

"In a free world, if it is to remain free, we must maintain, with our lives if need be, but surely by our lives, the opportunity for a man to learn anything." J. Robert Oppenheimer

"Fairfax County Public Schools (FCPS) is committed to providing special education students with opportunities along a continuum of services that offers access to and participation in the activities of the school and community environments as appropriate to the age and educational needs of the student." (Addison, P2005) The Fairfax County Public Schools Special Education Department's mission is "to ensure the academic success of all students and to support the health and emotional well being of the school community." (Farling, A. 2005). Annandale High School's Special Education Department, or the Learning Center as it is known, is proud to be part of this vision. This notebook contains information pertaining to students who receive services through the Special Education Program.

The Annandale High School Special Education Department is providing you with this notebook to support you while assisting your students in procuring an excellent education at Annandale High School. It contains general information on students with selected disabilities and ways to assist them, as well as information on learning modalities, environmental and classroom information, and some of the resources available in the Learning Center or on line.

In addition, the notebook also has individual information on specific students in your classes who have IEPs. (Annandale High School is following the guidelines of IDEA (Individuals with Disabilities Education Act) and FCPS when placing a student in the least restrictive environment. His/her IEP (Individual Education Plan) has noted the disability area, and any accommodations that need to be made in order for these individuals to be successful at accessing the general education curriculum.) For each student, we have provided information on his/her disability, case manager, and the accommodations each individual student is entitled to. Throughout the school year, please feel free to contact a case manager, the Special Education Department Chairperson or the Guidance Department to ensure the guidelines of IDEA (Individuals with Disabilities Education Act) in the noted disability area, and any accommodations the student is entitled to throughout the duration of the IEP (Individualized Education Plan) are being met.

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SPECIFIC LEARNING DISABILITIES

Students with specific learning disabilities exhibit a disorder in one or more of the basic cognitive processes involved in understanding or in using spoken or written language. This processing disorder causes significant difficulty in the acquisition and use of listening, speaking, reading, writing, or mathematical abilities. To be identified as a student with a specific learning disability, the student must exhibit an objectively observable difference between intellectual ability and achievement and, when provided with experiences appropriate for the student's age and ability levels, must also demonstrate achievement which is not commensurate with age and ability level in one or more of the following areas:

- oral expression
- listening comprehension
- written expression
- basic reading skills
- reading comprehension
- mathematical calculation
- mathematical reasoning

A student may not be identified as having a specific learning disability when there is no demonstrated processing disorder or if the severe discrepancy between ability and achievement is primarily due to visual, hearing, or motor disability; mental retardation; emotional disability; or environmental, cultural, or economic disadvantage. Prior to identifying a student as learning disabled and in order to ascertain that appropriate learning experiences have been provided for the student's age and ability levels, all aspects of the general education program and school services should be investigated as possible sources of assistance for meeting the specific needs of the student.



AUDITORY PROCESSING

Auditory processing is the human brain's ability to use information it receives through the ears, a complicated process that involves much more than just "listening." A person that has an auditory processing disorder has difficulty processing the information carried by sounds. Auditory processing disorders are not due to impairment of peripheral hearing or intelligence.

HOW DO STUDENTS WITH AUDITORY PROCESSING DIFFICULTIES BEHAVE?

Students who have difficulty processing what they hear may be:

- Easily distracted
- Have trouble remaining on task
- Unable to follow directions and often do not understand what is said
- Have poor listening skills
- Have poor academic performance

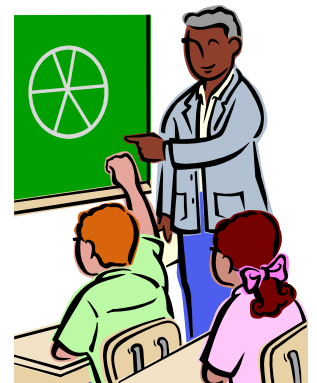
While most children can filter out specific sounds and background noise so they can pay attention, children with auditory processing disorder can not. The extraneous stimuli compete with important messages for their attention. *These children may seem to have a short attention span.*

Students with auditory processing disorders may appear inattentive when they are really struggling to understand. They do not select what they want to hear or do not pay attention because they are "lazy". These students do what they are capable of doing. *They may become exhausted because they spend the majority of the day, without success, trying to understand what is going on.*

WHAT CAN I DO TO HELP?

