ONE TEAM
ONE GOAL
STUDENT SUCCESS
Parent Night: Instructional Strategies

Specialized Teaching and Learning

November 18, 2019
Agenda

- Reading Comprehension
- Keeping Students Engaged
- Technology
- Math Strategies
- Note Taking and Questioning
Reading Strategies: Comprehension
Text Investigation (Bookmark): Before reading

Read titles and subtitles: What might the titles and subtitles tell you about the topic of this chapter/article?

Pictures/Graphics: Review the pictures, photographs, diagrams, graphic organizers and all other visual elements and make notes of what you see.

Captions/Labels: Review the captions and labels and make notes on what you see.

Bold words: Use the glossary to define unknown words.

Read any comprehension questions at the end of the chapter to give yourself a purpose for reading.

Make a prediction: What did you identify in your preview that is important for you to find out or discover while reading?

Read: Annotate while reading - Put a question mark beside things you don’t understand. Underline important information. Put a star next to the main idea. Develop your own system for annotating text.
Foldables

- Angle
- Acute
- Right
- Using protractors
- Students draw an angle in this area of the angle type

- Obtuse
- Straight
- Reflex
- Using protractors
- Students draw an angle in this area for each type of the angle types

https://www.dinah.com/
Foldables

**Check your slope!**

<table>
<thead>
<tr>
<th>Positive Slope</th>
<th>Negative Slope</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m = \frac{2}{3}$</td>
<td>$m = -\frac{5}{3}$</td>
</tr>
</tbody>
</table>

*Slope is not an ordered pair!

**Table**

<table>
<thead>
<tr>
<th>$x$</th>
<th>$f(x)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td>2</td>
<td>-4</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
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<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

**Equation**

$y = -2x + 5$

**Rate of Change**

**Ratio**

Steepness of a Line

Remember, $y$ goes first (on top).

This is opposite of graphing ordered pairs, where you go $x$ first ($x, y$).
Research shows that recall is improved when things are stored by language and visuals.

- Have students: Draw images to represent vocabulary words.
- Have students: Explain why the picture is a good representation of the vocabulary word.
- Play Pictionary!
Technology
# Instructional Technology Information

## Administration
- Superintendent
- Chief School Leadership Officer
- Chief of Staff
- Chief Academic Officer
- Chief Strategy & Accountability Officer
- Chief Financial Officer
- Chief Technology & Operations Officer
- Assistant Superintendents

## Departments
- Academics
- Accountability, Research & Grants
- Accreditation & Continuous Improvement
- Alternative Education
- Applied Learning & Design
- Athletics
- Assessment & Personalized Learning
- Audiology and Deaf/Hard of Hearing
- Business Services
- Communications
- ESOL
- Events
- Financial Services
- Food & Nutrition Services
- Gifted Education
- Human Resources
- Instruction & Innovative Practice
- Instructional Technology
- Leadership
- Maintenance & Operations
- Operational Support
- Police Department
- Policy and Planning
- Prevention/Intervention
- Procurement Services
- School Counseling
- School Health / Nurses
- School Social Work
- Special Education
- SPLOST/Planning
- Student Support
- Teaching & Learning Division
- Teaching & Learning Support and Specialized Services
- Technology Services
- Title I
- Title III
- Transportation
- World Languages

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**ONE TEAM**  **ONE GOAL**  **STUDENT SUCCESS**
Tutorials for Office 365

Microsoft Office 365
Expanding classroom opportunities with Microsoft Office 365

- Students & Parents
- Office 365
- OneDrive/SharePoint
- Word & Excel
- PowerPoint & Sway
- Outlook & Planner
- OneNote and Class Notebook
- Flipgrid
- Teams
- Accessibility Tools
- Skype
- Forms
Immersive Reader on Office 365

*Text-to-Speech*
Dictation on Office 365

*Speech-to-Text*
Math Strategies
Solving Equations – Algebra Tiles Online

https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Algebra-Tiles/
• The purpose of a word problem mnemonic is to give a student a framework or plan of attack for word problems.

**SKATE:**
Survey and identify the question
Keep and highlight important information
Attempt to estimate an answer
Take time to solve
Examine and check your answer
Use graph paper to help your student align numbers or turn lined paper to the side.
Khan Academy: Videos and Practice

Free and available for all grade levels in multiple subject areas

策县郡校学士校

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Note-Taking Strategies
Note-Taking

- Promotes active listening
- Provides a framework for revision
- Improves understanding

The Forgetting Curve

What happens if you don't organise and review lecture notes

Approximately

60%

Forgotten after only 9 hours

% Forgotten

TIME SINCE REVIEW OF INFORMATION

1hr 9hrs 4hrs 1week 1month

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Why is note-taking difficult for students with disabilities?

Who should get a copy of notes?
Why do you give students a copy of notes?

- Auditory processing
- Attention
- Memory
- Physical Impairment
- Hearing Impairment
- Processing Speed
What way is better for students to take notes?

- Taking notes by hand requires different types of cognitive processing than taking notes on a laptop.
The 5 Rs of Notetaking

**Record:** During the lecture, write all meaningful information legibly.

**Reduce:** After the lecture, write a summary of the ideas and facts using key words as cue words.

**Recite:** Recite all the information in your own words without looking at our notes or the text.

**Reflect:** Think about your own opinions and ideas. Raise questions and record original ideas.

**Review:** Before reading new material, take 10 minutes to review your older notes. Skim over the main ideas and details.

How do you highlight?

