

TEACH THE CHILD NOT JUST THE CURRICULUM:

*Sharing ideas for individualizing your classroom instruction
with or without Learning Differences*

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Include the word "Webinar" in the subject so I will recognize you.

WHY CONCENTRATE ON THE STUDENT MORE THAN THE CURRICULUM?

- Gifted students remain "undiscovered" when the curriculum remains the teacher's central focus. Many students who "think outside the box" are creative geniuses. They are unidentified and under challenged to use their unique abilities. Teachers may label this type child argumentative not understanding that they are looking at the question "outside the normal box."
- The curriculum is only a professional teaching tool. No author can anticipate the needs of your classroom. The curriculum should serve as a guide to be expanded or condensed according to the needs of the students currently enrolled.
- Every student is unique and no student is dispensable. Each person has valuable potential to offer society. Teachers should seek to reach each student with the needed information. Teachers should strive to reach "EVERY" student in the class. This can be done. Even though the growth in education will vary, the goal is to touch the child's pallet with a taste for learning. Your goal is to get them to desire and reach for knowledge and to believe that they can learn. Remember, that some students "bloom" earlier than others do. Maturity cannot be rushed, but the teacher can offer acceptance and hope. We seek to help each student reach their full potential and to discover their personal design. To do this, we must avoid a "herd" mentality. We must teach children rather than just curriculum.
- Every positive change made in a student's life is a potential positive change for our world's future. Teachers can seek to change the world one student at a time.
- A teacher determined to meet the individual needs of each student will discover multiple creative teaching methods, and could become one of the most valued teachers in the school.
- Teachers, who expect certain students to fail, limit their opportunities to find creative solutions to unique learning situations.

DETERMINE THE ROOT ISSUE –
Checklist for the teacher

1. **Lack of attention**
 - Classmates and friends distract
 - Stress from home or school
 - Tends to seem bored or doesn't understand
 - Physical distractions in classroom affect their work—noise, clicking sounds, moving objects or people
 - Student is not connecting the information to his/her world or sees no value in it
 - Student has ADD or ADHD
2. **Lack of Study Skills**
 - Needs notebook organization
 - Completes homework but can't find it
 - Loses handouts and important papers
 - Missing pencil/pens, paper & other supplies
 - Doesn't remember an assignment was given
 - Doesn't remember to study for a test
 - Difficulty preparing for exams
 - Studies but it is not passing
 - Doesn't recognize the material when questions are reversed
 - Has difficulty applying the material to a context
3. **Unique Learning Style/Intelligence**
 - Visual (sight)—most common
 - Auditory (sound)—2nd
 - Kinesthetic (Tactile, movement, touch)—least common.
4. **Student gaps in educational foundation— Usually in math, English, spelling, handwriting, phonics (decoding) , reading comprehension, & composition**
 - Transferred from another school system; changed schools several times
 - Poor teachers in the past
 - Family issues (divorce, illness, death, abuse. etc.)
 - Learning differences
 - Immaturity, late bloomer, and/or slow learner
 - Poor school attendance
5. **Attitude or Discipline Issues**
 - Defiant Disorder (professionally diagnosed)
 - Misbehaving students in class
 - Lack of class structure and consistency in discipline
 - Anger Issues (home & school); distrust
6. **Personality or Student Uniqueness**
 - Shy; tend to be a loner. Won't ask for help.
 - Outgoing, people oriented; playful
 - High energy, inquisitive and bright
 - Moves slow, writes slow, meticulous
 - Uninvolved, disinterested, over-focused on one thing
7. **High Intelligence—reads or hears the material only one time and knows it**
 - Easily bored
 - Impatient with slower learners
 - Inquisitive; self-motivated
 - Finishes work early--correct higher vocabulary; in-depth reasoning

Websites for learning styles & Intelligence:
<http://www.ldpride.net/learningstyles.MI.htm>

<http://www.lessonstutor.com/sm1.html>
 Gives seven types of Learning Styles – Linguistic, logical, spatial, musical, bodily, interpersonal, & intrapersonal

STEP TWO: THINGS YOU CAN DO TO “TEACH THE CHILD”