The following suggestions are appropriate to help all students improve their listening skills:

- Classroom Seating- Preferential seating is an important consideration. Students with auditory difficulties are going to succeed if they can *look and listen*. They will do best sitting in the front of the room or close to the teacher to help them stay on task. The worst place for students with auditory processing problems is in the back of the room or near the door.
- Visual Reinforcement of Oral Instruction- Students must have important information such as key points, and assignment page numbers written on the board. Students should be expected to use their agenda/planner.



- Help Students Focus- Get students' attention before speaking to them. Cue them to "tune in" by saying, "Rodney, this is important." Make sure the cues vary so the student doesn't tune out. Avoid speaking sharply, surprising them with pop questions or addressing them sarcastically. This will cause embarrassment and anxiety.
- Speak slowly- Fast speaking will lose the student. Breaking the information into segments and pausing between each segment may be helpful. This will allow the student more time to process the whole message instead of just fragments. Remember the "3Rs" of communication- *Restate, Rephrase and Restructure*.
- Reduce Noise Levels-Be conscious of how much noise is in the classroom. Avoid giving assignment or important reminders when students are moving about the room or changing classes.

Adapted from information provided by: Fairfax County Public Schools, Department of Student Service, and Special Education.

LANGUAGE DISABILITIES

Students who have language disabilities may have:

- Reduced oral participation in the classroom setting
- A shy or withdrawn personality
- Trouble formulating and expressing opinions, questions and responses
- Difficulty with grammatical usage and question formulation
- Inappropriate questions and unrelated responses to questions
- Vocabulary that is not consistent with peer group
- Difficulty asking for clarification of directions or assignments
- Trouble with sequencing of ideas story details and personal information

WHAT CAN I DO TO HELP?

- Give the student “extreme” opportunities to participate. Don’t always wait for hands to be raised when asking for responses. Also, cue the student that you are going to call on him.
- Set up a buddy system. Even physical proximity with others is a start.
- Provide an appropriate model by rephrasing errors with corrections. For example, if a student says, “Yesterday we play soccer at gym.” Then your response could be, “I didn’t know you played soccer yesterday.”
- Use leading questions which highlight the main idea of your discussion or questions. Use visual imagery in your discussion.
- Use word lists, word boxes, word wheels, etc. Pre-teach vocabulary.
- Write down assignments. Watch for non-verbal clues that the student does not understand the directions.
- Emphasize the use of concepts, “first, second...next... Last” and cue your students to use these concepts in their own oral and written language.



Adapted from information provided by: Fairfax County Public Schools, Department of Student Service, and Special Education.

MEMORY DISABILITIES

Students with memory difficulties may:

- Lack study skills
- Forget assignments, directions and schedules
- Have no carryover knowledge
- Have poor ability to generalize
- Have difficulty making decisions because they can't weigh several options at once
- Have trouble with sequential thinking
- Have poor memory and organizational ability which hinders ability to remember and organize experience into higher echelons of structure or to predict and see consequences

The ability to relate new information to prior knowledge is of great help in overcoming memory deficits. This can have a cyclical effect because as information is successfully stored and retrieved, it helps in the relating to and the retaining of new information.

Students with learning problems need direct instruction in ways to make new information meaningful to them so they can store it in a logical way in their long term memory.

WHAT CAN I DO TO HELP?

Guide or encourage students to:

- Make new information more meaningful by relating to prior knowledge
- Organize the information into categories
- Cluster or chunk information into meaningful units
- Use appropriate mnemonic devices
- Rehearse or repeat information
- Manipulate the information mentally, verbally and physically
- Whenever possible, provide multi-sensory input of new information.



MOTOR DISABILITIES

Students with motor disabilities may have:

- Difficulty with writing, often find it a slow and labored process
- Poorly developed finger dexterity
- Poorly developed fine motor coordination
- Confusion with directionality, often reversing letters
- Difficulty with spatial aspects of writing. Students often run words together or leave gaps between letters of a word.

WHAT CAN I DO TO HELP?

- Allow and encourage the use of word processors and computers. Provide the opportunities to use these on a regular basis for composition work.
- Provide one-on-one tutorial instruction in writing.
- Adjust the level of difficulty when giving in-class writing assignments.
- Decrease the number of hand written assignments given.
- Extend the length of time when giving in-class exams or writing assignments.
- Give oral exams. Allow the student to dictate responses into a tape recorder, if needed.
- Allow students a variety of formats for displaying content mastery, such as giving oral presentation or doing special projects.
- Allow the student to dictate a written assignment to a peer, parent, or teacher.
- Allow a classmate to take notes for the student.
- Tape record class lecture rather than asking students to take notes.
- Grade on an individualized basis rather than a pre-established criterion.
- Grade on improvement and effort if applicable.
- Grade with emphasis on special projects rather than on written assignment performance only.

