

Assessment and Intervention Protocols for Children with Mild Learning and Behavior Disorders

Our recommended assessment procedure addresses the following questions:

1. Who is the child? -- including: interests, likes and dislikes, skills, and other strengths
2. What are the student's special needs? Why is the child receiving special education?
3. Who is the child's family and circle of support? -- including: hopes and dreams, needs and concerns
4. Looking at the actual curriculum of the child's mainstream classroom, what songs, games, toys, stories, arithmetic problems, spelling words, reading and writing activities are expected of the children?
5. Looking at the actual routines and patterns of the child's school day, what are the expectations for behavior?
6. Which IEP goals and objectives should we look at for Assistive Technology? (prioritizing 2 or 3)

Including,

- oral language
- readiness skills
- language arts (reading and writing)
- arithmetic
- behavior
- Circle of Friends

7. Is there dependable access to a computer for the child to receive computer assisted instruction?
8. Looking at the priorities (identified in #6), one at a time, what Assistive Technology may be helpful?

1. no tech

- # 2. low tech
- # 3. high tech

We ask that 1 or 2 IEP objectives be prioritized for an initial try out -- including measurable performance objectives (accuracy objectives and fluency objectives) that permit measurement probes and record-keeping.

The instructional team will:

- Ä design a 4-week intervention plan -- including no tech, low tech, and high tech supports
- Ä create and/or locate appropriate media
- Ä create and/or locate appropriate software (both commercial and locally developed)
- Ä create and/or locate other appropriate Assistive Technology
- Ä implement the plan on a daily basis for a minimum of 4-weeks
- Ä evaluate the student learning outcomes, and
- Ä propose next steps for Assistive Technology supports

The intervention study will be video documented (if possible), to be shared via video teleconferencing.

We acknowledge and thank Ms. Judy Marquette, Assistive Technology Specialist, PennTech Project for creating the =Intervention Accommodations= model upon which the following materials are based. Pennsylvania Department of Education.

CHILDREN WITH MILD LEARNING CHALLENGES

Speech and Language

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|-------------------|--|--|--|
| Speech | <ul style="list-style-type: none"> Ä manipulatives, sand box and toys Ä pictures and photos Ä picture boards, flashcards Ä sing alongs and story retells Ä puppets and plays Ä multi-sensory instruction Ä video =sharings= and video conversation starters | <ul style="list-style-type: none"> Ä recorded stories (Harcourt & Brace), songs, sayings, etc. Ä role play and skits Ä flashcards Ä chart organizers | <ul style="list-style-type: none"> Ä microphone and P.A. system Ä tape recorder Ä Language Master Ä picture boards Ä software <ul style="list-style-type: none"> Hyperstudio Living Books BoardMaker Picture It! Ä video camera |

CHILDREN WITH MILD LEARNING CHALLENGES

Hand Writing

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|-------------|--|---|--|
| Handwriting | <ul style="list-style-type: none"> • peer support • different kinds of paper • different colors of paper • different line spacing/line colors • tape paper to the desk • chalk board practice • Instructional strategies: <ul style="list-style-type: none"> tracing exercising =talk through= letter formation =walk through= letter formation write letters =in the air= dot-to-dot • Modifications: <ul style="list-style-type: none"> adapt tests to =fill in the blank= use multiple choice/true false oral tests provide additional time shorten assignments photo copy notes. • try different writing implements • paper position • student position • avoid using short pencils • peer dictation • cross age tutoring • positive reinforcement | <ul style="list-style-type: none"> • lighting • pencil holders/grips • large/primary pencils • =chubby= sized crayons • markers and grease pencils • acetate sheets/transparency markers • paper stabilizers • tactile letters • stencils/templates • clipboards • tracing paper • eraser • rubber name stamp • other rubber stamps • bingo blotter to make selections • labels/stickers with name, etc. • automatic numbering stamp • highlighters • easel • slant board/wedge • personal chalkboard • peer support/cross-age tutors | <ul style="list-style-type: none"> • Typewriter: <ul style="list-style-type: none"> positioning device positioning student key labels key guard lighting correction tape typing/keyboarding instruction peer support/cross-age tutors • Word Processor <ul style="list-style-type: none"> same as above, plus enlarged text output change fonts voice output contrast/color delete key |