1. LACK OF ATTENTION

- Plan your seating chart carefully--Some students do best in the front row where they can be less distracted from the movement of their classmates. Other students do best in the back row where they have more difficulty drawing attention to themselves. This may be best determined through trial and error.
- Build friendly relationships with your students. Seek to be a likeable teacher who commands respect, builds rapport, and motivates students to do their best. Do your students feel respected, cared for, and welcomed knowing that you are happy to see them? Learn to greet them daily as they enter your classroom. Don't try to be their buddy, instead, be their supportive teacher
- Play games with your students when reviewing-- If you are bored with your class, your students will be too. Make the class interesting and enjoyable for everyone. (See games listed on websites on page 14) Do not forget the games!
- Classroom environment and physical distractions--Carefully plan your desk arrangements and bulletin board designs. Hanging and dangling objects from the ceiling can be extremely distracting to ADD or ADHD students. Plan the traffic flow in the classroom to make sure students moving from the teacher's desk and back does not create a major distraction for others. Face student desks away from the hallway to lessen distractions.
- Connect the unknown to the known
 - Use stories, examples, questions, etc. to build a connection
 - Find familiar root words or ideas that can hook the new term to something related to its meaning.
 - It is compared to saving files in the computer for easy retrieval, it needs a logical mental
 - label to find it again. Students have “floating” information with no ability to retrieve.
 - Be animated and be concrete in explanations when needed
 - Begin the morning with “brain exercises” – great website--
 - <http://esl.about.com/od/englishlessonplans/a/braingym.htm>

Dealing with the student who has ADD or ADHD

Definitions:

- **ADD = Attention Deficit Disorder**—These students are basically calm, can be well behaved, but are very easily distracted and often “leave” the classroom mentally while they are “creating new worlds” in their mind (day dreamers). They are often very bright and very creative, but disorganized and leave parts of their work undone. They may skip two or three problems in a row or complete half of the problems and not realize they didn't finish it. This affects homework completion and test taking.
- **ADHD=Attention Deficit with Hyperactivity Disorder**—The description above applies to ADHD plus the added challenge of extreme energy, impulsivity, and a need to move around.

- **Both ADD and ADHD students can struggle socially--** but not all do. They often interpret social situations differently than other students. It is common for them to feel that people do not understand them. They may seem to have a chip on their shoulder.

Suggestions for helping ADD/ADHD students

- Keep a positive attitude and let the student know you are there to help him be successful.
- Look for quality rather than quantity—You can assign fewer questions to lessen the stress of the written work and grade on the number of questions completed. Ten questions completed are ten points each; five questions answered are twenty points each, etc.
- Give shorter assignments & give immediate feedback
- Use a timer to encourage focus. (Try to make this a game of beating the clock with praise following.)
- Give parents ideas on how to get the homework done and returned successfully. (Timer, use of notebook system, e-mail communication for homework, extra set of textbooks for home, etc.) Encourage the parents to be co-workers with you for the student's success.
- Determine a clue word or touch to bring the student back to focus during class activities without embarrassing him.
- Encourage the student to understand his struggles and find solutions for himself.
- When needed, give individual instructions. Be willing to go over the instructions with him individually. Some younger students do not realize that you are talking to them unless you call their name or speak directly to them.
- Give the student a chance to redo any work/tests where he failed to read or misread instructions. It is the only way he can show what he really knows. Impulsiveness is part of his difficulty. You are not testing his knowledge if you continue to grade a paper that you know the student misunderstood the directions and used the wrong procedure. Grades should only reflect knowledge—not behavior. Using grades to punish a child is not beneficial. It only produces failure. The ADHD student will not be better at reading directions the next time. Allow the student to redo that section of the test following the directions, then grade it.
- Provide an extra set of books for home; leave all of his books at school. E-mail homework assignments to parents. Give them the support they need to be successful.
- Do not judge his parents on what may seem like a failure to get their child to do what he should do. The parent must learn how to support their ADHD child the same as you. These children require a lot of patience, creativity, and acceptance. Be a co-worker with parents. Learn together as you study the child's needs.
- Discipline rebellion and train immaturity—(Do your best to discern the child's motive for what he did. Disciplining immaturity will create bitterness. He will not understand why.)
- All correction should be for the child's benefit and never against him.
- If he is fidgety, send him on an errand or give him something physical to do. (Stretching exercises, picking up paper from the floor, sharpening pencils, erasing the board, etc.).
- Do your best to be his cheerleader. He will work harder for someone who believes in him and wants to see him succeed. Negative responses do not usually bring success.