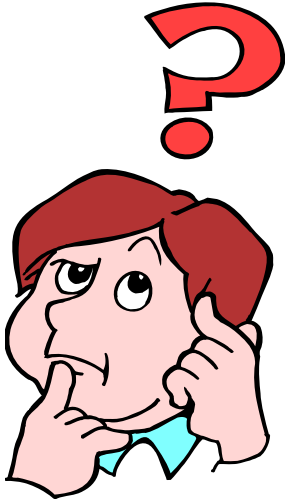
Adapted from information provided by: Fairfax County Public Schools, Department of Student Service, and Special Education.



ORGANIZATIONAL DIFFICULTIES

While organizational difficulties do not necessarily indicate a specific learning disability, many individuals who are learning disabled also have significant difficulties with organizational skills. Students with organizational difficulties may have some or all of the following behaviors:

- Backpack stuffed with papers
- Comes to class without materials or the wrong materials (textbook, notebook, etc.)
- Cannot find papers handed out yesterday or even earlier in the class
- Appears dumbfounded over how his things disappear
- Does not budget time well (Often late for class)
- Has trouble getting started on assignments
- Often misunderstands the directions
- Has trouble visualizing concepts such as compare and contrast, sequencing, etc.
- Appearance of a weary traveler-carrying everything, backpack, gym bag, coat, papers in hand, etc. This student carries everything, because he is unsure what should be in his locker. "I might need it."



WHAT CAN I DO TO HELP?

- Establish a daily routine in your classroom. The daily schedule should be recorded on the board. Consistency is very important.
- Make sure the student's work area is clear of any unnecessary material which may serve to distract the student. The student should gradually accept this responsibility.
- Require student to use the agenda/planner. Teach students how to use the agenda/planner and check it regularly. If needed, assist the student in recording the homework, and help the student to gradually assume this responsibility.
- Display sample of finished product along with the directions and material needed for assigned projects.
- Use visual aids such as Venn Diagrams, flow charts, and graphic organizers.
- Provide a notebook or folder accessible to all students with handouts and assignments. Maintain a master list of all in-class and homework assignment for student to check periodically. This is especially useful for students who are absent.
- Allow time at the beginning of the period to review previous knowledge in relationship to the present lesson. Similarly, allow time at the end of the period to summarize the lesson. Encourage students to ask questions.

- Ask the factual questions first in a discussion, and then proceed to inferential questioning, since abstract thinking is more difficult.
- Prepare students for change in the daily routine by explaining the unusual circumstances fully so students know what to expect.
- List the steps to be followed in a particular assignment sequentially on the board or paper for the student's reference.
- Avoid cluttered, crowded worksheets.
- Give a due date for long-term assignments and give time frame for completing the various parts of the assignment. Assist students in recording this time frame as a visual planning tool. Provide this information in a handout to all students.
- Establish a standard procedure in your classroom to prevent misplacement of completed assignments. Have student place completed assignment in specific content area folders, trays or specific sections of their notebooks.
- Keep directions short and simple. Write them on the board or handouts so students can refer to them as needed.
- Have student use a 3-ring notebook with dividers. Suggest a separate notebook for each subject. Provide access to a 3-ring punch. Encourage removal of unnecessary papers. Check on a regular basis.
- Assist students in making choices by gradually increasing opportunities for options. For example, offer a choice between two options before expecting students to decide among multiple choices.
- Use asterisks or circles to distinguish written questions requiring an implied fact from literal questions requiring a stated fact. This will help students to avoid wasting time trying to find an exact answer in the book and cue them to use inferential thinking.
- Provide or help the student develop self-check lists of materials needed for class.
- Teach students an organized approach to reading such as the SQ3R (S=Survey-quickly reading subheadings, first sentences of each paragraphs and picture captions to get an overview, Q=Questions-changing the subtitles into questions, R=Reading-reading to answer the questions, Recalling the material by answering the questions, and Reviewing by reciting or writing the major points of the passage.)

Adapted from information provided by: Fairfax County Public Schools, Department of Student Service, and Special Education.

