The Bronxville School
Special education
January 10, 2020
Special Education Teachers Presenting Today

★ 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
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

<table>
<thead>
<tr>
<th><strong>Learner Readiness Skills</strong></th>
<th><strong>Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Increase attention and cooperation</td>
<td>● Receptive skills</td>
</tr>
<tr>
<td>● Routines and schedules</td>
<td>● Expressive skills</td>
</tr>
<tr>
<td>● Participate in group instruction</td>
<td>● Listening and auditory comprehension</td>
</tr>
<tr>
<td>● Following directions</td>
<td>● Thematic units of study - vocabulary</td>
</tr>
<tr>
<td>● Task completion</td>
<td></td>
</tr>
<tr>
<td>● Matching Skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social</strong></th>
<th><strong>Behavior</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Play skills</td>
<td>● Based on Applied Behavior Principles</td>
</tr>
<tr>
<td>● Peer interactions</td>
<td>● High level of positive reinforcement</td>
</tr>
<tr>
<td>● Classroom behaviors</td>
<td>● Token economy reward systems</td>
</tr>
<tr>
<td>● Emotions</td>
<td>● Visual schedules</td>
</tr>
<tr>
<td>● Mainstreaming into Gen Ed. Classes</td>
<td>● Address Sensory needs</td>
</tr>
</tbody>
</table>
Behavior Token Economy Systems
Visual Schedules

- First: circle time,Library
- Then:

- Calendar
- Journal
- Spelling
- Reading Workbook
  - Take a break
- Math Workbook
- Word Problems
- Math Facts
- Counting Coins
- Time
  - Take a break

8:30: circle time
9:00: One to One
9:15: snack
10:00: Speech

Finished ✗
ES Self Contained ...

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
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

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Life Skills</th>
<th>Pre-Vocational Job Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Meeting new people</td>
<td>● Shopping lists &amp; Shopping</td>
<td>● Typing</td>
</tr>
<tr>
<td>● Sharing Activities</td>
<td>● Following a Recipe</td>
<td>● Computer Input</td>
</tr>
<tr>
<td>● Peer Relations</td>
<td>● Cooking</td>
<td>● Stocking Shelves</td>
</tr>
<tr>
<td>● Problem Solving</td>
<td>● Kitchen Safety</td>
<td>● Following Directions</td>
</tr>
<tr>
<td></td>
<td>● Household Chores</td>
<td>● Small piece assembly jobs</td>
</tr>
<tr>
<td></td>
<td>○ Sweeping</td>
<td>● Mailroom &amp; Library</td>
</tr>
<tr>
<td></td>
<td>○ Wiping surfaces</td>
<td>● Laundry for Nurse’s office &amp; PE</td>
</tr>
<tr>
<td></td>
<td>○ Laundry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Loading/Unloading</td>
<td>○ Wipe down surfaces in cafeteria &amp; fitness center</td>
</tr>
<tr>
<td></td>
<td>dishwasher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Personal Hygiene</td>
<td></td>
</tr>
</tbody>
</table>
## Task Analysis

### Target: Wiping Surfaces

<table>
<thead>
<tr>
<th>Task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get paper towel and spray bottle</td>
<td></td>
</tr>
<tr>
<td>2. Remove all items from table</td>
<td></td>
</tr>
<tr>
<td>3. Spray table, chairs, counter</td>
<td></td>
</tr>
<tr>
<td>4. Wipe area clean</td>
<td></td>
</tr>
<tr>
<td>5. Replace removed items</td>
<td></td>
</tr>
<tr>
<td>6. Put spray bottle away</td>
<td></td>
</tr>
<tr>
<td>7. Throw out paper towel</td>
<td></td>
</tr>
</tbody>
</table>

Total
High School Life Skills Class

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

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

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

**Research & Discover**
- Research holidays, countries & famous people
- Familiarize with village and community
Learning Center/Resource Room

★ 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)

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
## Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Focus Areas</th>
<th>Advanced Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension - Story Elements, Sequencing, Wh questions</td>
<td>&amp; Test preparation for vocabulary, comprehension and multiple choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modified texts are provided as needed</td>
</tr>
<tr>
<td>3-5</td>
<td></td>
<td>Instruction of strategies to identify main idea and supporting details, paraphrasing, inferencing and analyzing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Test preparation for vocabulary, comprehension and multiple choice</td>
</tr>
<tr>
<td>Middle School</td>
<td>Story Elements, Reading to Learn (Content Reading/Nonfiction) &amp; how it is different than reading a novel/story</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

## 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...

**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...

**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?

➢ 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
Thank You!

Any questions?