GREAT WEBSITES FOR ADHD ISSUES:

<http://www.nasponline.org/resources/handouts/revisedPDFs/adhd.pdf>
http://www.helpguide.org/mental/adhd_add_teaching_strategies.htm

<http://www.tomdalyonline.com/>

2. LACK OF STUDY SKILLS

Some children seem to understand organization automatically. However, other students will only survive academically if someone teaches them an organization technique. They need to be required to practice the desired organizational pattern until they conquer it. (Many will not like it.) Teachers in all departments should use the same organizational plan for optimal results.

Consistent classroom procedures and expectations offer security and organization to students. Be consistent in your personal moods and responses to the students. This helps to build security and a smooth flowing class. Consistency includes classroom procedures like the following:

1. Receiving and returning assignments,
2. Placing papers on the teacher's desk;
3. Leaving and entering the classroom;
4. Answering or asking a question during class time;
5. Turning in homework and writing assignments down
6. Storing graded papers and completed homework
7. Asking for supplies or restroom privileges

Classroom procedures and signals can help to eliminate a lot of the repetitive talking and instructions for the class. The class can “practice” procedures until everyone clearly understands what is needed. For instance, when the teacher is seated at her desk at the beginning of the class, students are allowed to speak softly to each other as they prepare for class. When the teacher stands, the class immediately knows to be quiet and prepare to listen to the teacher's instruction. This type training can offer the structure needed to get a lot of work accomplished.

- A. One Notebook System for the entire school** works best. Multiple notebook systems from teacher to teacher will scatter and disorganize students. The more teachers can work as a united team with the same classroom requirements, the more likely the students will learn the organizational patterns being taught. The notebook is considered the student's toolbox. It is carried to every class. Required supplies (pens, pencils, paper, dividers, etc.) should be stated.

The notebook serves as a filing cabinet. All graded papers are filed under the correct class. No blank paper is filed under a divider either to the front or to the back of the notebook. We suggest three sets of dividers. Each of the identical tabs (i.e., three red tabs- 1st tab) would be kept together and used for the first class. One would be labeled “Handouts” or “Notes” (or whatever), the second “Tests” or “Graded papers” and the third “Homework.” If learned, this organizational system will serve the student for years to come even in college.

B. Teach Test Taking Skills—

- Student participates in class and appears to know the answers but does not do well on the test. Study his test taking problems and offer ideas on how to overcome them.
- Oral test-- only the missed answers. Temporary solution until test skills are built.
- Train the student to take the test twice—checking for errors and skipped questions.
- Help the student to understand his test taking struggles.

- Avoid True/False questions unless extremely obvious; they often “out think” you.
 - Do not use matching questions, or use only 5-6 questions per set
 - When the student skips questions you know he knows, return the test to the student and have him answer the question. If it is more convenient, the teacher can ask the questions orally.
 - If needed, provide a word bank for fill-in-the-blank. Include extra words on bank. This is temporary solution until test skills are built.
- C. Teach Time Management Skills--
- Use an agenda/calendar for homework and other assignments (personal appointments too.)
 - Use an egg timer or stopwatch to help the student become more aware of time boundaries.
 - Reward/praise punctuality; teach parents to practice these skills at home.
 - Teach them how to establish a study place and time at home. Instruct them in setting short term and long-term goals for managing school and personal responsibilities.

For more notebook ideas and other organizational ideas. Check out this great website--
<http://www.jdonline.org/article/5884>

3. TEACHING TO THEIR LEARNING STYLE OR INTELLIGENCE TYPE

MULTI-SENSORY TEACHING IDEAS: The more you understand about learning styles the more likely you are to include the different learning styles in your teaching methods. Use all three modes of learning in your teaching (visual, auditory, and kinesthetic).

- Use your white/chalk board for multi-sensory drills—hear, see, do. This can be done as a game or just as a classroom exercise.
- Board work is easily used with spelling, math, and grammar.
- Games are often multi-sensory—especially in the areas of auditory and kinesthetic (movement).
- Maps and science/history projects can easily be multi-sensory experiences.
- Drill cards used in class participation can be multi-sensory—see, say, movement—especially when you have them move positions when competing with one another (Around the World game)
- Use math manipulative tools to unlock math concepts. Math is either abstract or concrete. Some students need to see the math in concrete terms before they can deal with it abstractly (on paper). It must be “REAL” to some students before they can retain the process.
- In math, emphasize the process for older students rather than memorizing facts. Allow them to use a calculator (or fact chart) and move forward in math logic and processes.