VISUAL PERCEPTION

Students who have visual perception problems may have:

- Difficulty taking in information through the sense of sight
- Difficulty processing information presented visually
- Trouble seeing a specific object within a complete background. (Example: Picking a line out of a book.)
- Trouble distinguishing (seeing) the difference between two objects
- Trouble seeing how far away or how close an object might be
- Difficulty filling in computerized exam forms
- Difficulty copying information from the board
- Difficulty in recognizing the position and shape of what they see. (Example: the letters d, b, p, q, and g, might be confused.)
- Reading problems (Example: jump over words, read the same line twice, or skip lines.)

WHAT CAN I DO TO HELP?

- Choose seating carefully. Make sure the student is close to the teacher, board or work area.
- Try to always give verbal information or explanation along with a visual presentation.
- Divide worksheets physically by cutting, folding, or drawing lines and blocking out with a large index card the portion of the paper not being focused on at the time.
- Allow the student with visual perception problems to have a “buddy” read directions from the board or the worksheet. If the students are to take notes, have the buddy share his notes with the student.
- Write brief step-by-step directions versus lengthy directions.
- Write directions in a different color from the rest of the worksheet. Use color, highlight, underline, or box the directions so they will stand out.
- Allow student to make oral responses to homework or test items that involve a lot of writing. Let the student do oral projects instead of written ones.
- Encourage keyboard or computer use if it makes writing easier for student.



Adapted from information provided by: Fairfax County Public Schools, Department of Student Service, and Special Education.

STUDENTS WITH AN EMOTIONAL DISABILITY

According to FCPS, students have an emotional disability if they demonstrate a serious emotional disturbance as evidenced by one or more of the following characteristics over a long period of time and to a marked degree which adversely affects educational performance.

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feeling under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems

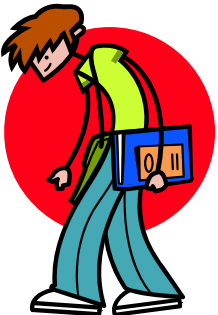
HOW DO STUDENTS WITH EMOTIONAL DISABILITIES BEHAVE?

Some of the characteristics and behaviors of students with emotional disabilities include:

- Hyperactivity (short attention span, impulsivity)
- Aggression (Acting out, fighting)
- Self-injurious behavior
- Withdrawal (failure to initiate interaction with others; retreat from exchanges of social interaction, excessive fear or anxiety)
- Immaturity (inappropriate crying, temper tantrums, poor coping skills)
- Learning problems (academically performing below grade level)

WHAT ARE THE EDUCATIONAL IMPLICATIONS?

The educational programs of students with behavioral and or emotional problems as identified by FCPS should include attention to mastering academics, developing social skills, and increasing self control and self-esteem. Behavior modification, shaping behaviors with positive reinforcement, is one of the most widely used approaches to helping students with emotional or behavioral disorders.



Adapted from information provided by: Fairfax County Public Schools, Department of Student Service, and Special Education.

STUDENTS WITH ADHD (ATTENTION DEFICIT HYPERACTIVITY DISORDER)

HOW DO STUDENTS WITH ADHD BEHAVE?

Students with ADHD exhibit combinations of the following behaviors:

- Fidgeting with hands or feet or squirming in their seats- adolescents with ADHD may appear restless
- Difficulty remaining seated when required to do so
- Difficulty sustaining attention and waiting for a turn in tasks, games or group situations
- Blurting out answers to questions before the questions have been completed, or before being called upon
- Difficulty following through on instruction and in organizing tasks
- Shifting from one unfinished activity to another
- Failing to give close attention to details-making careless mistakes
- Losing things necessary for tasks or activities
- Difficulty in listening to others without being distracted or interrupting
- Wide ranges in mood swings
- Great difficulty in delaying gratification



WHAT CAN I DO TO HELP?

Use structure. Students with ADHD learn best with a carefully structured academic lesson.

- Provide an advanced organizer or agenda
- Review previous lessons
- Set learning expectations. State what the students are to learn during the lesson. (Example: vocabulary, dates, names). Include how the information will be tested.
- Set behavioral expectations. This is especially important when behaviors differ from a “regular” lesson or if you use a variety of behavioral expectations depending on the lesson.
- State needed materials.
- Explain where additional resources are available. (Example: text book and page, or internet web address.)

Simplify instructions, choices, and scheduling.

- Remember that transitions are especially hard on students with ADHD. Be predictable. Have a routine and be clear when you are varying it.
- Support the student’s participation in the classroom. Use private, predetermined cues to remind him to stay on task, or that he will be called on soon.
- Check on the student’s performance. Do this regularly and individually if possible.

