

# Supporting Students with Special Needs Webinar September 13, 2012 1:00 p.m.

**YOUTH** FOR  
**YOUTH**



# Disclaimer

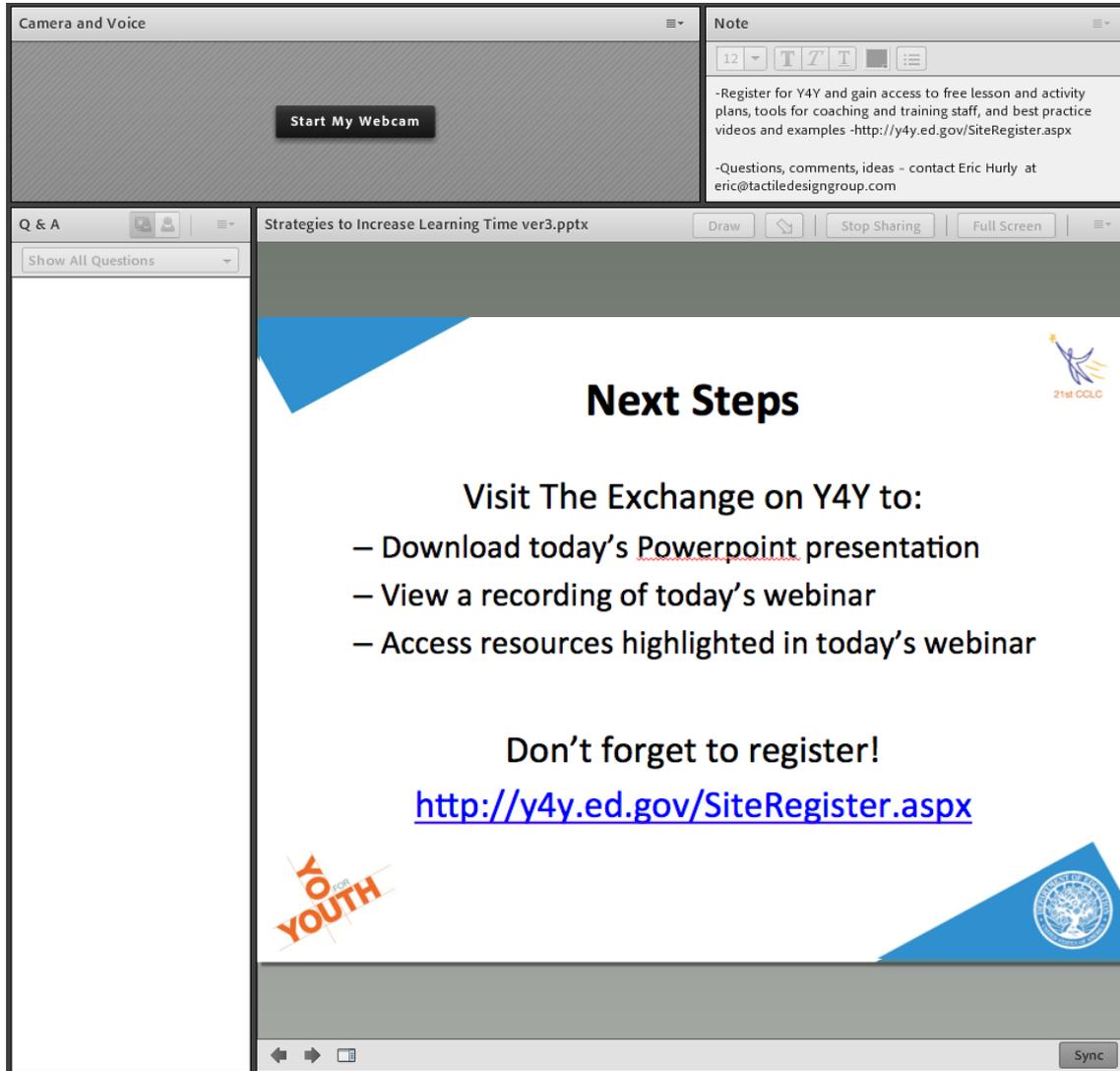
This information is being provided as part of a Fiscal Year (FY) 2013 webinar for the “You For Youth” (Y4Y) professional development website. This website supports the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program administered by the U.S. Department of Education. Information and materials mentioned or shown during this presentation are provided as resources and examples for the viewer’s convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.

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## **Published Materials**

The contents of this webinar were developed, in part, under a contract from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

# How to Use the Technology



The screenshot shows a web browser interface. At the top, there is a 'Camera and Voice' window with a 'Start My Webcam' button. To its right is a 'Note' window containing text about registering for Y4Y and contacting Eric Hurly. Below these is a 'Q & A' window with a 'Show All Questions' dropdown. The main content area displays a presentation slide titled 'Next Steps' with the following text:

**Next Steps**

Visit The Exchange on Y4Y to:

- Download today's Powerpoint presentation
- View a recording of today's webinar
- Access resources highlighted in today's webinar

Don't forget to register!  
<http://y4y.ed.gov/SiteRegister.aspx>

The slide also features the 21st CCLC logo in the top right corner and the Department of Education logo in the bottom right corner. A 'Sync' button is visible at the bottom right of the browser window.