HELP STUDENTS DISCOVER THEIR LEARNING STYLE –

1. Work with students to identify their learning strengths to help them establish strong study techniques. “How do I learn best?”
2. Use creativity to present new material in different and unique ways.
3. Concentrate on connecting the new material to things they already know.

4. Use peer tutoring when needed. (Teachers always learn more than their students— so do peer tutors. Peer tutoring is a good use of time for the student and the tutor.)

4. STUDENT GAPS IN EDUCATIONAL FOUNDATION— Usually in math, English, spelling, handwriting, phonics, reading comprehension, & composition.

Math

1. Do small mini-units to fill gaps. Provide parents/tutor guidance for filling gaps. (Student may be ready to learn concepts they struggled with earlier; they just need it taught to them again. Don't have them do more worksheets than needed. When it is learned, move on.)
2. Students who struggle in math are often concrete thinkers. Use “real” things and manipulatives to open understanding. Many will not connect to the math until they understand that it is “real” to life.
3. Assign fewer problems to encourage the student to do the work. Grade the number of completed problems on a percentage basis.
4. When a gap presents itself, address it immediately if possible.
5. Do not push too hard. If they cannot get it, go to another area of math. Try again later. (See #1 above)

Spelling

1. Present new spelling words on the board analyzing the words using phonics/spelling rules and oddities (see below)
2. Assign fewer words to those who struggle in spelling (quality rather than quantity.) Increase the number as they conquer their spelling issues.
3. When giving the test, put the words in groups so that those taking fewer words will know when they have completed their shortened list.
4. Practice spelling multi-sensory (Say, Visualize, Write, Read)

PRESENTING SPELLING WORDS

merchant

<u>mer</u>	<u>chant</u>
onset	chunk

1. Teacher writes the word on the board in syllables.
2. Next, discuss the onset and the chunk(s) in the word.
3. Give a cute story to remember “ant” “The merchant sells ants.”
4. Ask the students to take a mental picture of the word; have them close their eyes and try to see it in their mind. Look at it again and visualize again.
5. The teacher covers the word and asks the students to write the word on their mental memory card using only their finger (or, if you prefer, on their paper with a pen).[You may want to have them skywrite on their mental chalkboard (upper right just above the head.)—My decision for this depends upon their age.]
6. Next, have them look at the word again on the board.
7. Next, write the word from memory on a piece of paper. Students then check for accuracy.

Teach this technique to parents as a study technique to be used at home.

When reviewing for a spelling test, I usually have races on the board. “King on the Mountain” works for this. Sometimes I allow one point for anyone getting it correctly and three points for being the first person to finish correctly. Other times their reward is just getting to stay at the board—no points are taken.

I encourage students with spelling problems to have a white board at home. They retain their words better when they divide the words into chunks and write them on the white board. The bigger image helps them to retain it. Remind them to use their mental cameras.

As I introduce new words, I point out prefixes, onsets, suffixes and any chunks. I also indicate which area of the word may give them the most difficulty. Better students learn the words as I introduce them. Those with spelling problems are well on their way with word attack skills, and with a little review can usually do well on the test. I present the new spelling words at the beginning of the week. We review them again about 10-15 minutes the day before the spelling test. No review is given the day of the test.

Train students to re-read each syllable of each word they write. Often students do not write what they think they are writing. Re-reading the word by syllable will help them find the letters they accidentally left out or inverted.

Students not taking spelling tests but having problems with spelling when they write can be encouraged to keep a spelling log of words they are misspelling. They can use this same approach to learning their challenging words. Learning to visualize the words is a major key to spelling correctly. Seeing the syllables, hearing the sounds, and saying the word chunks while it is written helps to improve spelling (multi-sensory approach).

History/Science/Literature

1. Vocabulary—Teach students to look for root words to help connect meaning (ped – pedal); teach Latin and Greek roots as they apply.
2. Learn to use Acronyms (first letter of each word in the required list), Mnemonics (Every Good Boy Does Fine) or Silly Imagery (Miles Standish had his military troops stand for miles.)
3. Make drill cards placing questions on both sides (i.e., Who was George Washington? Who was the first president of the U.S.?) This helps students learn the question both ways. Cards can be written every day or two as the lessons are presented. Teacher can drill the facts the first 3-5 minutes of class.
4. Students can learn to think like a teacher and make their own test with an answer key.

