Accommodation & Remediation Methods for the Learning Disabled Student

I. Introduction

The mandate to educate special needs students. Rates of special needs students are same in private schools. Mandate of Christian education is to help all students reach their full potential.

Purpose of Seminar

Learning Disabilities
- Problem of likely neurological origin.
- Affects specific areas of learning and behavior in otherwise competent person.
- Severe discrepancy between achievement and potential.
- Not attributable to other factors.
- 5–10% of school population.
- Boys outnumber girls about six to one.

LD–Discrepancy Areas
- oral expression
- listening comprehension
- written expression
- basic reading skills
- reading comprehension
- mathematics calculation
- mathematics reasoning

Dyslexia
- Language communication disability.
- Can be visual, auditory, or combination.
- Linguistic deficiency–inability to represent and access sound of word to remember; inability to break words into components sounds.

Causes of Learning Disabilities
- Specifics are unknown.
- Probably a combination of biologic and environmental influences.
- Most likely in the physiology and operation of the brain and neurological system.

Coexisting Disorders
- ADHD is 50%.
- LD and many other conditions may exist.

Treatment of LD includes Accommodation and Remediation

Accommodation—is the adjustment of materials as well as assignments and classroom routine or to provide assistance to allow the student to meet the class requirements without lowering the standards of the class.

Fairness

Richard Lavoie on Fairness

- Fairness does not mean “treat the same.”
- Fairness means providing according to their need.
- There is nothing so unequal as the equal treatment of unequals.

Remediation—Process of using individualized instruction to improve specific skills.

Remedial versus Compensatory (accommodation) Education
II. Remediation

Effective Instructional Programs

The **main instructional components** of this combined model include:

- control of task difficulty (e.g., material is sequenced from easy to difficult)
- small-group instruction (five or fewer students)
- directed questioning and responses (e.g., teacher asks process or content questions of students)
- sequencing (e.g., breaking down the task, providing step-by-step prompts)
- drill-repetition-practice (e.g., daily testing, repeated practice, sequenced review)
- segmentation (e.g., breaking down skills into parts and then synthesizing the parts into a whole)
- use of technology (e.g., computers, presentation media)
- teacher-modeled problem solving
- strategy cues (e.g., reminders to use strategies, think-aloud models).

IV. Examples of Programs for Teaching LD Students

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<th>The Orton-Gillingham Approach</th>
<th>Powerline Programs</th>
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<th>The National Institute for Learning Disabilities (NILD)</th>
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<th>The Slingerland Approach:</th>
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Learning Strategies or Strategic Instruction Model (SIM)

- An individual’s approach to complete a task.
- A student’s way of organizing and using a particular set of skills in order to learn content or accomplish tasks more effectively.
- Teaching a learning strategy teaches students how to learn rather than specific content or skills.

More on Learning Strategies/Strategic Instruction Model

- The University of Kansas, Center for Research on Learning---www.ku-crl.org_
- http://coe.jmu.edu/learningtoolbox_
- Academic Areas and Strategies: Organization, test taking, study skills, note taking, reading, writing, math, advanced thinking.
III. Accommodation. If students are not learning the way you are teaching them, find and use a more appropriate method so you can teach them the way they learn.

Alter the Environment

Provide this Student with Low-Distraction Work Areas

- Provide this student with a quiet, distraction free area for quiet study time and test-taking.
- Always seat this student near the source of instruction and/or stand near student when giving instructions in order to help the student by reducing barriers and distractions between him and the lesson.
- Encourage the student to sit near positive role models to ease the distractions from other students with challenging or diverting behaviors.
- In order to reduce distractions, computers and other equipment with audio functions operated in this student’s classroom or designated work areas must be used with earphones to eliminate the sound being broadcast into the classroom or designated work area.
- Avoid distracting stimuli (air conditioner, high traffic area, etc.)
- Increase the distance between desks.
- Prepare the student for transitions.