# Introductions

Host: **Jennifer Kobrin**  
Y4Y Content Specialist

Guest  
Presenters: **Jeanne D’Haem, Ph.D.**  
Assistant Professor  
Department of Special Education  
and Counseling  
William Paterson University

**Manina Urgolo Huckvale, Ed.D.**  
Associate Professor and Chair  
Department of Special Education  
and Counseling  
William Paterson University



# Goals & Objectives

- To better understand Special Education rules, regulations, and compliance.
- To determine how to adapt curricula, program activities, and teaching and tutoring methods to best serve students with special needs.
- To create an environment with students and staff that understands, educates, and celebrates students with special needs.

# Getting Started



# Who Are the Students with Special Needs?

- Students receiving special educational services through IDEA
- English Learners
- Homeless and impoverished students
- Migrant students
- Gifted and Talented students




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**Welcome to You for Youth!** I'm very happy to share this online community with you, our talented and hard-working 21st Century afterschool professionals. We've developed this entire website based on what you're telling us you need to create engaging afterschool programs. The site will help you connect and share resources with your colleagues, provide professional development and technical assistance opportunities, and offer tools for improving your program practices. Thank you for joining us!

*Sylvia Lyles, Ph.D.* INTERIM DIRECTOR, AITQ  
U.S. DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

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**About 21st Century Community Learning Centers**  
Learn about the 21st Century Community Learning Centers program and You for Youth.

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**Introducing You for Youth**  
Watch this engaging short video to learn about the features of the You for Youth professional development Web portal and what it can do for you.

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**Y4Y Webquest**  
Try our 30-minute webquest at your next program staff meeting. It's a fun way to help 21st CCLC professionals envision ways to make the most of Y4Y!

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**THE DESIGN STUDIO** **Introducing the Design Studio:**  
A collection of downloadable tools and resources to help you implement your Y4Y learnings in your program as well as tips and step-by-step guides on how to customize the tools to fit your needs.

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**The Exchange**  
Take part in webinars, join discussion boards with peers, set up a profile for your program that others can see and learn from. You can also share resources, photos, and videos from your program or find materials created by other 21st CCLC programs.

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**User Guide**

New to Y4Y? This guide will help you navigate the site and use the online learning and networking features.

**Resource Search**

Find publications, lesson plans, tools and more here!

**Tell Us What You Think!**

What topics are most important to you? Where do you need help? What suggestions do you have for the site?

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# Y4Y and Students with Special Needs: Alignment



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## ★ Aligning With the School Day



You are not currently logged in to the site. You will be able to continue taking the courses, but certain features, such as the ability to save your progress and your notes, will not be available to you. If you would like to sign up for a Y4Y account, please visit [our User Registration page](#).



### [Advantages and Approaches](#)

Explore the benefits of aligning learning across in-school and out-of-school experiences, and learn about emerging models that focus on achieving these benefits.



### [Introducing the Core Elements](#)

Meet the core elements that can help you support alignment across programs, and try an activity to tune up your thinking.



### [The Six Core Elements](#)

See what research and best practice say about six core elements that support alignment between in-school and out-of-school educators.



### [Summing Up: It's All About Relationships](#)

Sum up your learning and reflect on relationships that support the core elements with a video and a closing activity.

#### Recommended for:

Anyone new to project-based learning, including program leaders, site directors, site staff, parents and other interested community members.

#### Suggested Time:

Approximately 30-60 minutes



### My Notebook

As you view the course materials, take notes here. You can record your thoughts, jot down ideas and reflect on your learning. Save the notebook to review or print out anytime!



### Learn More Library

Here, you'll find downloadable materials, links to helpful websites and videos that demonstrate best practices.



