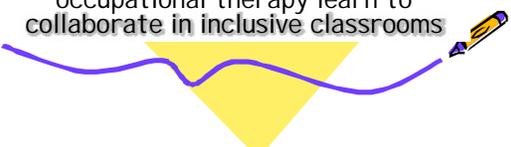




Effective implementation of specially-designed instruction:

Students of special education and occupational therapy learn to collaborate in inclusive classrooms



A Collaborative five- hour seminar that included:

- roles and responsibilities of special education teachers and occupational therapists
- developing goals for the individual education plan (IEP)
- addressing student needs
- principles of collaboration
- strategies for effective communication and collaboration
- challenges faced by collaborators in the inclusive classroom




Teaching Methods

- handouts
- lecture
- role play
- case studies
- discussion




Outcomes (based on pre- & post- test)

- In the post-test students were able to describe more accurately each other's roles and responsibilities
- Students were able to define more accurately the characteristics of a collaborative team (for example: "working together towards a common goal; "goal setting, planning and problem solving to meet the needs of each student")




Outcomes (cont'd)

- Students identified challenges for collaboration, such as finding time to meet, being able to serve students in the classroom without disturbing the class' routine, communicating in tough situations
- Overall, students expressed positive feedback about the class and were able to articulate the importance of working in collaboration with others




What would we do differently?

- Match the level of previous training of both groups
- Additional time
- Add an evaluation to assess acquisition of collaboration skills
- For the special education program: teach it during a regular 12-week semester



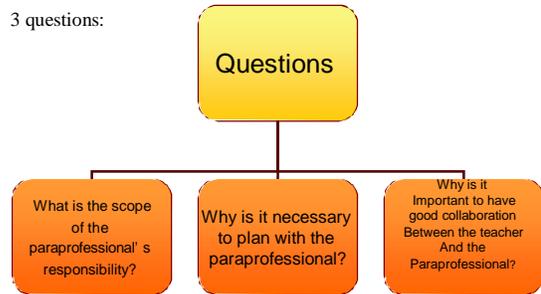

Component: Effective implementation of specially-designed instruction



Driving Question:
Does the specially designed instruction improve student learning?

Roles of paraprofessionals are clearly defined and support development of student independence

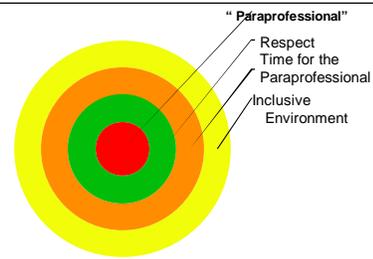
? 3 questions:



Results

- Comparing pre and post test answers, the emphasis of the post-test responses was on time constraints, team planning as well as respect. This was essentially what the class workshop entailed.
- All of the participants were eager to share their experiences with paraprofessionals and listened closely to those participants who were paraprofessionals.
- More respondents (4) gave their answers for Questions 10 and 10a in the post test. The paraprofessionals in the group were happy and thankful to realize that many of their concerns were being addressed.

Recommendations – Putting the “professional” into “paraprofessional”



Preschool RTI Workshop: Connecting What We Know with What We Do

Dr. H Weiner

Overview

- Brief Overview of RTI
- Why Preschool RTI? Why Now?
- What's in it for You ?
- Phonic based Early Literacy
- Survey Data Analysis
- Community of Practice Follow up Activity

Closing the Opportunity - Propensity Gap

- If individual differences in the socio-cultural ability to assimilate information and the available opportunities can be explained in terms of an opportunity and propensity framework, **What are the necessary conditions for achievement in reading?**
 - Do the conditions necessary to opening opportunities in reading, and
 - estimate the relative propensity to take advantage of these opportunities
- If the conditions were met (phonics and adequate exposure) been presented?

GRADE 657/MA9 Early Literacy Instructional Model Break

Course Description

- 1. **Word Recognition** - The concepts of phonemic awareness and letter-sound correspondences will be addressed through the use of the following activities:
 - **recognition of words through letter-sound relationships**
- 2. **Fluency** - Strategies that pertain to the development of reading fluency
- 3. **Comprehension** - Strategies that pertain to the development of reading comprehension skills
- 4. **Writing** - Strategies that pertain to the development of writing skills, including the use of writing to learn, writing to communicate, and writing to demonstrate understanding
- 5. **Assessment** - Strategies that pertain to the development of assessment skills, including the use of formative and summative assessment
- 6. **Instructional Practices** - Strategies that pertain to the development of instructional practices, including the use of differentiated instruction and the importance of frequent opportunities to write.

Two multitiered Preschool RTI models

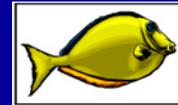
Response and Recognition (RR&C) - intervening with young children at risk for learning disabilities, has been developed at the University of North Carolina's Frank Graham Porter (Child Development Institute (Coleman et al., 2006). This model is designed to help teachers recognize early indicators of learning delays and in turn respond with appropriate instruction and assistance.

Exemplary Model of Early Reading (Grow with and Excellence, or EMERGE)

(Combines classroom practices that are grounded in empirical research, a multitiered intervention framework, high-quality professional development, and continuous progress monitoring to help children in Head Start classrooms acquire early literacy competencies to prepare them for later success in school (Geffinger & Stoiber, 2007).

Picture Naming (Ages 3-5) (Expressive Language)

• Front



• Back

fish

What's in it for 110000 Students in EC Programs?

1. **More** - More time for students and teachers to build word recognition and concepts to read and successfully to all students. *You will feel more successful.*
2. **More** - More time for students and teachers to build word recognition and concepts to read and successfully to all students. *You will feel more successful.*
3. **More** - More time for students and teachers to build word recognition and concepts to read and successfully to all students. *You will feel more successful.*
4. **More** - More time for students and teachers to build word recognition and concepts to read and successfully to all students. *You will feel more successful.*
5. **More** - More time for students and teachers to build word recognition and concepts to read and successfully to all students. *You will feel more successful.*
6. **More** - More time for students and teachers to build word recognition and concepts to read and successfully to all students. *You will feel more successful.*

What's in it for 110000 Students in EC Programs?

3. RTI is a coherent, logical, and straightforward framework incorporating many components of your current teaching practice. It is tied to your current book reading program, not replacing it. *RTI is user friendly.*

4. The ongoing, informal, brief progress monitoring assessments you will use can help predict how students will do on reading readiness in Kgn, and help you plan instruction accordingly. *You have more control in meeting early reading skill expectations.*

