

THE BRONXVILLE SCHOOL

SPECIAL EDUCATION

January 10, 2020

Special Education Teachers Presenting Today

2



Self Contained Classes

- Alexa Vafeades, Elementary
- Lisa Azria, High School



Elementary School

- Jeannine Scaramuzzino, K-2
- Christine Dowd, 3-5
- Jessica Clarke (Wood), 3-5



Middle School

- Julia Brogan, 6-8



High School Resource Room/Consultant Teacher Classes

- Julie Clarke, 9

Self Contained Class, ES

3

Alexa Vafeades, Special Education Teacher

The ES Self-contained special education class is a highly individualized alternative setting for students in need of:

- *Intensive Academic Support*
- *Individualized Instruction and Educational Programs*
- *Behavioral Modifications*

The focus of the program is on academics, language and socialization.

ES Self Contained

4

Learner Readiness Skills

- Increase attention and cooperation
- Routines and schedules
- Participate in group instruction
- Following directions
- Task completion
- Matching Skills

Social

- Play skills
- Peer interactions
- classroom behaviors
- Emotions
- Mainstreaming into Gen Ed. Classes

Language

- Receptive skills
- Expressive skills
- Listening and auditory comprehension
- Thematic units of study- vocabulary

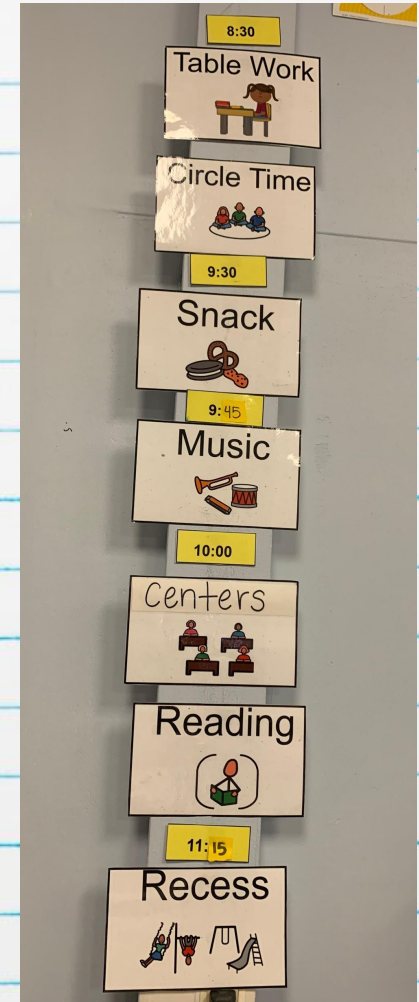
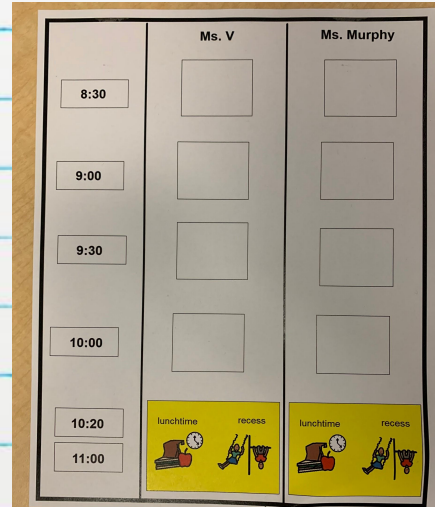
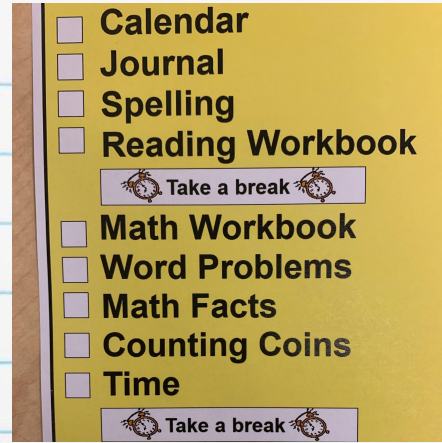
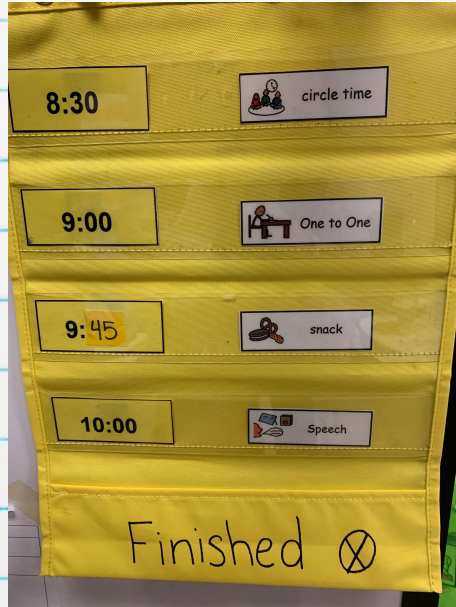
Behavior

