technology/software programs for literacy and visual support (text to speech, word prediction, visual organizers, etc).
- Use peers, teaching teams (w/SLP), other special ed. Staff.

POSSIBLE ACCOMMODATIONS✓ **Receptive Language**

Allow more time to complete tasks

Model expected performance or response

Use taped instructional materials

Refine/reteach questionable vocabulary and concepts

Encourage small group cooperative learning

Use preferential seating

Use key words when modeling expected performance

Require student to repeat directions

Keep testing vocabulary the same as teaching vocabulary

✓ **Expressive Language**

Use cueing hierarchy

Allow ample time for word retrieval.

Modify length, type, and/or complexity of expected oral response.

Emphasize paper/pencil tasks.

Use assistive device during instruction.

✓ **Fluency/Stuttering**

Grades should not be lowered because of a stuttering trait demonstrated during oral responses.

Monitor for appropriate rate of speech.

Modify types of oral responses expected.

Reduce expected length of oral responses.

✓ **Articulation**

Do not penalize for phonetic errors related to misarticulations

Do not penalize for spelling errors related to misarticulations

Modify types of oral responses expected

Reduce expected length of oral responses

Implement IEP classroom goals in collaboration with the speech therapist

LANGUAGE IMPAIRMENT: SENTENCE FORMULATION AND WORD RETRIEVAL

Jenny, a 6 year-old, takes a very long time to describe pictures during classroom activities. She starts with a very specific detail (e.g., Look...his leg kicks.), then gets stuck and doesn't know what to say next. When describing yesterday's field trip, she starts in the middle and keeps starting over. Her stories are disorganized and have many grammatical errors (e.g., What they are?). She often substitutes words such as 'baa' for 'sheep' and frequently uses um, thingie, and stuff while speaking. She often points to objects instead of naming them.

LANGUAGE IMPAIRMENT: COMPREHENSION

Joey is a 12 year 7th grader. He follows directions given to the class; however, he always watches other students and then copies them. He doesn't like reading and he is usually reluctant to read aloud in class . When called on during class discussions, he often responds, "I don't know." It is difficult to determine what he understands. However, he loves drawing, and activities that are less structured.