CHILDREN WITH MILD LEARNING CHALLENGES

Written Composition

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|--|--|---|--|
| Written composition, spelling, punctuation and grammar | <ul style="list-style-type: none"> Ä Invented spelling Ä Journaling Ä Semantic maps and webbing Ä Writing process (including publishing) Ä Story starters Ä Study carrel for individual work Ä Formulate sentences aloud Ä Peer support and cross-age tutoring Ä Picture cards and picture collages Ä Motivation strategies for daily writing activities Ä Personal biographies Ä Community histories Ä E-mail pals | See =handwriting= skill area, plus <ul style="list-style-type: none"> Ä note cards Ä word cards Ä sentence cards Ä clipboards Ä pocket dictionary Ä pocket thesaurus Ä highlighter | <ul style="list-style-type: none"> Ä Tape record thoughts before writing Ä Tape record story to proof read Ä Headphones Ä Electronic dictionary/thesaurus Ä Electronic typing tablets (e.g., AlphaSmart) Ä Software <ul style="list-style-type: none"> Word Phonics (Davidson) AppleWorks (including spell checker) Picture It! Hyperstudio =journaling= stacks Kid Pix Studio Storybook Weaver Deluxe Hyperstudio spelling stacks Photo CD of Am. Samoa Hyperstudio Internet |

CHILDREN WITH MILD LEARNING CHALLENGES
Reading

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|------------|---|---|---|
| Reading | <p>Modifications: extra time for completion shorten assignments simplify text highlight key concepts provide chapter outlines</p> <p>Instructional strategies</p> <p>Echo reading Repeated readings Story mapping Language experience Drill and practice fluency builders (phonics, sight words and passages) Self-Charting Self modeling Reading Samoan songs Oral reading (e.g., Readers Theatre) Radio and video plays and newscasts Picture walks</p> | <p>Magnifying bars Page magnifiers Colored acetate Word window Line marker Flash cards Letter cards Word cards Sentence cards Tactile letters and words Magnetic board and letters Felt board and letters/words Colored paper clips to mark pages Notebook tabs Post-it tape flags Highlighter Peer support</p> | <p>Tape recorder Record books and reading material Headphones Language master Electronic dictionary Video camera</p> <p>Software Living Books IntelliTalk II Playroom Kidps Time Reader Rabbit Baileyps Bookhouse Kidworks II Storybook Weaver Deluxe Picture it! Hyperstudio IMovie iTunes</p> |

CHILDREN WITH MILD LEARNING CHALLENGES
Reading (continued)

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|--------------------|---|------------------------|------------------------|
| Reading (cont.) | Expressive oral reading Story telling and re-tells Drawing and illustration Picture walks Make-up songs Story re-tells from the childps point of view Study carrel for individual work Peer support Cross-age tutoring Motivation systems (e.g., points) | | |

**CHILDREN WITH MILD LEARNING CHALLENGES
Math, Time, Money, Measurement**

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|--------------------------------|---|---|--|
| Math, time, money, measurement | Reduce the number of problems Eliminate the need to copy problems Enlarge worksheets Avoid mixing =signs= on a page Minimize number of items on a page Provide more time for completion Graph paper Raised number lines Large number lines Mnemonic devices =Two-finger= counting aids Multi-modality instruction Color coding strategies Computational aids Peer support Cross-age tutoring Drill & practice games Motivation programs (points, etc.) | Abacus Counters ? spools, buttons Containers for counters Manipulatives Flash cards Cuisinaire rods Flannel board and numbers Tactile numbers/signs Automatic numberer stamp Number facts charts Highlighter Personal chalkboard Peer support | Hand-held calculator Talking calculator Calculator with print-out Language Master Tape recorder Counting Basic facts Multiplication tables Combinations Formulas Software Kidps Math Math Blaster Number Maze Millieps Math House Thinking Things Hyperstudio stacks (drills, story problems, and functional math) |

**CHILDREN WITH MILD LEARNING CHALLENGES
WHO ARE INTEGRATED INTO MAINSTREAM CLASSROOMS
“Daily Organization”**

| Skill Area | Method Accommodation | Material Accommodation | Assistive Technologies |
|--------------------|-----------------------------|-------------------------------|-------------------------------|
| Daily Organization | Bulletin board schedule | Pocket organizer/planner | |

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|--|--|---|--|
| | <p>Pocket schedule Schedule in notebook Appointment book Assignment sheets Reminder cards Strategies to keep workspace clear Strategies to organize desk Study carrel for individual work Color coding strategies Homework journal Structured study guides Post signs and label areas in the room Tape a schedule on the desk Motivation program</p> | <p>Personal organizer Clipboards Stapler Sticky notes for reminders Notebook tabs Post-it tape flags Colored paper clips Highlighter Storage cubicles</p> | |
|--|--|---|--|