Beginning Teacher Mid-Year Symposium

2:00 – 3:00
Cardinal Room
Marissa Ray

WORKING WITH HS STUDENTS WITH DIVERSE LEARNING NEEDS
<table>
<thead>
<tr>
<th></th>
<th>NATURAL</th>
<th>DISTORTED</th>
<th>ABSENT</th>
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<tbody>
<tr>
<td>A</td>
<td>Attachment</td>
<td>Attention Seeking</td>
<td>Alienated</td>
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<tr>
<td>B</td>
<td>Respect</td>
<td>Gang Involvement</td>
<td>Lonely</td>
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<td></td>
<td>Love</td>
<td>Craves Approval</td>
<td>Suspicious</td>
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<tr>
<td>M</td>
<td>Achievement</td>
<td>Overachiever</td>
<td>Underachiever</td>
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<td></td>
<td>Creative</td>
<td>Cheating</td>
<td>Gives Up Easily</td>
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<td></td>
<td>Resilient</td>
<td>Perseverative</td>
<td>Avoids Risks</td>
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<tr>
<td>I</td>
<td>Autonomy</td>
<td>Rebellious</td>
<td>Lacks Confidence</td>
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<td></td>
<td>Responsible</td>
<td>Bullies/Victimizes</td>
<td>Lacks Self-Control</td>
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<tr>
<td>G</td>
<td>Independent</td>
<td>Hostile Aggressive</td>
<td>Irresponsible</td>
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<tr>
<td></td>
<td>Altruism</td>
<td>Selfish Helping</td>
<td>Narcissistic</td>
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<td></td>
<td>Compassionate</td>
<td>Overindulgent</td>
<td>Anti-Social</td>
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<td></td>
<td>Understanding</td>
<td>Self Abusing</td>
<td>Psychopathic</td>
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The Circle of Courage

It is believed that...
...all four parts of an individual's "circle" must be intact to have a self-secure, prosocial approach to life.

...a lack of strength in any of the four areas of development can result in emotional and behavioral difficulties.

Image source: http://firesidelearning.ning.com/forum/topics/motivating-students-beyond
Internet Source ~ http://www.behavioradvisor.com/CircleOfCourage.html
# The Four Spirits

<table>
<thead>
<tr>
<th>Belonging</th>
<th>Mastery</th>
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<tbody>
<tr>
<td>▶ The most important component</td>
<td>▶ Those who are strong in the “Mastery”</td>
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<td>▶ Upon which the other three are based</td>
<td>▶ feel competent in their abilities,</td>
</tr>
<tr>
<td>▶ Humans have a need to feel valued, important and protected by others...</td>
<td>▶ seek more skills and knowledge,</td>
</tr>
<tr>
<td>to feel comfortable and welcomed within a group</td>
<td>▶ and are willing to fail or look unskilled when they try new things.</td>
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<td>▶ family, friends, colleagues...</td>
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### Independence
- Persons with a strong sense of “Independence”
- feel in control of themselves, their behavior, and their lives.
- have a well-developed sense of autonomy,
- and accept responsibility for themselves and their actions.

### Generosity
- Generosity is built in groups where we belong; share time, work, play, resources and knowledge
- Those with a strong sense of “Generosity”
- are empathetic toward others
- receive pleasure from helping others in need.
- give of themselves or their possessions in some way

Internet Source—http://www.behavioradvisor.com/CircleOfCourage.html
Cyrena Goodwin
EC Teacher
Pisgah High School
29 years experience
Tiffany Hamm
EC Teacher
Pisgah HS
10 years experience
Angela Lunsford
Inclusion Science Teacher
24 years experience
Seek out your Exceptional Children colleagues and related personnel for support

Collaboratively match students to teachers so learning and methods align

Establish administrative support for your programs & practices

Work closely with your counseling office about schedule changes, etc.