### Glossary

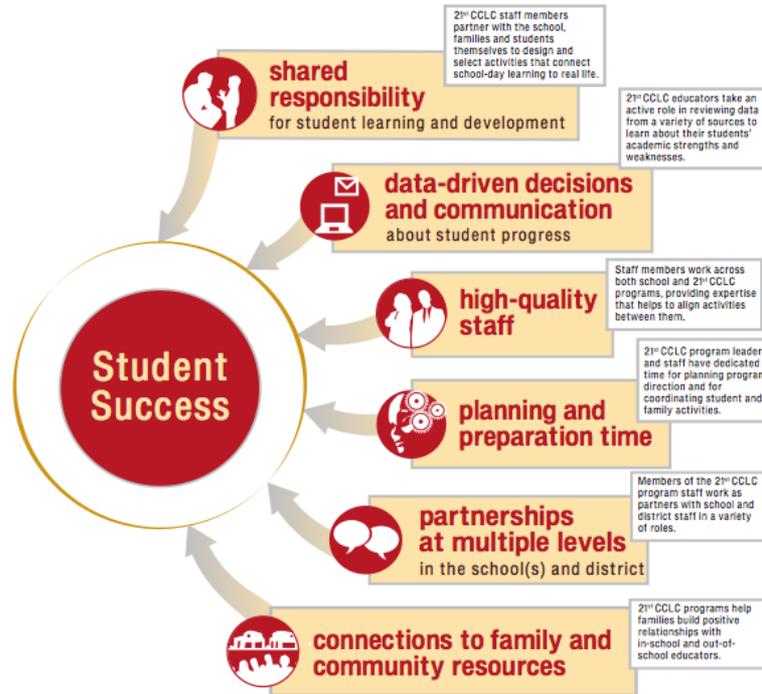
Look here for definitions of important terms.



# Y4Y and Students with Special Needs: Alignment

## Aligning With the School Day

Core Elements for Aligning In-School and Out-of-School Learning



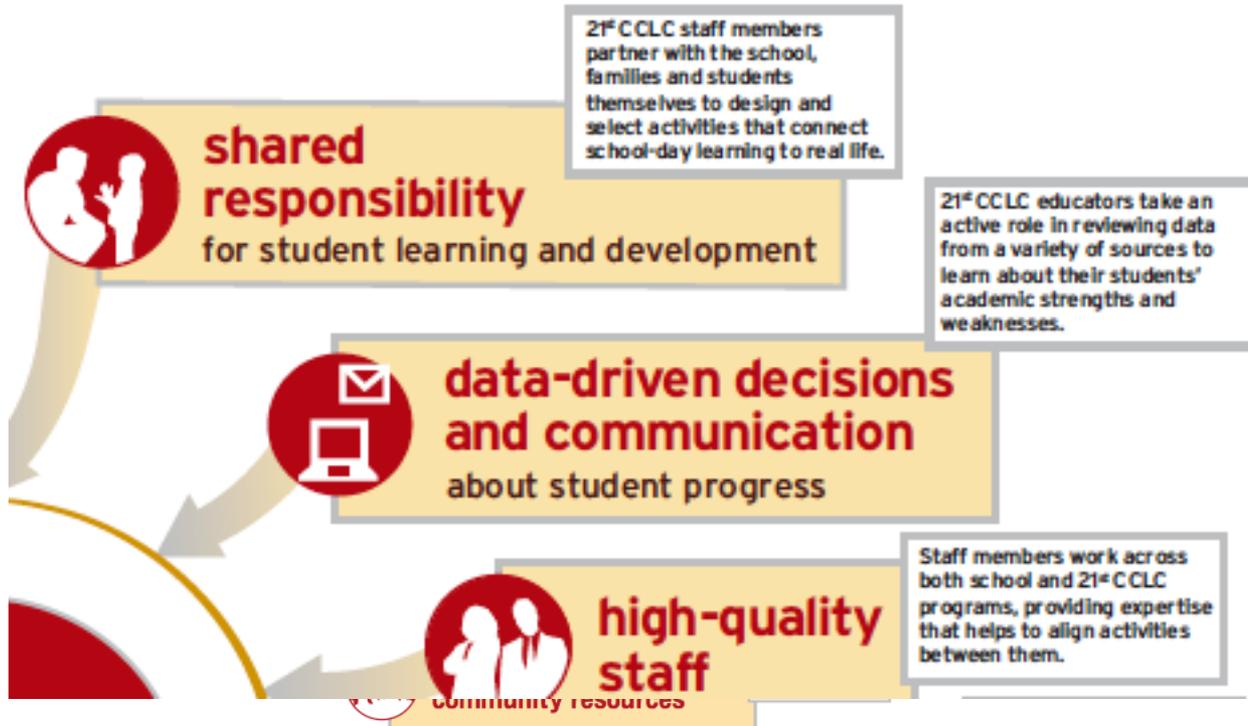
This diagram is in the public domain. Authorization to reproduce it in whole or in part is granted. 2011

This diagram was funded by the U.S. Department of Education under contract number ED-08-CO-0145. The views expressed here are not necessarily those of the Department or of the contractor, Synergy Enterprises, Inc. Learn more about aligning with the school day at <http://y4y.ed.gov>.

