

Redefining Success: Supporting All Students to Reach Their Full Potential



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Goals

- ▶ Share our journey.
- ▶ Help you understand what it feels like to "walk" in the shoes of a student with special needs.
- ▶ Support you to make a comprehensive plan for overcoming barriers for *each and every* student.

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Goals

- ▶ Let's begin with the end in mind...
 - ▶ Consider this task.

Write 4 different story problems to correspond to the following expression: $26 \div 4$.

Each problem should lead to a different answer. The answers to the problems should be $6\frac{1}{2}$, 7, 6, and 2 respectively.

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What does this look like in grade 4?

“Write a word problem for $26 \div 4$ so that the answer to the word problem is 7.”

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What best describes how you provide support?

- Just-in-case scaffolding
- Just-in-time scaffolding

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How it all started... 

▶ “Normal” child

▶ Excellent student

▶ Artist and Musician

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Things were different when I got sick...



- ▶ I was in pain
- ▶ I was physically disabled and in a wheelchair
- ▶ Then I had a stroke during surgery in February 2010
- ▶ I was physically and mentally disabled

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Here's a perspective that might be new to you...

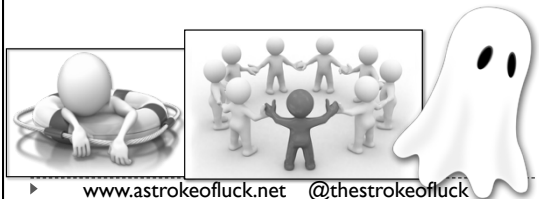


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What I need people to know:



- ▶ Ghost Syndrome
- ▶ Impact on Behavioral Management



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Here's what I think you should know



You'll need to imagine yourself as me...



Academics



Social Interactions

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Academics

How to prioritize helped me to rethink RtI...

- ▶ What do you do when students are very far behind?
 - ▶ We have a few choices:
 - ▶ Focus on basic facts
 - ▶ Reteach everything
 - ▶ Focus on prerequisites and teach for understanding



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Academics

How to prioritize helped me rethink RtI...

- ▶ What we did
 - ▶ Used context to make sense of operations
 - ▶ Focused on fact strategies
 - ▶ Used place value and strategies based on properties of operations constantly.



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Academics

Consider the following problems:

Jessica has 8 key chains. Calvin has 9 key chains. How many key chains do they have all together?

Jessica has 8 key chains. Alex has 15 key chains. How many more key chains does Alex have than Jessica?

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Academics

Now consider this problem:

Jessica has 8 key chains. How many more key chains does she need to have 13 key chains all together?

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Alex had a long way to go...

2,368 + 5,795

- ▶ Eventually Alex needed to compute problems like this.
- ▶ What would you do?
- ▶ What would you expect Alex to do?
- ▶ How does what she did compare?



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What happens when we get to multiplication?

- ▶ Multiply 4×127
- ▶ In what ways might Alex use previous understandings to make sense of this problem?

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What happens when we get to high school?

- ▶ What do we do when students don't remember?
- ▶ Alex was working on her summer math assignment before geometry and she couldn't remember. Notice how she made sense of mathematics.

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What does it mean to be gifted?



"Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students."
- National Association for Gifted Children

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How are you supporting high achievers with disabilities?



Reaching success means reaching our full potential.

Don't let high achievers fall into the abyss.

Be strategic and inclusive

Plan ahead for assessment.

Adapt the situation to the disability.

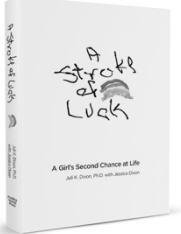

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**A Stroke of Luck:
A Girl's Second Chance at Life**

Written by Juli K. Dixon, PhD
with Jessica Dixon

Given a second chance at life – Alex Dixon took it.

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