English Grammar

1. Teach concrete rules or “tricks” for grammar.
2. Find the verb first, then find who or what did it (subject). Use questions to find parts of speech. (see box below)
3. Articles (a, an, the) point to nouns; every sentence has a subject (understood “you”) and a verb.

4. Most nouns can be seen or touched.
5. Most verbs can be done (action).
6. Teach sentence structure—[S,V]; [S,V,DO]; [S,V,IO,DO]

Grammar Questions used for finding parts of speech:

(Adapted from Winston Grammar Curriculum and/or ABeka English Curriculum)

Always find the Verb first. It is the KEY to every sentence.

Every sentence has a verb. Words ending in d, ed, ing, (s, or es) are often verbs.

Most verbs can be done – Will your chosen word fit into the blank?

Yesterday, I _____ Today, I _____ Tomorrow, I _____

If no word fits correctly, you probably have a state of being verb (am, is, are, be, being, been, was, were, have, has, had, can, could)

Memorize 34 auxillary verbs (some are helping verbs, some are linking verbs, some are being verbs.) [am is are, was were, be being been, have has had, do does did, shall will, should would, may might must, can could, taste, feel smell, sound, look, appear, become, seem, grow, remain, stay.)

Second, find the subject of a sentence (a noun or pronoun)

Asks this question—(Who or what?) [say the verb] (Who or what laughed?)

The answer is usually your subject.

If you have an action verb, look for the direct object (There may not be one.)

Say—Subject, verb, Whom or What? DO receives the action of the verb.

(John sent whom/what?) Answer the gift. Gift is the DO

Next look to see if you have an Indirect Object (IO)—

IO is always between the verb and the direct object. It receives the DO.

John sent Jerry the gift. Say—Subject, verb, DO, and ask “to whom or what”?

John sent the gift to whom/what. Jerry is the IO. (Be careful. Objects of the Preposition can also answer this question but they will not be located between the verb and the DO. For instance—John sent the gift to Jerry. In this sentence, Jerry is an OP not an IO.

Adjective questions: **Which one, what kind, how many, how much, whose?**

Adverb questions: **Where, when, how, how often, TWE (to what extent) and sometimes Why?**

I have students memorize these questions and drill them as they look for parts of speech. Some curriculums no longer emphasize parts of speech like others do. Perhaps these questions can be useful to you as you present your curriculum. By the way, I teach Prepositional Phrases first. You need to get them out of the way to better find the other parts of speech.

Reading

1. Encourage a phonetic based reading program -- Reading Horizon (class or tutor).

Note: Students who struggle often do not have the ability to structure (organize) new material on their own. Training decoding skills gives the student language structure they can use as a tool for all language activities including reading, spelling, vocabulary, and literature.

2. **BOOKS ON TAPE:** Work with the parents to acquire certain textbooks or literature books on CD during the remediation process. If done well, these books can build a thirst for learning and reading. (Books are more detailed and exciting than movies. They can discover this through reading books on CDs) (<http://www.rfbid.org/>; <http://www.tapingfortheblind.org/links.html>) history, science, & other textbooks can be borrowed for the year. Books on tape/CDs are usually loaned without charge. Some programs may furnish machines too. Texas State Library may have a program for the blind too. These items (at least in the past) were shipped through the mail without charge. The books should be in-hand and followed as the CD/tape is playing. This should be a temporary solution for most students until their reading level improves. Documented LD is required.
3. Secure volunteer reader or older student to help with reading assignment during the remediation process if Books on CD is not available. Avoid public exposure to students' difficulties—Display his strengths. Avoid long reading assignments for homework. Help the family not to lose their family time due to excessive homework by being sensitive to the amount of time homework requires. Reduce assignments when appropriate to show that you care and are working with the family.
4. Expose students to good literature on his grade level even though his reading level is lower. It is usually a lack of ability to read—NOT a lack of ability to understand. Teach the student at his grade level when possible; test the student at his ability (remediation) level. These two levels will merge into one--in time.