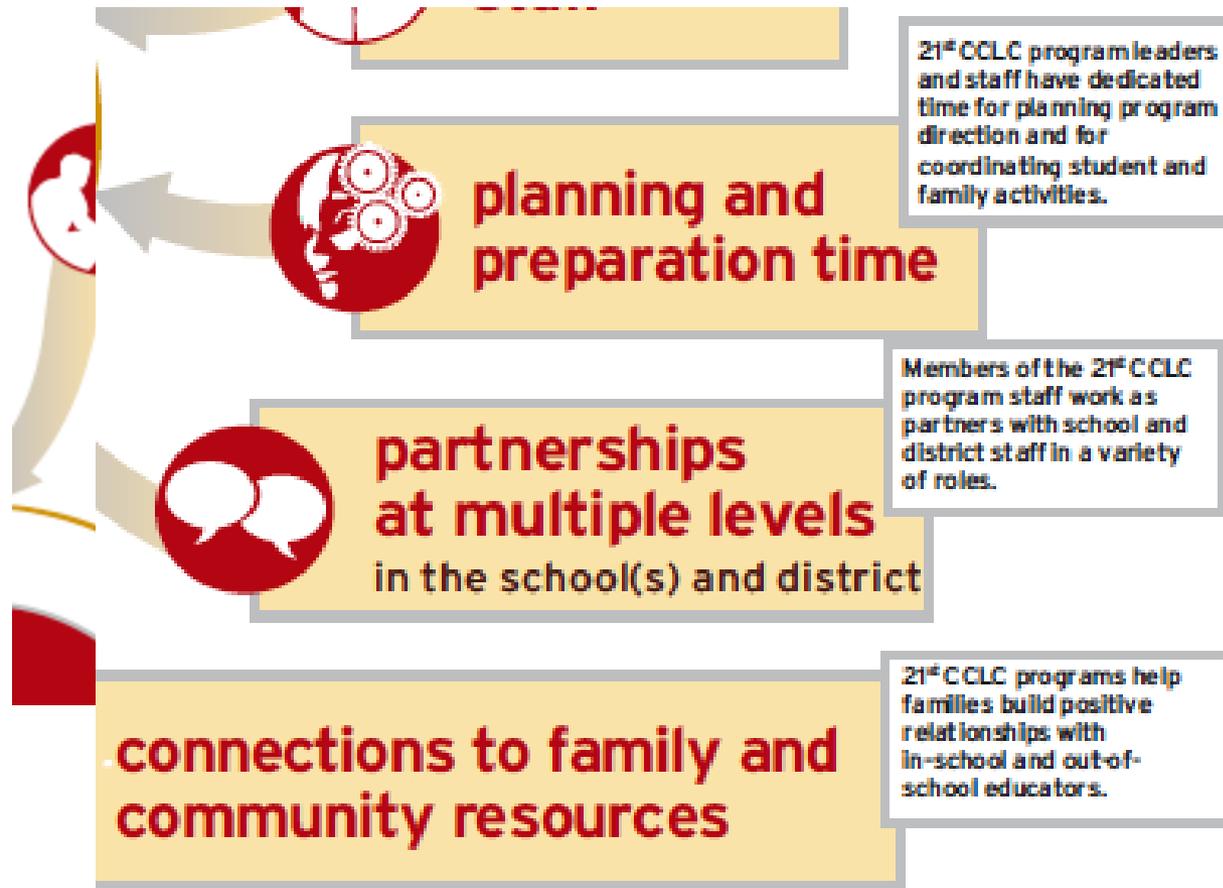


# Y4Y and Students with Special Needs: Alignment

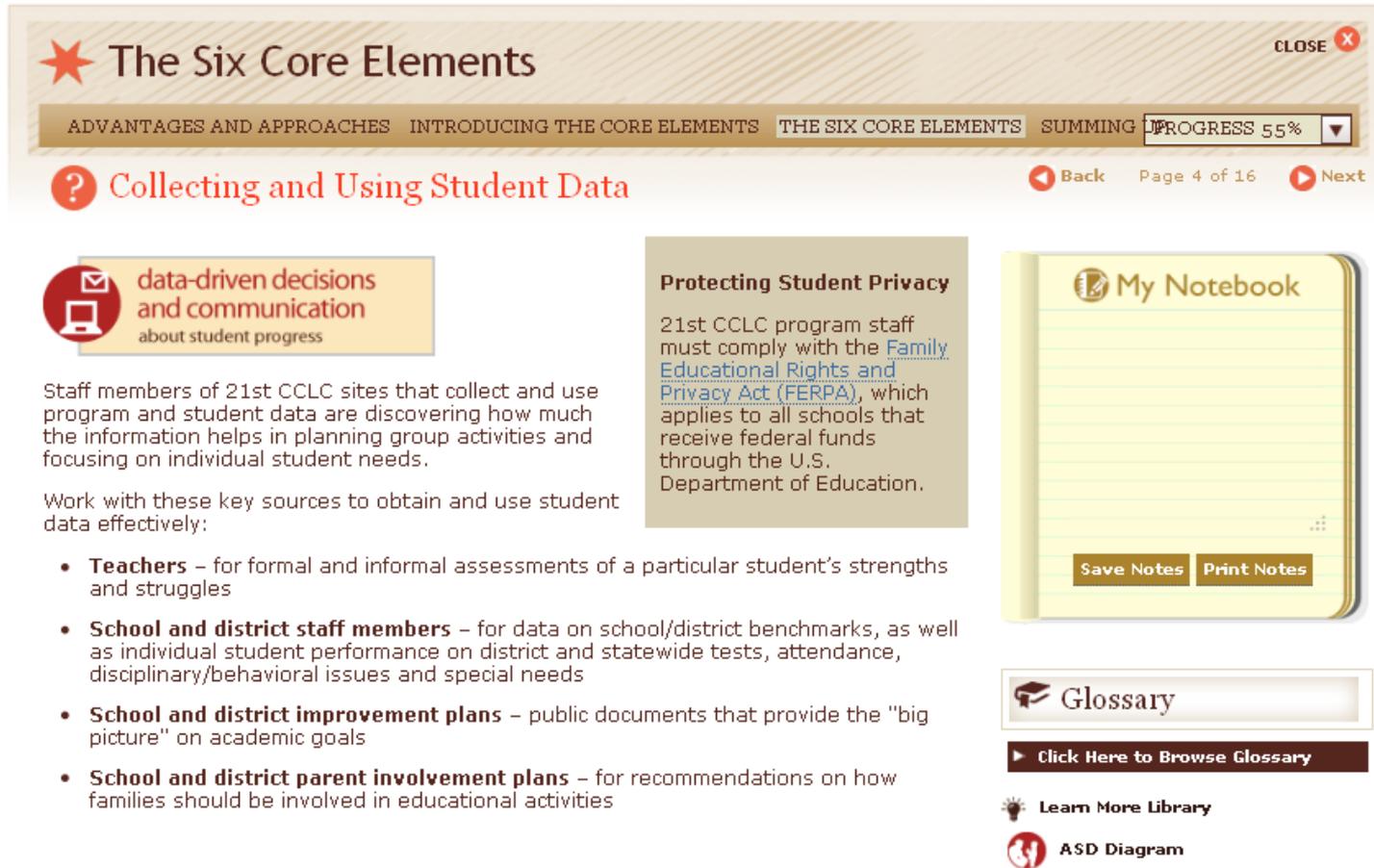
## Aligning With the School Day



# Y4Y and Students with Special Needs: Alignment



# Y4Y and Students with Special Needs: Alignment



The screenshot shows a webpage titled "The Six Core Elements" with a progress indicator of 55%. The current page is "Collecting and Using Student Data". It features a sidebar with "data-driven decisions and communication about student progress", a central text box about "Protecting Student Privacy" (FERPA), and a "My Notebook" section with "Save Notes" and "Print Notes" buttons. Below the notebook is a "Glossary" section with a "Click Here to Browse Glossary" button, and a "Learn More Library" section with an "ASD Diagram" link.

## ★ The Six Core Elements

ADVANTAGES AND APPROACHES INTRODUCING THE CORE ELEMENTS **THE SIX CORE ELEMENTS** SUMMING UP PROGRESS 55%

### Collecting and Using Student Data

Back Page 4 of 16 Next



**data-driven decisions and communication**  
about student progress

Staff members of 21st CCLC sites that collect and use program and student data are discovering how much the information helps in planning group activities and focusing on individual student needs.

Work with these key sources to obtain and use student data effectively:

- **Teachers** – for formal and informal assessments of a particular student’s strengths and struggles
- **School and district staff members** – for data on school/district benchmarks, as well as individual student performance on district and statewide tests, attendance, disciplinary/behavioral issues and special needs