Work closely with Vocational Rehabilitation counselors for employment (OCS) and career choice (Career College) support

Engage Community College Representatives to meet with seniors and discuss program options
Requirements for Effective Collaboration

Strong Relationships
• Explore values, interact positively, communicate effectively, give & take

Clear Goals
• Establish early, identify subtasks, discuss progress, maintain focus

Clear Roles
• Establish responsibilities, be prepared, follow through, lead & support

Effective Processes
• Set and keep schedule, organize well, contribute equally, engage fully, meet deadlines

Ongoing Assessment
• Reflect consistently, seek & provide constructive feedback, build on prior teaching, plan next steps based on need
Top Tips for Building Your Students’ Spirit of Belonging
Build Your Relationship with Students

- Be current and trendy
- Establish your reputation as an ally
- Be tolerant and build tolerance in students
- Be compassionate and build compassion
- Use 2 x 10
  - Spend 2 minutes each day for 10 days building your relationship with your most challenging students

Build Students' Relationships with Peers

- Courses of Study which Align with Goals
- Engage them as managers for sports teams
Build Relationships with Families

- Meet with EC students & families before school to prepare them to make informed HS course selections
- Call to share positive reports
- Accommodate family needs
  - Call before IEP meetings to determine best times

Build Relationships in the Community

- Occupational Course of Study
- School and Community Based Employment
  - Job tours in local businesses
  - Job coaching / shadowing under employers / employees
Top Tips for Building Your Students’ Spirit of Mastery
Support Student Success Through Your Preparations

- IEP’s are not suggestions, not optional! They are legal requirements/ responsibilities
- Read IEP’s to know modifications and accommodations
- Establish agenda routines and post schedule for the day
  - Put it on the board to avoid overwhelm
  - Check it off as you go
  - Have something for students to do when entering the classroom
Support Student Success Through Effective Teaching Practice

• Present material in a number of ways
  • Model A LOT
  • Songs / Lyrics
  • Videos
• Guide practice multiple times before IP
• Use an assortment of activities
  • Tangible / Hands On tasks
• Give directions in multiple forms
  • Say them, write them, print them & explain
Support Student Success Through Modified Assignments

- Break projects into small parts
  - 10 page paper? NO! Don’t even say it!
  - Start small and build up!
- Can’t have “no late work” policies
  - Always accept and grade late work
- Modify Assignments / Tests
  - Reduce amount by alternate #ed items
  - Narrow answer choices
  - Keep it simple, just mark through some
- Provide guided notes
Support Student Success
Through Adapted Expectations

• Hold students accountable in keeping with abilities
• Don’t give kids problems over small things
  • Pencils, paper, etc.
• Find balance in transitions during each period
  • Limit the # of varied tasks
  • Limit the times students have to move
Support Student Success Through Added Support

• Offer extra tutorials for academic support
  • Smart Lunch~ All teachers tutor students
• Offer Credit Recovery program
  • After and before school sessions for making up work and earning course credits.
Top Tips for Building Your Students’ Spirit of Independence
Support Independence

- **Teach Social / Life Skills**
- **Empower students**
  - Give them a voice & choice often
- **Practice finding solutions over consequences**
  - Class meetings
- **Transition Planning and Instruction**
  - Meaningful and relevant learning
- **Occupational Course of Study**
  - Functional Academic Curriculum
  - School based learning opportunities
  - Work based learning activities
  - Competitive employment
  - Computer proficiency
  - Self-Determination
  - Career Portfolio
Top Tips for Building Your Students’ Spirit of Generosity
Create a safe and caring classroom
  - Make it safe to take risks, even to fail
  - Encourage positive self-talk & attributions
  - Model and structure ways for students to record then share compliments and appreciations
Offer student jobs in classes / teams
Engage students in helping projects around school campus and in the community
Establish a Students Will Achieve Together (SWAT) team for shared fundraising
Add a service learning component to curriculum
Let’s work together to brainstorm solutions!
Web Based Resources

- IRIS Center - http://iris.peabody.vanderbilt.edu/
- Edutopia - http://www.edutopia.org/
- Teaching Tolerance - http://www.tolerance.org/
- Positive Discipline - https://www.posivediscipline.com/
- Responsive Classrooms - http://www.responsiveclassroom.org/
Teaching for Transformation in Today’s Challenging Youth

SCOTT LARSON

RECLAIMING CHILDREN AND YOUTH

VOLUME 14, NUMBER 1, SPRING 2005, P 27-31
Traditional interventions have focused on rehabilitation, but many at risk youth have never been in a state of well-being to which they might return.

Transformation Happens in How One Thinks

When it comes to kids... transformational change... happens ... by helping them change the way they think about what is happening to and around them.