Handwriting/Dysgraphia

1. Students should copy/write the same length of time as their classmates, but they should not be required to complete the notes (for writing practice). Provide them with a copy of the notes needed.
2. Allow parents or an older student to write as the student dictates for compositions or written homework (if lengthy).
3. Allow the student to use a computer to produce compositions. Dragon Naturally Speaking #10 would be a great program for this. They could speak and the computer would write for them. With some practice, it could be a wonderful support. However, continue to encourage them to physically write. Most will eventually develop the ability to use pencil and paper adequately.

Memorization

1. Jump on a small trampoline while reciting the facts needed to be learned.
2. Write material on a white board. Repeat the material, then erase one or two words, and repeat it again. The student continues to erase and repeat until the material is completely erased, and he can recite it by memory. (An entire class can do this.)
3. Record the material using a rap beat or a tune; have the student listen and “recite” along repeatedly until learned.
4. Develop “sign language” motions to use with the memorized material.

Composition:

1. Play “**Unending Story**” with your class to build the flow of language and creative thought. The teacher begins the story (set the scene) by telling the first part. In the middle of a “scene”, the teacher says “and” then points to the next students who has to continue the story. The story continues moving from person to person. No one is

allowed to end the story. Finally, the last person gets to end it. I have found this activity useful for building confidence and creativity in shy or nonproductive students. Plus, they love to do it.

2. From your unending story, build an outline—basic information. Write it on the board as your class builds the outline. (This teaches them to build an outline for the purpose of writing.) I always have my students write from an outline.
3. Next, each student uses the outline to tell a simple version of the unending story.
4. Brain Storming is similar to the Unending story and is used when writing a non-story composition. The more the class can discuss the topic (how to fry an egg, dangers of drugs, are curfews needed, does smoking make you look cool, etc.). the better prepared they are to make their own outline and begin writing. Often students who struggle have difficulty with structuring the assignment. This activity gives them ideas to use to write their mind-mapping diagram which leads to their producing an outline. They are then ready to write their composition. Students enjoy these social interaction times plus they gain greater insight into the question being considered.

Suggested Accommodations

1. Give more time for tests
2. Shorten projects—make them doable for the student
3. Multiple choice tests
4. Oral testing (preferred as re-tests)
5. Someone writes as student talks
6. Books on tape
7. Shorter tests; Test written on the student's reading level
8. Fewer requirements that increase as remediation improves the student's skills.
9. Teach on level; if possible, design the test to fit the student's reading level
10. When a student fails a test, consider allowing them to retake the test if it is a major exam. We allow students to retake the test (usually not identical to the original test) and then record the lowest passing grade (70) if he passes it no matter how well he did on the 2nd test. (This policy discourages retakes but shows kindness to the student who had an "off" day.)

5. Attitude or Discipline Issues

1. **Discipline is always for the student and never against them. We are training them for their future relationship with their employer.**
2. **Who is winning? This is an important question for students. Three groups according to Prov 19:25 & 21:11--Wise, Simple, Scornor/Mocker. The wise student listens and obeys. The Scornor/Mocker wants to do his own thing and often seeks to control the classroom. The simple (the largest group) will follow the group that seems to be winning. If misbehavior is ignored, the simple will follow and behavior issues will become multiplied. You cannot teach until you have your class under control. Discipline is a priority before teaching. It prepares your class for receiving education.**
3. **Be consistent; follow the rules. Sometimes mercy is better than justice but measure out mercy with care.**
4. **Try to win their heart by showing that you are concerned for them. Earn the right to discipline. Do your best to be just and equitable in your discipline—no favorites!**
5. **Students found to have discipline (behavior) disorders need to be directed by a professional behavioral manager. Seek help when needed.**

6. **Be matter of fact about your discipline policy—Cause and Effect. Be pleasant and matter of fact. The automatic response to breaking the rule is the consequence. All actions have consequences—This is a principle of life that must be understood. In other words, students choose the discipline action when they do the wrong action. They can also choose rewarding and positive action when they choose to do the right action.**
7. **Don't take misbehavior personal. Students are coming against the "teacher" or "the rules" not against you "Sally." Respond to them from the position of "teacher" and not from the person "Sally." You will better be able to detach your emotions from the situation if you can get this truth deep within you. Give yourself time to process the situation when you feel angry. Don't deal with the situation when you emotions are elevated. It is best to wait or give the student a time out period than to blow it.**

Definitions: Bully (One-up-manship through negatively controlling peers); Mocker (Seeks to control the classroom and make the teacher look stupid; seeks to dethrone the teacher.) Slanderer (Uses jokes with personal stabs, put-downs and slurs to control others and protect themselves.) All three negative behaviors are for control and can be a need for self-protection—(I will get you before you get me.)