Prepare Student for Transitions

- Prepare the student in advance for upcoming changes to routine - field trips, transitions from one activity to another, etc.
- Plan supervision during transitions – between subjects, classes, recess, lunchroom, assemblies, etc.
- Help the student in preparing for the end of the day and going home, supervise the student’s book bag for necessary items needed for homework.

Altering Instructional Materials.

- Tests should always be typed (not handwritten) using large type; and all duplicated materials must be clear, dark and easy to read.
- Whenever possible the instructions should always be next to the questions to which they relate, and test questions should visually stand-out from the test answers (on multiple choice, matching, etc.).
- Review the design of the test to assure that the test questions are ordered in a logical, sequential manner. For example, test questions should be arranged to progress logically through the material be tested, e.g., Section 1 to Section 2 to Section 3 to Section 4, etc., with no skipping around between one section and another.
- Give frequent short quizzes and avoid long tests.
- Prior to the test, provide the student with specific information, in writing if necessary, about what will be on the test or quiz.

Test Procedures and Materials

- Provide the student with other opportunities, methods or test formats to demonstrate what is known.
- Allow the student to take tests or quizzes in a quiet place in order to reduce distractions.
- Consider allowing this student to use a calculator when it is clear the student understands math calculation concepts.
- Allow open book exams.
- Give exam orally.
- Give take-home tests.
- Use more objective items (fewer essay responses).
- Allow student to give test answers on tape recorder.
- Read test items to student.
- Avoid placing student under pressure of time or competition.
Other material and assignment accommodations

- Use a tape recorder. Directions, stories and lessons can be recorded on tape or CD and student can replay the tape to clarify understanding of directions or concepts.
- Give extra time to complete tasks.
- Simplify complex written directions. Highlight significant parts of the directions.
- Hand worksheets or assignments out one at a time to keep student from being overwhelmed.
- Reduce the reading level of the assignments.
- Develop reading guide which features periodic questions to help student focus on relevant content. Can be done paragraph-by-paragraph, page-by-page, or section-by-section.
- Provide a glossary of terms in content areas.
- Require fewer correct responses to achieve grade (quality vs. quantity).
- Allow student to tape record assignments/homework.

Accommodations involving Interactive Instruction

- Students who have difficulty following directions are helped by asking them to repeat the directions in their own words.
- Have child review key points orally.
- Maintain daily routines so students know what is expected.
- Provide copy of lecture notes to students who have trouble taking notes.
- Provide peer notetaker.
- Provide students with a graphic organizer such as an outline, chart or blank web.
- Combine verbal and visual information.
- Write key points or words on the chalkboard or an overhead.
- Make effort to balance oral presentations with visual information and participatory activities. Teach through multi-sensory modes, visual, auditory, kinesthetic, olfactory.
- Balance large-group, small-group and individual activities.
- Use mnemonic devices to help students remember key information or steps in a learning strategy.

Employ Effective Motivational Techniques for the Student

- Match student’s needs and learning style with teachers who have the appropriate attributes to provide the student with the best education and support possible.
- Match with teachers who know how to create opportunities for academic and social success, can increase the frequency of positive, constructive, supportive feedback, and can identify, recognize, reinforce and build upon the student’s strengths and interests.
- Look for positives. Provide immediate feedback to the student each and every time the student accomplishes desired behavior and/or achievement—no matter how small the accomplishment.
- Create a non-threatening learning environment where it is safe to ask questions, seek extra help, make mistakes and feel comfortable in doing so.
- Encourage empathy and understanding from faculty, staff and peer group, and do not permit humiliation, teasing or scapegoating.
- Praise in public, reprimand in private.

Training and Guidance for Study Skills and Organizational Planning Skills.