- Allow the student time to think. Count at least 15 seconds before calling on another student to answer the question.
- Follow up on directions. Be sure the student understands *what* to do.
- Lower noise level. Reduce the number of distractions. Choose seating carefully.
- Divide work into smaller units and highlight key points.
- Be aware of “test anxiety”. Eliminate timed tests, or consider other testing styles to assess the student’s knowledge of the subject.
- Use assistive technology such as computers and projection screens.
- Provide advanced warning for changes. Give a 5 or 10 minute warning to conclusion of lesson, test, or class. Remind students at that time what should be completed and where it should be stored. (Example: taken home to finish, put in folder, handed in, etc.)
- Check assignments as needed, provide immediate feedback.
- Give students a preview for the next lesson.
- Use mnemonics to help students remember facts or procedures.
- Use manipulatives. Have the student personally use the items to focus his attention while learning.

Help with organization for the student.

- Use an agenda or assignment book
- Use color coding. (example: folders, classifying paperwork)
- Clean out book bags and binders.
- Encourage students to unclutter the workspace before they begin. Put away items not needed for the assignment.
- Have a checklist of materials needed for class.

Clearly define appropriate behavior. Reinforce with praise. Be immediate with reinforcement. Vary the statements of praise. Be sincere.

- Selectively ignore inappropriate behaviors.
- Remove nuisance items.
- Provide calming manipulatives. Items such as squeeze balls often help students gain some needed sensory input while still attending to the lesson.
- Use the student to run an errand. Often a “walk” will provide an outlet, and he will return more able to work.

Use behavioral prompts such as:

- Pre-established discreet visual cues to remind a student to stay on task.
- Proximity control-be near the student
- For students with severe ADHD, a (FBA) Functional Behavior Assessment, PBIS (Positive Behavioral Intervention and Supports), or behavioral contracts may be needed.

STUDENTS WITH AUTISM



DEFINITION: According to Special Education Programs for Children with Disabilities in Virginia, “Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally before age 3 that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental routines, and unusual responses to sensory experiences.”

HOW DO STUDENTS WITH AUTISM BEHAVE?

The most characteristic traits of autism are aloneness, and insistence on sameness and liking for elaborate routines. At the same time, some autistic individuals can perform complicated tasks, provided that the activity does not require them to judge what some other person might be thinking. These traits lead to characteristic forms of behavior, a number of which follow:

- Inability to formulate significant relationships with peers and adults
- Displaying indifference
- Not making eye contact
- Inability to effectively interact with others: laughing inappropriately
- Parroting words
- Being one-sided in interactions
- Preferring sameness in routines
- Talking incessantly about one topic while displaying strong opinions about that topic
- Handling or spinning objects
- Excelling at times in activities that do not involve social interaction

WHAT CAN I DO TO HELP?

Adjust the physical environment to be:

- not overly stimulating-visual or auditory
- individualizing seating accommodation
- identifiable personal space for individual belongings
- repetition of expected routines

Adjust the learning environment to:

- be highly structured
- use a visible schedule
- use visual cues
- use a variety of learning experiences
- have group and individual learning opportunities
- have a positive behavior program
- use modeling of expectations
- use simple language

AUTISM CONCERNS AND POSSIBLE SUGGESTIONS FOR ASSISTANCE

CONCERNS	SUGGESTED INTERVENTION STRATEGIES/ADAPTATIONS
<ul style="list-style-type: none">• Uneven development across skill area• Negative reaction to changes in routine or environment• Difficulty with unstructured time or waiting• May not generalize skills to other areas or persons• Difficulty with abstract concepts	<ul style="list-style-type: none">• Adapt and individualize curricula• Provide a consistent daily/weekly routine. Prepare for changes using written schedules• Plan for “down” or unstructured time, teach waiting strategies and skills where they would be used in natural situations• Teach skills across areas whenever possible• Provide concrete activities/tasks with a clear purpose• Use demonstrations, modeling, completed models/examples and shared experiences
<ul style="list-style-type: none">• Difficulty understanding concepts, long sentences etc.	<ul style="list-style-type: none">• Talk in short sentences• Be direct and concrete• Demonstrate, gesture and sign when needed
<ul style="list-style-type: none">• Difficulty answering questions• Inappropriate timing and unclear content• Limited response	<ul style="list-style-type: none">• Listen to what they are trying to tell you• Determine what their behavior may be communicating
<ul style="list-style-type: none">• Impulsiveness• Aggression behavior• Screaming	<ul style="list-style-type: none">• Present understandable expectations and rules• Be consistent• Incorporate behavior plans into positive program