- **School and district improvement plans** – public documents that provide the "big picture" on academic goals
- **School and district parent involvement plans** – for recommendations on how families should be involved in educational activities

#### Protecting Student Privacy

21st CCLC program staff must comply with the [Family Educational Rights and Privacy Act \(FERPA\)](#), which applies to all schools that receive federal funds through the U.S. Department of Education.

#### My Notebook

Save Notes Print Notes

#### Glossary

Click Here to Browse Glossary

Learn More Library

ASD Diagram

Courses > Aligning With the School Day > The Six Core Elements

# Y4Y and Students with Special Needs: Resources

## ★ Resource Search

*Find links to information and resources you need now.*

Enter Search Terms:

Resource Types:  Select all

- Multimedia
- Publications
- Program Planning Tools
- Lesson Plans & Activities
- Training Tools
- Miscellaneous
- Mobile Apps
- Web-Based Resources

[Lesson Plans & Activities\(0\)](#)

[Miscellaneous\(0\)](#)

[Mobile Apps\(1\)](#)

[Multimedia\(1\)](#)

[Program Planning Tools\(2\)](#)

[Publications\(11\)](#)

[Training Tools\(6\)](#)

[Web-Based Resources\(5\)](#)

### **After School Programs — Special Benefits for Kids with ADHD**

This article offers advice to parents on how to select the appropriate afterschool program for a child with ADHD. Some students do best in sports and recreational programs; others prefer fine arts or scouting. Working with teachers and providers can help a family find the program with the right fit. Special Education. (2011).