- Provide the student with a regular program in study skills, test taking skills, organizational skills, and time management skills.
- Provide daily assistance/guidance to the student in how to use a planner on a daily basis and for long-term assignments.
- Provide student with a homework assignment notebook.
- Help the student set up a system of organization using color coding by subject area, especially with materials that need to be stored in a school locker during the day.
- Teach the student how to identify key words, phases, operations signs in math, and/or sentences in instructions and in general reading.
• Teach the student how to scan a large text chapter for key information, and how to highlight important selections.
• Teach the student efficient methods of proof-reading own work.
• Across all subject areas, display and support the use of mnemonic strategies to aid memory formation and retrieval.

Skills Guidance and Support
• Provide consistent coaching from all teachers to support: organizational skills, time management skills training, study skills training, test taking skills.
• Designate one teacher as the advisor/supervisor/coordinator/liaison for the student and the implementation of this plan. This will be the person who will periodically review the student’s organizational system and to whom other staff may go when they have concerns about the student. This staff person will also act as the link between home and school.
• Permit the student to check-in with this advisor first thing each week (Monday mornings) to plan/organize the week and last thing each week (Friday afternoons) to review the week and to plan/organize homework for the weekend.
• Support the formation of study groups, and the student seeking assistance from peers, Encourage collaboration among students.
• Send daily/weekly progress reports home.

Accommodations for Classroom Behavior
• Use timers with student to facilitate task completion.
• Structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.).
• Praise specific behaviors.
• Use self-monitoring strategies such a self-charting.
• Give extra privileges and rewards for improved behavior.
• Keep classroom rules simple and clear.
• Make "prudent use" of negative consequences. Use positive approaches most often.
• Allow for short breaks between assignments.
• Cue student to stay on task. Use verbal or nonverbal signal.
• Mark student's correct answers, not his mistakes.
• Implement a classroom behavior management system.
• Allow student time out of seat to run errands, etc.

Parental Involvement
• Teachers must report to the parent any time one of these interventions and/or accommodations seems to be ineffective so the you can modify the plan as needed.
• Involve parents in selection of the student’s teachers.
• Use the student's planner for daily communication with the parent, as well as phone or email.
• Each teacher is to send home the weekly communication sheet at the end of each school week.
• Using the weekly communication sheet, inform the parent and/or advisor, in advance, when special or long-term projects are assigned.

Teacher Attitudes and Beliefs
• Accept characteristics of LD, especially inconsistent performance.
• Recognize that students with LD perform at their best in a safe environment—academically, emotionally and socially. Sarcasm, bringing attention to deficits, and constant criticism are to be avoided at all times. Children with LD respond significantly better when they are encouraged and feel safe to make mistakes.
• Send student’s teachers to in-service workshop.
• Provide student’s teachers with reading material on LD.
• Recognize that no two students with LD are alike and that there are multiple approaches to working with each LD student that can and will be different from student to student.
• Encourage teachers to be flexible.
• Accept poor handwriting and printing.
• Do not attribute student’s poor performance to laziness, poor motivation, or other internal traits.
• Recognize that LD is neurological and beyond the control of the student. Yet the diagnosis is intended to be an explanation not an excuse.

Legal Issues for ADHD and LD Students

Federal Regulations IDEA clarifies ADHD
ADHD students are eligible for services
Legal Rights of Students with ADHD and LD
Individual’s with Disabilities Education Act, IDEA, part B 5
Section 504 of Rehabilitation Act of 1973

Children with Disabilities Placed by Their Parents in Private Schools: An IDEA Practices Toolkit
(www.capenet.org)
⇒ www.capenet.org/pubs2.html--Tool Kit
⇒ www.capenet.org/IDEA.html--analysis of IDEA 2004

Is designed to support stakeholders—private school personnel, public school personnel, parents, policymakers, students, and other concerned individuals— in familiarizing themselves with relevant provisions related to parentally placed private school children with disabilities.

It provides tools and information to assist stakeholders in understanding the relevant IDEA provisions.

In addition, it offers selected descriptions of practices currently being undertaken by private and public school personnel nationwide to implement IDEA provisions related to parentally placed private school children with disabilities.

Resources:

www.ldonline.org
www.schwablearning.org