- Perseverance (doing things over and over) Wanting things the same or orderly
- Lack of understanding social/sexual rules

- Understand purpose of behavior
- Teach more useful behaviors
- Be positive,
- Use reinforcers

- Difficulty relating to others
- Limited awareness of feelings of others
- Difficulty understanding social cues
- Avoidance or odd use of eye contact
- Will initiate touching, but may not accept from others
- Inappropriate giggling or laughing

- Must teach social skills and social interaction
- Structure social interchanges
- Allow time to build trust

Possible Strengths

- Stamina
- Well developed motor skills
- Enjoyment of chores and keeping busy
- Good long-term memory
- Creativity
- Performing accurate work once task is learned
- Enjoyment of reading even if verbal skills are limited

- Know special skills and interests and incorporate these into these class work
- Use strengths and interests as part of positive program
- Use academic strengths in functional, interactive ways



Special Alerts

- Seizures
- Pain insensitivity
- Allergies

- Be aware of each student's medical concerns
- Check "Medical Red Flag" List

Adapted from: Department of Student Services, Fairfax County Public Schools.

MENTAL RETARDATION

DEFINITION: Mental Retardation means a significantly reduced rate of intellectual functioning existing concurrently with deficits in adaptive behavior and academic achievement that manifest during the developmental period that and affects a child's educational performance.

CRITERIA

- Significantly below average general intellectual functioning
- Deficits in adaptive behavior
- Intellectual and adaptive deficits result in an adverse effect on educational performance in all instructional areas
- Requires specialized instruction, adaptations, accommodations and support as a result of mental retardation.

WHAT CAN I DO TO HELP?

- Adapt the curriculum.
- Shorten assignments and pen and paper activities
- Establish clearly defined limits and expectations
- Encourage peer tutoring
- Provide simple, accurate, adapted teacher notes and homework assignments
- Provide preferential seating
- Minimize distractions
- Encourage participation
- Incorporate learning styles
- Provide individual or cooperative learning strategies
- Provide structure and emphasis during oral instruction





TRAUMATIC BRAIN INJURY

DEFINITION

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perception; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injury induced by birth trauma.

CRITERIA

- Sustained injury to the brain caused by an external physical force.
- A brain injury that is not congenital or degenerative nor induced by birth trauma or stroke.
- Functional disability or impairment results in an adverse effect on educational performance.
- Student requires specialized instruction/adaptations/accommodations/supports as a result of a traumatic brain injury that cannot reasonably be provided solely through regular education.
- The brain injury results in total or partial functional disability or impairment in one or more of the following areas:

Abstract Thinking	Motor Abilities
Attention	Physical Functions
Cognition	Problem Solving
Information Processing	Psychosocial Behavior
Judgment	Reasoning
Language	Sensory Perceptual Abilities
Memory	Speech

TRAUMATIC BRAIN INJURY (CON'T.)

WHAT CAN I DO TO HELP?

- Encourage the student
- Adapt the curriculum
- Provide preferential seating
- Provide structure and teacher notes
- Allow for oral clarification on tests and quizzes
- Utilize study guide for test preparations
- Substitute alternatives to general classroom requirements
- Clarify and rephrase directions and questions
- Allow test retakes
- Avoid negative questions when testing
- Encourage even the smallest accomplishments
- Avoid negative comments pertaining to organization and show by example how to complete tasks on a daily basis.





SEVERE DISABILITY

DEFINITION

Severe disability means a primary disability that: (1) severely impairs cognitive abilities, adaptive skills, and life functioning; (2) may have associated severe behavior problems; (3) has the high probability of additional physical and/or sensory disabilities; and (4) requires significantly more educational resources than are provided for children with mild or moderate disabilities in special education programs.

CRITERIA

- Student has severely impaired cognitive abilities.
- Student may have associated severe behavior problems and physical and/or sensory disabilities.
- Student requires specialized, instruction, adaptations, accommodations or supports as a result of the severe disability that cannot reasonably be provided solely through regular education and requires significantly more educational resources than are provided children with mild and moderate disabilities in special education programs. Specific instruction and resources required.

WHAT CAN I DO TO HELP?