### **Afterschool and Students with Special Needs**

This Issue Brief provides a quick overview of the benefits of afterschool programs for students who have learning, developmental and physical disabilities. Even students who are not in "mainstream" classrooms can get valuable support in the afterschool setting. Afterschool Alliance. (2004). Washington, DC: Author.

### **Before- & After-School Support for Adolescent ELLs**

English language learners can get an important boost from out-of-school time programs. For adolescents, who may have home responsibilities that distract them from academics, such programs can be especially important. Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). Washington, DC: WETA, LD OnLine.

### **Buck Institute for Education**

Specializing in project-based learning professional development, the Institute offers free information, webinars and downloadable materials in addition to the services and products it sells. (Note: Registration is required to download files.)

### **?** [Frequently Asked Questions](#)

Find answers here, or submit your question if it isn't addressed!

### **X** [Toolkit](#)

Check out the Afterschool [Toolkit here!](#)

Technical Assistance > Resource Search >  
Search Terms: "Special Needs"

# Y4Y and Students with Special Needs: Resources

**★ Resource Search**  
*Find links to information and resources you need now.*

Enter Search Terms:

Resource Types:  Select all

<input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Publications	<input checked="" type="checkbox"/> Program Planning Tools
<input checked="" type="checkbox"/> Lesson Plans & Activities	<input checked="" type="checkbox"/> Training Tools	<input checked="" type="checkbox"/> Miscellaneous
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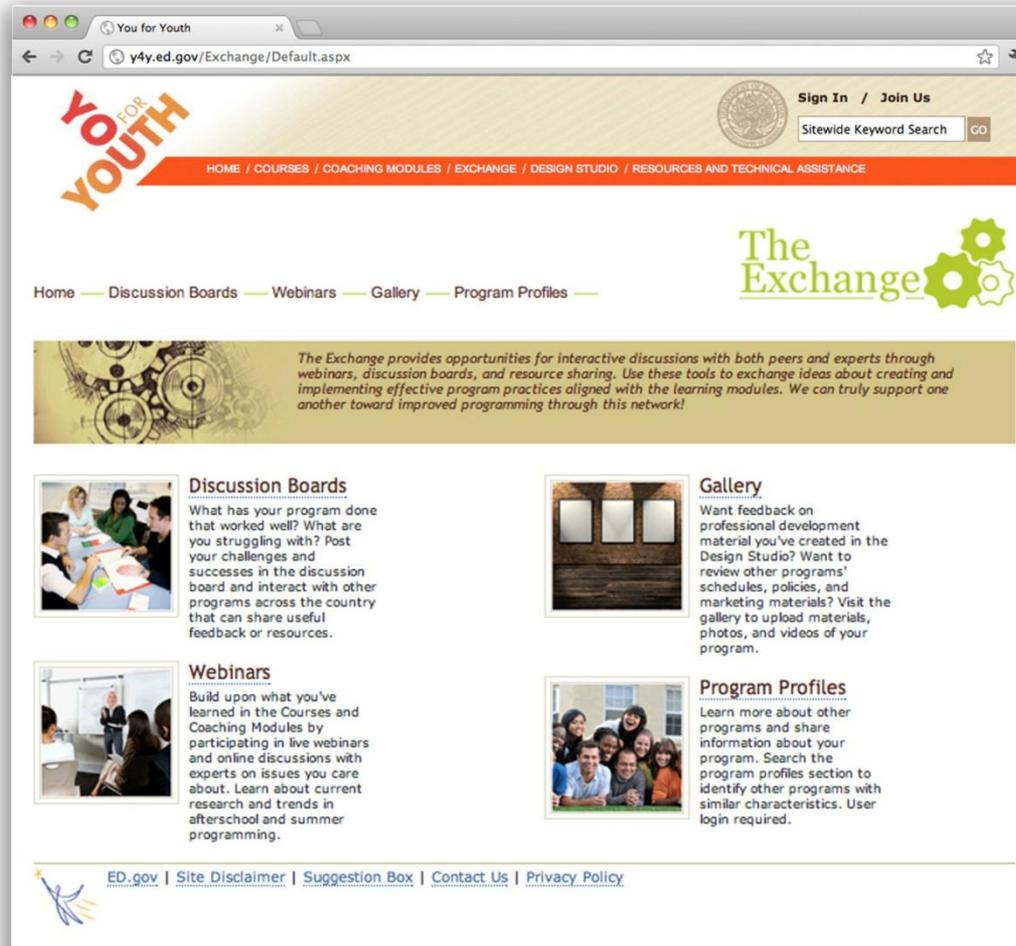
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Technical Assistance > Resource Search >  
Search Terms: "Special Needs"