Larson suggests the following principles for creating ... transformation in challenging youth.
Create Transformational Learning Climates

- The combination of content, fun, and action makes for safe & creative learning environments.
- Fun...creates space for kids to feel safe, to feel they belong and to be able to risk failure... critical elements for learning.
- Opportunities to apply learning in an immediate and relevant context gives one the motivation and reward necessary for learning.
- Effective learning is measured by what students learn and apply, not by what teachers deliver.
Many children with disabilities are simply children who are not taught in the ways they can learn.

Expand school’s focus beyond linguistic and logical-mathematical intelligence to include Gardner’s other intelligences:

- Visual spatial
- Musical
- Body-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic
The most prevalent positive emotions are social interest and curiosity.

The 2003 Report to the Nation confirms the desire to connect with others, cope with challenges and restore harmony are normal motivations in all children.

When youth feel supported by concerned adults...

- they are better able to cope with challenges,
- they can become curious to find what takes them away from what they genuinely want in their lives.

“So step in with young people, assuming that they want to be with you.”

Connect in small doses... respond to a youth’s needs, and connections will naturally follow.
Tell One on Yourself

- One powerful way of building trust with kids in pain is the appropriate sharing of our own related stories.
- Traditional teacher training forbids personal disclosure by adults. Maintaining distance does little to break down walls of hurt and mistrust.
- We show trust to persons who show trust to us. We are guarded with those who are guarded with us.
- To support a youth in crisis, they must know you understand what they are experiencing.
- Use empathy ~ “the ability to reach inside one’s own area of resolved pain to touch another at their point of pain.”
The Power is In the Interpretation

- Things happen that one can’t control but one can control how we interpret and respond to events.
- Nothing helps shed the victim mentality more than grasping the truth.
- As long as a child refuses to own his behavior, s/he will remain bitter, powerless and hopeless about any possible change for the future.
- “Actually, as I think about it, it was me that got myself booted out of school, not my principal.”
- With a shift of interpretation comes a sense of hope and empowerment over their future.
Tap Into the Power of a Good Question

- How a question is posed determines the conclusion one reaches.
- Good questions minimize power struggles and the need for kids to become defensive
  - They don’t care! They don’t understand!
  - Okay, that’s one possibility. What are some others?
- Ask questions that offer opportunities for reflection & change.
  - Instead of “Why in the world did you do that?”
  - Ask, “How did that work for you?”
- Important for adults as well
  - Asking “What’s wrong with this kid?” shuts down possibilities.
  - Asking “What is it about how I have been coming across that keeps this kid resisting me?” opens up new avenues for connecting.
Empower with Responsibility

- Responsibility isn’t blame or obligation.
- **Blame**…
  - looks back on undesirable past events
  - implies someone deserves punishment
  - produces feelings of guilt or resentment
- **Obligation** …
  - focuses on future events
  - holds an expectation one will cause a certain thing to happen
  - is a burden to anyone
- People avoid these forms of responsibility
- **Genuine responsibility**
  - focuses on the here and now
  - empowers people
  - is an entirely voluntary act
Empower with Responsibility

- Response-ability ~ the ability to respond to the needs of ourselves and others in the present moment.
- Responsibility is fostered when we take charge of our thoughts, feelings, actions and resulting consequences.
- The result of responsibility is a sense of personal power.
- Teens feel they only have a voice in what they do 20 percent of the time.
- Helping kids understand that they have the ultimate say in how they choose to live their lives is where authentic responsibility begins.
- Teaching youth to think through the options before them empowers them to take ownership for their choices.
- Only responsibility teaches responsibility.
Engage Students in Being Part of the Solution

- Youth need some overall commitment to something beyond themselves.
- Begin by making the connection of how their actions affect their loved ones.
- Service learning programs can capture the commitment to troubled teenagers by appealing to their longing for generosity.
- Providing projects that tap into a young person’s passion, big things happen.
- “I finally found the reason I was born”
- When youth find the big “yes”, things begin to change.
Transform your teaching and you can transform students' lives.

"Transformation means to me. ...reassessing and then taking action on redefining and remolding me to the best of my ability!"

-Linda Hinds-Alexander
14 Feb 2013 9:58 am