- Based on Applied Behavior Principles
- High level of positive reinforcement
- Token economy reward systems
- Visual schedules
- Address Sensory needs

Behavior Token Economy Systems



Visual Schedules



ES Self Contained ...

7

Reading (K-2)

- Knowledge of the alphabet
- Letter-Sound correlation
- Sight words and phrases
- Comprehension

Writing

- Pre-coloring/Coloring
- Tracing (motor accuracy)
- Line/Letter Formation
- Basic written expression (words and sentences)

Math (K-2)

- One to one correspondence and Counting
- Number Sense and Identification
- Calendar concepts
- Addition/Subtraction
- Time/Money

High School Life Skills Classroom

8

Lisa Azria, Special Education Teacher

The program is designed to move students where they currently perform and increase their individual abilities and skills in three areas.

These areas include; daily living skills, academic skills and pre-vocational job skills.

Each student works at their own pace and has an individualized program to meet their needs.

With collaboration between school, work and home, the goal is for students to reach their potential in each area.

High School Life Skills Class

9

Social Skills

- Meeting new people
- Sharing Activities
- Peer Relations
- Problem Solving

Life Skills

- Shopping lists & Shopping
- Following a Recipe
- Cooking
- Kitchen Safety
- Household Chores
 - Sweeping
 - Wiping surfaces
 - Laundry
 - Loading/Unloading dishwasher
- Personal Hygiene

Pre-Vocational Job Skills

- Typing
- Computer Input
- Stocking Shelves
- Following Directions
- Small piece assembly jobs
- Mailroom & Library
- Laundry for Nurse's office & PE
- Wipe down surfaces in cafeteria & fitness center

Task Analysis

<u>Target: Wiping Surfaces</u>	
1. Get paper towel and spray bottle	
2. Remove all items from table	
3. Spray table, chairs, counter	
4. Wipe area clean	
5. Replace removed items	
6. Put spray bottle away	
7. Throw out paper towel	
Total	

High School Life Skills Class

11

Reading

- Reading the text around us
- Reading for information
- Following directions
- Reading & listening to books for leisure

Math

- Telling time
- Counting money & items
- Planning a budget
- Following recipe
- Dividing or doubling a recipe

Writing

- Write lists
- Filling out Forms
- Creating short stories to share with peers
- Write & Share about daily activities
- Handwriting & Typing

Research & Discover

- Research holidays, countries & famous people
- Familiarize with village and community

Learning Center/Resource Room

12

★ Elementary School

- Jeannine Scaramuzzino, K-2
- Christine Dowd, 3-5
- Jessica Clarke (Wood), 3-5

★ Middle School

- Julia Brogan, 6-8

★ High School Resource Room/Consultant Teacher Classes

- Julie Clarke, 9

Learning Center/Resource Room (K-12)

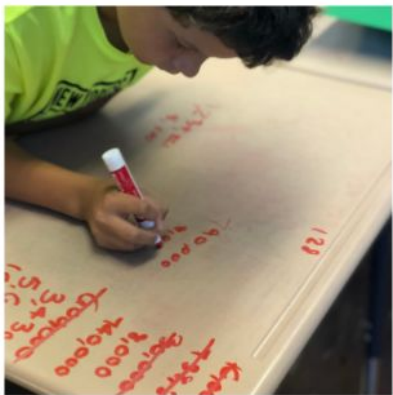
13

So what do we do?