- Welcome the student with a smile as he/she walk the halls
- Speak to the student
- Provide support if the student is experiencing some level of difficulty within the school environment
- Make the student feel welcome by including him/her in school activities.
- Consider taking time out of your busy schedule to provide the student with a positive educational experience. Ex. Music, theatre, cooking, office skills, dance lessons, maintenance etc.
- Provide some snacks for the Low Incidence Program (individually wrapped gum, candy, music CD's etc)

- Donate a PG DVD approved by FCPS or AHS we might enjoy at our movie club after school. Provide ingredients for a simple cooking experience, large piece puzzle or other useful materials to our class.
- Display a positive attitude and accept me as I am while guiding me through example to be all that I can be.



ORTHOPEDIC IMPAIRMENT

DEFINITION

Orthopedic Impairment refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. club foot or the absence of some member), impairments caused by disease (e.g. poliomyelitis or bone tuberculosis) and impairments from causes (e.g. cerebral palsy, amputations or fractures or burns that cause contractures).



VISUAL IMPAIRMENT

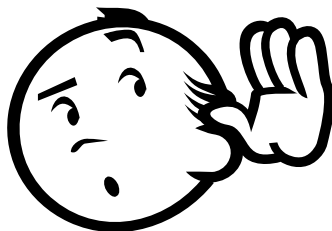
DEFINITION

Visual Impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.



Communicating with Students who are Deaf/Hard of Hearing Suggestions for the Classroom Teacher

- The student will depend on visual cues for most information even if wearing a hearing aid.
- Seat the student in the part of the room where he/she can see and hear the majority of the spoken sounds.
- Try to stand with light on your face (not in front of a window) and keep books or hands from covering your face.
- Try to refrain from talking while turning to write on the board.
- Stay in one place while talking if possible.
- It is important to have the student's attention before you speak. A statement of the topic before you proceed is helpful. ("Let's talk about...")
- Enunciate clearly but don't exaggerate lip movements.
- There are many words that sound or look alike on the lips. (e.g. pop/mop; pat/mat/bat) When dictating such words, as in a spelling list, use them in a sentence.
- Note taking is difficult because the student needs to continually watch your lips and other visual cues.
- Be aware that when lights are off for films, your comments cannot be easily speech read.
- Facial expressions are important cues for meaning. An affectionate or amused tone of voice may be lost on a person who has a hearing loss.
- Use facial expression to indicate a question. Expect a response.
- If the student fails to understand what is said, reword the question. If the student still does not understand use gestures, writing, or pictures.
- Check to make sure the student understands what you have said. Ask him/her to repeat the instructions; don't ask if he/she understood. He/she will always say "Yes."
- Use common sense and tact in deciding which of these suggestions are appropriate. A person with a mild hearing impairment might be embarrassed by a lot of attention; a person with a profound hearing impairment would be profoundly grateful.



THE HUMAN INFORMATION-PROCESSING SYSTEM

Many students need explicit training in integration and memory.

Integration is the processing of information

It includes:

- Sequencing
- Abstraction
- Organization

Memory is the storage of information

It includes:

- Short-term
- Long-term
- Sequential

THE BRAIN: COGNATIVE PROCESSING SYSTEM

INPUT STIMULI

- Visual
- Auditory



OUTPUT PERFORMANCE

- Language
- Motor Response

Students with processing deficits may need help with the input stimuli, in order to learn and thereby change their output performance.

**HELPFUL HINTS FROM THE
ANNANDALE HIGH SCHOOL LEARNING CENTER
TO ASSIST IN
MODIFYING CURRICULUM OR ACCOMMODATING FOR NEEDS**

- Expect students to use agendas/planner daily. Write assignments on the board, or hand out weekly or unit assignment sheets.
- Let the students know what to expect in FLEX. Do you plan instruction for flex? Does that mean they cannot ever “flex out”? What materials should be brought to flex? Clarification is especially important for Red Day class students with special needs.
- For writing, have students use graphic organizers. There are a variety of commercial organizers available. An example of one has been provided on the following page.
- Use mnemonics. Processes involving a mnemonic or some kind of “remembering” device are often very helpful to students. Post them in the room whenever possible.
- Seating for many students is a critical issue. Try to seat students with attention issues away from distractions. Place students in what ever part of the classroom he/she can obtain the most instructional information.
- Consider books-on-tape. The Learning Center has a collection, including some text books on tape from RFB&D (Reading for the Blind and Dyslexic). These are recorded for use with a special tape recorder. They are available for checkout along with the tape recorder. The list of titles is in the Learning Center.
- Consider parallel text for some students. The Learning Center has a limited number of texts available.