***GREAT BOOK --Scorners and Mockers: Dampening their influence in your school* by Rick Horne (online order information below)**

<http://www.purposefuldesign.com/Resources/tabid/96/txtSearch/mocker/CategoryID/2/List/0/Level/a/productid/62/Language/en-US/Default.aspx?SortField=EAN%2cProductNumber>

Behavior disorders web pages available:

<http://www.nlm.nih.gov/medlineplus/childbehaviordisorders.html#cat42>

<http://speialed.about.com/cs/behaviordisorders/a/badbehavior.htm>

http://www.aacap.org/cs/root/facts_for_families/conduct_disorder

6. _ Personality or Student Uniqueness

For more research on this approach to teaching, search with the words “differentiated instruction” and “tiered instruction.”

1. Learn to appreciate the differences in students; respond to them according to who they are
2. Support the slow moving meticulous child who often leans toward perfectionism. Train them in organization and time management skills. Encourage them to look for solutions and to seek for quicker ways to do things. They may never develop the ability to produce well under pressure, but everyone can seek to improve in our natural tendencies. Be patient, loving, and kind with them. They often beat themselves up mentally even without criticism.

Accommodating each child in your classroom

Gifted/High Intelligence– Help him discover by becoming his facilitator rather than the expert. Teach him to use Internet and research tools to go deeper into the subject areas being taught. Use his discoveries to enrich the class. Teach him to serve others—peer tutor, bulletin board design, special reports, etc.

Average Student—Challenge him with thought questions. Stretch him without overwhelming him. Encourage him to reach for the top.

Struggling Student—Study these children. Learn how they learn. Ask them how they think they learn best. Teach them how to be a student. Use accommodations and emotional support. Begin below their level and guarantee success on the first assignment. Continue to fill their learning gaps and raise the educational level gently, doing your best to keep them in the “success” zone. Eventually, they will expect success from themselves and failure will no longer seem like an acceptable option. They will strive for success once they are convinced it is achievable. Success is addictive; continued failure brings hopelessness and children stop trying. Be discreet; don’t embarrass them.

OVERALL GOALS:

1. Teach your students to love school and to love learning.
2. Help them discover how they learn. Train them how to “reach” for knowledge.
3. Make success possible; they will reach for more success. If they fail repeatedly, they will stop trying.
4. Assign only homework they can do themselves without support. Encourage independence when possible. Adults constantly helping them do their work makes them feel inadequate and immature.
5. Accept quality rather than quantity.
6. Offer accommodations and support until they no longer need it. Give them time
7. Challenge but don’t overwhelm.
8. Motivation is the key to learning. When a student is not involved in learning, he becomes passive in his approach to education. Stimulate interest, applaud inquiry, and get the learner involved. Encourage discovery. Teach them computer research skills. Encourage them to learn more than required.

THOUGHTS ON ACCOMMODATIONS:

Accommodations are not cheating anymore than allowing a handicapped person to park closer to the door because of their circumstances. It is an individual need. Meeting that child’s need is reasonable and just. <http://www.as.wvu.edu/~scidis/learning.html>

REASONS WE SHOULD ACCOMMODATE FOR STUDENTS:

1. To bring that student to success.
2. To relieve school stress and anxiety at home and school.
3. To “jump start” the student’s willingness to try again
4. To help the student discover a love for learning.
5. To help the student know and believe that he can learn.
6. To dispel the belief that he is “stupid”.
7. To accomplish learning rather than failure.
8. To pull down walls that block the paths to learning.
9. To be an active part of building a productive citizen of society.
10. Because we can, and it is the right thing to do.

I received a plaque that hangs on my wall that has become somewhat of a motto for me. It says,

“It is better to build a child right than to rebuild a man.”

This is a life message of mine. I want teachers to know that failure not only affects students academically it also damages students emotionally, and socially. I watched as my son’s friendships dwindled when his learning difficulties became apparent. I also helplessly watched as student taunted and teased my son calling him retarded and stupid. In the third grade, he had a first year teacher who cared but did not know how to support him educationally. Before that year was over, I saw my eight year old son become suicidal and wish he were dead. [The irony is that his IQ measured far beyond most of the students in his class. His vocabulary equaled that of an eighth grader, and his verbal skills were astounding. He could learn anything orally (except math), but he was unable to put what he knew on paper. He was far from being retarded by he couldn’t produce the proof like the other kids could.]