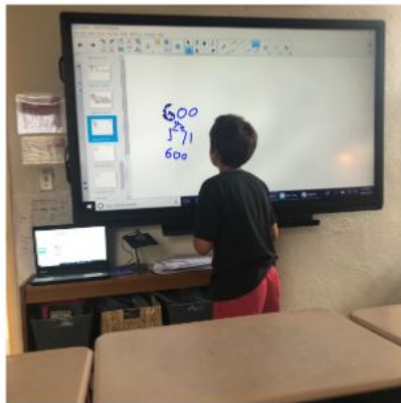


Our Focus is typically

- *IEP Goals*
- *Building confidence by using material at THEIR instructional level*
- *Guided Practice*
- *Pre-teaching/Re-Teaching difficult concepts*
- *Student feedback/issues*
- *Implement Mindfulness and Support Social Emotional Learning*
- *Input from and Planning with Classroom Teachers & Related Service Providers*
- *Time Management & Organization*
- *Executive Functioning*



Repeated Practice



Technology



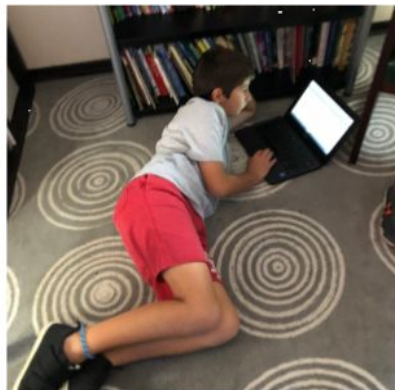
Manipulatives



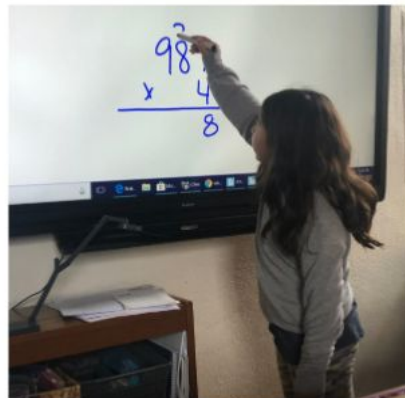
Engagement



Graphic Organizers



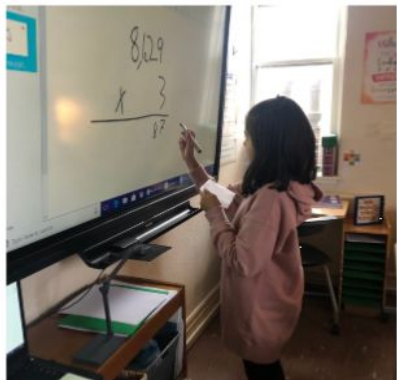
Independence



Peer Coaching



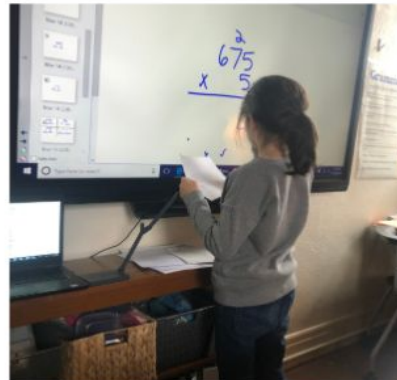
Critical Thinking



Program Modifications



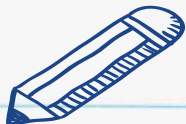
Accommodations



Growth Mindset



Social-Emotional Skills



READING

16

K-2

- Phonemic Awareness, Phonics
- Letter and Word Identification
- Concepts of Print
- Comprehension - Story Elements, Sequencing, Wh questions