Classroom Modifications



BEHAVIOR MODIFICATIONS

- Does the student have a motivating reward to work for?
- Does the student know what the expectations are?
- Have you narrowed down the behavior plan to one or two desired behaviors?
- Does the student know there are consequences for their actions that will be effectively enforced?
- Is there a crisis plan or behavior modification contract in place?

CURRICULUM MODIFICATION

- Are there too many or too few questions /parts to an assignment?
- Does the student have enough time to complete the classroom assignment, test or quiz?
- Are the directions clear or does the student need clarification?
- Does the skill level required in the assignment match the cognitive ability level of the student?
- Have classroom accommodations for each individual student been reviewed?

ENVIRONMENTAL MODIFICATIONS

- Does the student have a place where he can go to calm down, de-escalate and gain control?
- Is the student seated near good peer models?
- Can the student see and hear the instruction well?
- Are there distractions nearby? Can this situation be altered?
- Does the seat, table, desk fit the student and allow comfort while learning?

LEARNING STYLE MODIFICATIONS

- How does the student learn?
- What types of assignments are most successful for this student?
- Does the student need more oral reports, written work, art-related projects, reading assignments, or other accommodations to obtain success in class?
- Would the student perform better with a peer model, mentor, student/tutor or individual instruction?

MISCELLANEOUS ACCOMMODATIONS

- Does the student perform better in the morning or the afternoon?
- Does this student need medical intervention due to ill health?

VISUAL CUES

- Can this student see the classroom rules?
- Can the student visualize what is coming next in the classroom assignment?
- Can the student see the materials necessary to acquire the desired subject matter in the classroom?

Writing Think Sheet

Planning My Ideas

My Name _____ Date _____

Topic _____ Class _____

This writing is creative writing report essay other _____

Everything I know about this topic, anything I can think of to include

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Possible ways to group my ideas:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other information I need before I begin to write:

My topic sentence or theme statement should be: _____

Reaching More Student through Visual, Auditory, and Kinesthetic Modalities

To emphasize **VISUAL** learning:

- Write directions on the board as well as giving them verbally
- Give a copy of the assignments in written form, weekly or daily
- Use flash cards printed in bold colors
- Supplement lectures with colorful transparencies shown on the overhead projector. Also use models, charts, graphs and other visual aids
- Allow students to read assignments rather than depend on oral presentations
- Use and teach students to use graphic organizers
- Have students take notes on important words, concepts or ideas
- Provide a written copy of board work if student has difficulty copying



To emphasize **AUDITORY** learning:

- Record assignment directions on tape or cassette so the student can replay them as needed
- Give verbal as well as written directions
- Tape textbook material for the student to listen to while reading. Tape only the most important information and simplify or explain the vocabulary
- Give oral rather than written tests or allow test to be administered and read to the student
- If practice is needed, student can use tape recorder to recite and then play back. Student can practice with another student
- Substitute oral reports or other oral projects for written assignments
- Have another student read important information to the student



To emphasize **KINESTHETIC** or **TACTILE** learning:

- Use frequent classroom demonstration and participatory modeling
- Allow student to build models, draw pictures, make a display or video, do an experiment or give a dramatization.
- Use role-play and simulations
- Provide a lecture outline for student and give note taking instructions
- Allow the student to move about, for example to another seating area during class
- Use manipulative objects, especially when teaching abstract concepts such a fractional parts, measurement and geometry



HELPFUL WEBSITES

Here are a few helpful websites:

<http://www.nichcy.org/>

NICHCY NICHCY stands for the National Dissemination Center for Children with Disabilities. We serve the nation as a central source of information on:

- disabilities in infants, toddlers, children, and youth,
- IDEA, which is the law authorizing special education,
- No Child Left Behind (as it relates to children with disabilities), and
- research-based information on effective educational practices.

<http://www.LDonline.org/>

LD on Line The leading Web site on learning disabilities for parents, teachers, and other professionals.

<http://www.cec.sped.org/>

The Council for Exceptional Children The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

<http://curry.edschool.virginia.edu/sped/projects/ose/resources/>

The Curry School of University of Virginia information for professionals and parents.

<http://mathforum.org/teachers/high/>

The Math Forum is a leading center for mathematics and mathematics education on the Internet. Operating under Drexel's School of Education, our mission is to provide resources, materials, activities, person-to-person interactions, and educational products and services that enrich and support teaching and learning in an increasingly technological world.



"The good teacher makes the poor student good and the good student superior."
Marva Collins