# Y4Y and Students with Special Needs: The Exchange



The screenshot shows a web browser window with the URL [y4y.ed.gov/Exchange/Default.aspx](http://y4y.ed.gov/Exchange/Default.aspx). The page features the 'Yo FOR YOUTH' logo in the top left, a search bar, and navigation links for 'Sign In / Join Us' and 'Sitelike Keyword Search'. A breadcrumb trail reads: HOME / COURSES / COACHING MODULES / EXCHANGE / DESIGN STUDIO / RESOURCES AND TECHNICAL ASSISTANCE. The main heading is 'The Exchange' with a gear icon. Below this is a navigation menu: Home — Discussion Boards — Webinars — Gallery — Program Profiles —. A central banner with a gear background contains the text: 'The Exchange provides opportunities for interactive discussions with both peers and experts through webinars, discussion boards, and resource sharing. Use these tools to exchange ideas about creating and implementing effective program practices aligned with the learning modules. We can truly support one another toward improved programming through this network!'. The page is divided into four columns: 'Discussion Boards' (with an image of people at a table), 'Webinars' (with an image of a person at a whiteboard), 'Gallery' (with an image of a window), and 'Program Profiles' (with an image of a group of people). Each column has a title and a short paragraph describing the feature. At the bottom, there is a footer with links: ED.gov | Site Disclaimer | Suggestion Box | Contact Us | Privacy Policy, and a small 'Yo FOR YOUTH' logo on the left.

# Y4Y and Students with Special Needs: The Exchange



## Gallery

*Want to share or receive feedback on program resources or professional development materials you've created in Design Studio? Want to review other programs' schedules, policies, and marketing materials?*



### [Upload Materials for Peer Review and Feedback](#)

Do you have a great staff handbook you'd like to share? Maybe you've developed stellar curriculum? Upload your best work here to share with colleagues and get their reviews!



### [Upload Photos and Videos to Showcase Your Program](#)

Show us what great work your program does! Upload photos and videos demonstrating how your program helps kids learn and grow.



### [Review Other Programs' Postings on the Gallery](#)

Looking for some examples from other programs? Find resources created by your colleagues that will help boost your programming.

# Supporting Students with Special Needs

Guest Presenter 1:

**Jeanne D'Haem, Ph.D.**

Assistant Professor

Department of Special Education  
and Counseling

William Paterson University

# Special Education Law

- 1954: Brown vs. the BOE
  - Education is a right which must be made available to all on equal terms
- 1975: Education for all Handicapped Children
  - Also known as P.L. 94-142
- 1990: Individuals with Disabilities Education Act (IDEA)
  - Reauthorized in 2004

# Six Principals of the IDEA

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment
- Parent and student participation
- Procedural due process



# Least Restrictive Environment

- Presumption that children with disabilities are most appropriately educated with non-disabled peers.
- Removal of children with disabilities from the general education environment is a last resort.

# Special Education Program Options:

- Regular class with supplementary aids and services
- Resource Center Programs
  - In-class
  - Replacement
- Special class with other children who have disabilities in-district
- School for children with special needs

# Inclusion Is Not a Place

- Philosophy that all students are learners who benefit from a challenging curriculum delivered within the general classroom and from differentiated instructional techniques.
- All students should respect and learn from individual differences.



# Universal Design for Children with Special Needs

- Anticipate the needs of students with disabilities, English language learners, migrant, homeless and gifted children.
- Provide a variety of formats that accommodate learning differences.
- Design the environment so that all students gain knowledge, skills and enthusiasm for learning.

# Federal Disability Classifications

- Autism
- Deaf-blindness
- Emotional disturbance
- Hearing impairment (includes deafness)
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other Health Impaired
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment



# Example #1: Maria

## *Has a Specific Learning Disability (LD)*

- A disorder in one or more of the basic psychological processes involved in understanding or in using language.
- May manifest in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.
- Does not include learning problems that are the result of environmental, cultural or economic disadvantage.



# Maria's IEP (3<sup>rd</sup> Grade)

## Academic and Functional Performance

- Average IQ, but reads on a primer level.
- Math skills are on grade level, but she struggles with word problems.
- When she feels she cannot do something she often refuses to continue.
- Loves music and enjoys singing. She wants to be a singer when he grows up.

## Special Education Services

- Leaves her classroom for one hour each day and has reading instruction with a special education teacher in the resource center.

## Accommodations

- Seated near the teacher with additional time on written work.
- Receives an example of the final product.
- She likes to listen to music as a reward.



## Example #2: Bryant *Other Health Impaired*

- Students with ADHD, in instances where the ADHD is a chronic or acute health problem that results in limited alertness and impacts educational performance.
- ADHD is not a disability category.