- Do not use one single-color highlighter
- Assign each color a specific purpose
  - This created a color-coding system

Example of a System:

- **Pink**: Quotes
- **Coral**: Places
- **Orange**: Events
- **Yellow**: Words
- **Lime Green**: People
- **Green**: Terms
- **Blue**: Dates
Do not use one single-color highlighter

Assign each color a specific purpose

This created a color-coding system

Example of a System:

- Pink: Term
- Yellow: Definition
- Lime Green: Examples
As you introduce the picture, have the students think of the following,

- Where
- Who
- How many
- Why
<table>
<thead>
<tr>
<th>?</th>
<th>Is</th>
<th>Did</th>
<th>Can</th>
<th>Would</th>
<th>Will</th>
<th>Might</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
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<td>What</td>
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<tr>
<td>Why</td>
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</tbody>
</table>
Questions?
Instructional Strategies at Home

Stephanie Smith, Program Supervisor
Loraine Goff, M.Ed., BCBA
How do we get children to complete work, when they refuse to complete work?

- Understand what is motivating to them
- Provide supports to accomplish the task
- Reward appropriate behaviors (completing work) when they occur
Why won’t they do their work?

- Lack of intrinsic motivation
- Lack of skills to self manage
- Lack of extrinsic motivation
Intrinsic vs. Extrinsic motivation

Intrinsic: behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you. (automatic reinforcement)

Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.
What keeps children from completing tasks?

Often, your children can not see the value in completing homework

They are not intrinsically motivated to complete these activities

They are not extrinsically motivated by adult approval
How do we increase intrinsic motivation?

- Token Boards
- Behavioral momentum
- Built in breaks for task completion
- Meaningful rewards, delivered consistently
The basic principle is that a child earns a certain number of tokens by engaging in desired behaviors (called “target behaviors”) and can then exchange these tokens – effectively using them as payment – to gain access to backup reinforcers.

There are many ways to use a token economy, the type of token economy you use will depend on several factors:

- Student’s age
- Student's cognitive abilities
- How long the student is able to work
- Reinforcement schedule
- Student’s choice of reinforcers
I want to draw

d r a w

sit  quiet  listen

share  work  raise hand

Created by Karen Bonnieu
“What I’m Working For” Token Economy

What I’m Working For Free Time

Behavior Incentives
#1 - Use the teacher’s chair
#2 - Go to Treasure Box
#3 - Extra computer time
#4 - Special snack for lunch
#5 - Homework Pass (right)
#6 - Compliment Call to parents
#7 - Lunch with a friend/teacher

EXTRA RECESS
GUM DAY
SEAT SWAP
FREE TIME
SNACK DAY

Cobb County School District
ONE TEAM ONE GOAL STUDENT SUCCESS
Reinforcement Rules

1. **REINFORCERS SHOULD BE REINFORCING**
   An item or activity can be determined to be a "reinforcer" only if, over time, the behavior it follows increases over time. A reinforcer is never defined as an item or activity, but only by whether it is associated with an increase in the targeted (replacement) behavior.
REINFORCERS SHOULD BE ROTATED

In order to prevent satiation of any particular reinforcing item or activity, parents and team members should continually be working to add items to the list of potential reinforcers so that there will always be available options for reinforcement.
Reinforcers should be given contingently and immediately upon a correct response.

• If a preferred item or activity is not given contingently, it will be extremely hard to build a relationship between targeted behaviors and reinforcers.

• Reinforcement only works if it is given as soon as the desired behavior occurs.

• As soon as the last token is given, they have access to Xbox. If they work, and then have to wait, then why should they work?
REINFORCEMENT MUST BE FADED - GRADUALLY - OVER TIME

Both the frequency and form of the reinforcement should be faded over time to become more and more like the reinforcement schedule and form that will be found in the natural environment.

Always pair rewards with verbal praise, attention, fist bump, high 5, etc..

Gradually increase the number of token that have to be earned for the same amount of reward.
BUT WE TRIED THE TOKEN SYSTEM!

I DON'T THINK HE LIKES STICKERS!

WELL THAT'S BECAUSE

STICKERS ARE JUST STICKERS, UNTIL THEY REPRESENT SOMETHING BETTER!
Avoidance Behaviors

• Children will engage in a variety of behaviors to avoid completing tasks

• Whining, fussing, “losing” their pencil, going to the bathroom, looking for a book

• Wanting to talk to you about anything other than homework

• Pesterling siblings
Avoidance Behaviors

As long as those behaviors work, they will continue to engage in them.

Do not let behaviors result in escape from task. Even if the task is delayed while they “find” their pencil, the task still needs to be completed before the reward is earned.

“I can't wait to talk to you about dinosaurs, let me know when you have finished # 1-10 and we can talk.”
Children, especially young children, can be overwhelmed by the amount of work to be completed.

You can help by:

- Covering up some of the page
- Doing the even numbers, take a break, then do the odd numbers
- Present easier tasks first, to build confidence and increase willingness
Work, then Break Systems

Work for 10 minutes, break for 2 minutes

Helps break tasks into manageable parts

Breaks are not the same as rewards

Children can receive a token for coming back to work without avoidance behaviors

Breaks include: putting head down, doodling on the paper, staring off
Rewards are earned for the completion of work
Children need to know

**How long am I working for?**
- Timers
- Set time to do homework

**How much do I have to do?**
- Token Boards
- Checklists

**When am I get back to the thing I really want to do?**
- Rewards that are rewarding