The next year, my son got a wise, caring, and seasoned teacher who salvaged him. She promoted his verbal skills before the class. She asked him to give devotions, and lead discussions in history and science. She posted his wonderful original poetry and stories and art work on the bulletin board. She handled his struggles with math, tests, focus, and written work privately. Difficulties were only discussed between the teacher, the parents, and the student. Immediately, the taunting stopped, the students realized how smart this kid really was. Within a few weeks, he was no longer the “reject”. The teacher’s response to his need made the difference. It was the same group of kids, the same school, the same curriculum. He received a teacher who had an understanding of how to teach the child and not just the curriculum. She gave my child the joy of going to school again. [My son is now a proud member of Mensa and near the finish line of an MBA.]

You, the teacher, can make a difference for years to come one child at a time. Are you willing?

GAMES FOR THE CLASSROOMS—Multiple websites are available on the web

http://www.multiplication.com/classroom_games.htm

(Many of these games can be adapted to other subjects.)

<http://www.rrojas.com/mathfacts.html>

<http://www.eslkidstuff.com/Classroomgamesframe.htm>

<http://its.leesummit.k12.mo.us/gameresources.htm> games on the computer

Websites --Great for making worksheets for filling gaps in Math:

<http://www.superkids.com/aweb/tools/math/fraction/> (Many different gaps)

<http://www.homeschoolmath.net/worksheets/fraction.php> (fractions)

<http://www.myschoolhouse.com/courses/O/1/38.asp> (Making change)

<http://www.aplusmath.com/Worksheets/OnlineMoney.html> (money worksheets)

<http://www.moneyinstructor.com/wsp/playmoney.asp> printing play money

<http://www.myschoolhouse.com/courses/O/1/38.asp>

[http://lessonplancentral.com/lessons/Math/Math Worksheets/Number Lines/](http://lessonplancentral.com/lessons/Math/Math%20Worksheets/Number%20Lines/)

http://www.helpingwithmath.com/resources/wor_decimals.htm

<http://www.mathworksheetwizard.com/grade4/grade4measurements.html> measurement

<http://www.mathplayground.com/wordproblems.html> word problems

(THERE ARE MANY MORE. Search for them.)

CURRICULUM SUGGESTIONS—These are just a few of my favorites. There are too many available to list. Some apply to younger grades and some to older students. The publisher will indicate which grades are applicable.

ENGLISH:

1. School House Publishers: *Daily Grams* (Short daily worksheets to start the class that reviews grammar concepts—several levels); Easy Grammar (Laid out well, easy progression)
2. Maupin House: *Caught'ya* (A great game-type grammar review that can be done daily or weekly);
3. Winston Grammar.com: *Winston Grammar* (Designed for dyslexic students; multisensory--uses cards; great rules for finding parts of speech);
4. Ann Arbor Publishers: Phelps Sentence Guide Program--[*Teaching Written Expression*](#) (Great for younger students to build language patterns for writing sentences.)

VOCABULARY: *Rummy Roots* (Teaching Latin and Greek roots have proved helpful to our students in language development.) <http://www.rummyrootsvocabularycardgame.com/>

MATH: *Mortensen Math* <http://www.mortensenmathdirect.com/>
Math-U-See <http://www.mathusee.com/> (Both programs use manipulatives)
 Key Curriculum Press: <http://www.keypress.com/x6469.xml>
 Steck-Vaughn: *Working with Numbers* (Many other helps too)
<http://vihmh.impelsys.com/hmhcatalog/index.php?catalog=0/3/0>

READING: *Reading Horizons* (Great phonics marking system and computer based instruction); *Saxxon Phonics* (Good for extra practice for upper elementary and higher); *ABeka Phonics* (Good phonics charts and word lists to practice rules); *Writing Road to Reading* (Good for applying phonics rules to spelling)

SPELLING: Currently, we write our own spelling books to follow our phonics training. I understand that Reading Horizons is currently developing a spelling curriculum. I highly recommend following a spelling curriculum that corresponds with your reading program.

BRAIN BUILDER (computer based): Affordable for families and does wonders in building a students focus and retention. <http://www.brainbuilder.com/> We've seen great results from this software for years.