# Bryant's IEP (4<sup>th</sup> Grade)

## Academic and Functional Performance

- Reads on a pre-primer level.
- He can count to 100 and add and subtract numbers 1-9.
- He is distracted by noises, interrupts others when he wants to say something, and has difficulty sitting for more than 5 minutes.
- He wants to be the fastest boy in school and races to be first in everything. His family speaks Spanish at home.

## Special Education Services

- In-class support.
- A special education teacher comes to his classroom each day to work with him.
- Has a Behavior Management Plan.

## Accommodations

- He is allowed to run in the gym during the day.
- Has two desks in the classroom.



## Example #3: Katerina *Has a 504 Plan*

- Section 504 of Public Law 93-112: agencies that receive federal funding must make reasonable accommodations for students with disabilities.
- Children with a 504 Plan do not need special education, but do require accommodations in order to succeed.



# Katerina's Plan (5<sup>th</sup> Grade)

## Academic and Functional Performance

- Katerina was adopted from Russia when she was four.
- One of her legs is three inches shorter than the other.
- She wears a special shoe.
- She is fluent in English, loves school and is on grade level in every subject.
- When she gets tired she begins to limp.

## Special Education Services

- N/A
- Children with a 504 Plan do not need special education.

## Accommodations

- Her schedule must include rest periods during the day.



## Example #4: Michael *Has Autism*

- Autism spectrum disorders meet three criteria:
  - Persistent deficits in social interactions:
    - Deficits in verbal and non-verbal communication
    - Lack of social reciprocity
    - Failure to develop peer relationships
  - Restricted repetitive patterns of behavior
  - Symptoms are present in early childhood



# Michael's IEP (3<sup>rd</sup> Grade)

## Academic and Functional Performance

- Can read vocabulary words at grade level.
- Struggles with comprehension of abstract ideas.
- Above grade level in math.
- Loves trains and will talk about train schedules to anyone who will listen.
- He usually plays alone. He is very upset about loud noises and will cover his ears and scream if a fire alarm goes off.

## Special Education Services

- Michael is in a self-contained classroom in his local school.
- He is mainstreamed for art, music, P.E. and lunch with an aide. He rides the bus with the other students.
- He has speech therapy 3 times a week.

## Accommodations

- He needs to be warned about fire drills.
- He needs to review the schedule and any changes.



# Supporting Students with Special Needs

Guest Presenter 2:

**Manina Urgolo Huckvale, Ed.D.**

Associate Professor and Chair  
Department of Special Education  
and Counseling  
William Paterson University

# Things to Remember

- You are dealing with a child, not a label.
- There is no one best way to work with a child with special needs.
- Successful inclusion provides curricula and instructional practices that meet the needs of all students.

# Maria

- Focus on Maria's strengths.
- Provide positive reinforcement of appropriate social skills.
- Provide opportunities for success to build self-esteem:
  - Allow use of tape recorder for note taking or a computer to help with written assignments.
  - Use short sentences, simple vocabulary.



# Bryant

- Focus on strengths.
- Determine what motivates Bryant's behaviors.
- Determine his interests to use as rewards for appropriate behaviors.
- Provide activities to allow Bryant to move around, such as sending on errands, to allow him to act out his behaviors appropriately while building self-esteem.



# Katerina

- Does not need special education.
- Does need accommodations in order to succeed.
- Provide place to rest, as needed.



# Michael

- Provide quiet area where he can reduce his stress.
- Discuss any schedule changes and have Michael repeat them to you.
- Have Michael look directly at you while you speak to him and as he repeats instructions.
- Use short sentences and concrete examples.
- Have a peer work with Michael when he is mainstreamed.



# General Strategies

- Determine triggering behaviors.
- Analyze the environment to assess cause(s) of inappropriate behavior.
- Develop interventions to modify inappropriate behaviors.

# To Engage the Student

- Describe to the student the strategy you will use and why.
- Model the strategy.
- Have the student practice the strategy verbally and physically.
- Eventually, the student will use the strategy automatically and receive feedback from you.

# Last Thoughts

- Feedback is mandatory.
- Good feedback is motivational.
- The best feedback describes what the student has done and helps the student decide what to do next.



# Thank You

Guest  
Presenters:

**Jeanne D'Haem, Ph.D.**

Assistant Professor  
Department of Special Education  
and Counseling  
William Paterson University

**Manina Urgolo Huckvale, Ed.D.**

Associate Professor and Chair  
Department of Special Education  
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# Q & A



# Today's Webinar

- To better understand Special Education rules, regulations, and compliance.
- To determine how to adapt curricula, program activities, and teaching and tutoring methods to best serve students with special needs.
- To create an environment with students and staff that understands, educates, and celebrates students with special needs.



# Next Steps

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