Middle School

- Story Elements
- Reading to Learn (Content Reading/Nonfiction) & how it is different than reading a novel/story
- Fluency & Accuracy
- Stamina
- Comprehension Questions
- Prepare for in class discussions

3-5

- Decoding, Fluency & Accuracy
- Word Work and Vocabulary
- Nonfiction & Fiction Units of Study
- Comprehension & Higher Level Thinking Skills

High School

- Instruction of strategies to identify main idea and supporting details, paraphrasing, inferencing and analyzing
- Tsst preparation for vocabulary, comprehension and multiple choice
- Modified texts are provided as needed

Writing



K-2

- ◆ Letter Formation
- ◆ Phonics
- ◆ Answering written questions
- ◆ Story Structure

Middle School

- ◆ "Opportunities" for Guided Practice before In-Class Instruction
- ◆ Provide Structure and Guidelines for Writing
- ◆ Adhering to Teacher Instruction & Expectations
- ◆ Increase Writing Stamina
- ◆ Process of Multiple Drafts & Perseverance
- ◆ Reading Over Written Work for Readability
- ◆ Attention to Capitalization, Punctuation and Structure

3-5

- ◆ Writing stamina
- ◆ Responding to text in writing
- ◆ Organization of Writing
- ◆ Grammar and Reinforce Spelling Rules
- ◆ Supporting the Writing Units of Study

High School

- ◆ Pre-teaching for in-class essays
- ◆ Instruction of strategies for brainstorming, outlining, revising & editing
- ◆ Instruction for Citing Textual Examples
- ◆ Character and Quote Analysis
- ◆ Guidance on Conducting Research & Using Reliable Sources

Math

18

K-2

- Number Sense - counting, one to one correspondence, comparing numbers
- Number Identification
- Computation
- Real World Math

3-5

- Build Math Confidence
- Pre-teach and Reteach Concepts
- Number Sense - place value, ordering and comparing numbers
- Computation
- Fractions & Decimals
- Word Problems- One step & Multi-step

Middle School & High School

- Reinforce Computation & Fill in the Gaps
- Pre-Teach & Re-Teach Concepts
- Provide time for time for repetition for the mastery of concept/skill
- Teach Strategies to help solve challenging problems
- Build Confidence
- Prepare students for Algebra Regents Exam

Note:

Computation errors are typically how students lose points on tests.

Executive Functioning is a

“Group of complex mental processes and cognitive abilities (such as working memory, impulse inhibition and reasoning)

that control the skills (such as organizing tasks, remembering details, managing time, and solving problems)

required for goal directed behavior.”

How we support Executive Functioning...

20

Working Memory

- ★ Breaking big chunks of information into smaller more manageable pieces
- ★ Create checklists or # steps
- ★ Study strategies for remembering information
- ★ Mindfulness to minimize distractions to help sharpen memory
- ★ Referring to notes/text

Reasoning

- ★ Questioning Techniques
- ★ Anticipate Outcomes (Cause & Effect)
- ★ Perspective (See it from another person's viewpoint)
- ★ Checking answers

Impulse Inhibition

- ★ Slowing down when answering questions
- ★ Checking work
- ★ Reviewing tests

How we support Executive Functioning...

21

Organizing Tasks:

- ☐ Understanding what actually has to be "done"
- ☐ Creating "safety nets"
- ☐ Create Lists
- ☐ Organize binders/folders/lockers

Remembering Details

- ☐ Referring to directions (learn to double check)
- ☐ Study techniques
- ☐ Answering with required details

Managing Time

- ☐ Balancing multiple due dates
- ☐ Test preparation
- ☐ Long term projects
- ☐ How long things actually take

Solving Problems

- ☐ Identify problem/what is the task
- ☐ Working through till completed
- ☐ Acknowledging rather than "hiding" from a problem & how to get the support you need

How can Parents Help?

22

- Routine
- Dedicated workspace at home
- Look ahead at week to help students plan
- Provide time at home to clean out/organize binders: No loose papers, everything has a "home"
- We are all working towards the same goal



Any questions?