



Tips and Tactics for Teaching Students with Disabilities

Category: Special Education

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Special Education

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify characteristics of a variety of disabilities.
- Integrate strategies for teaching students with disabilities into classroom instruction.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout: Other Instructional Strategies for Students with Learning Disabilities
 - Activity Sheet 1: Areas of Disability—Characteristics and Instructional Strategies
 - Activity Sheet 2: Shuffle Cue Cards
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Areas of Disability
2. Severe and Multiple Disabilities

Subtopics:

1. Areas of Disability

- a. Physical and Health Impairments
- b. Behavior Disorders
- c. Learning Disabilities

2. Severe and Multiple Disabilities

- a. Scope
- b. Causes
- c. Characteristics
- d. Learning Characteristics
- e. Personal-Social Characteristics
- f. Language Characteristics
- g. Behavioral Characteristics
- h. Physical Characteristics
- i. Medical Implications

Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

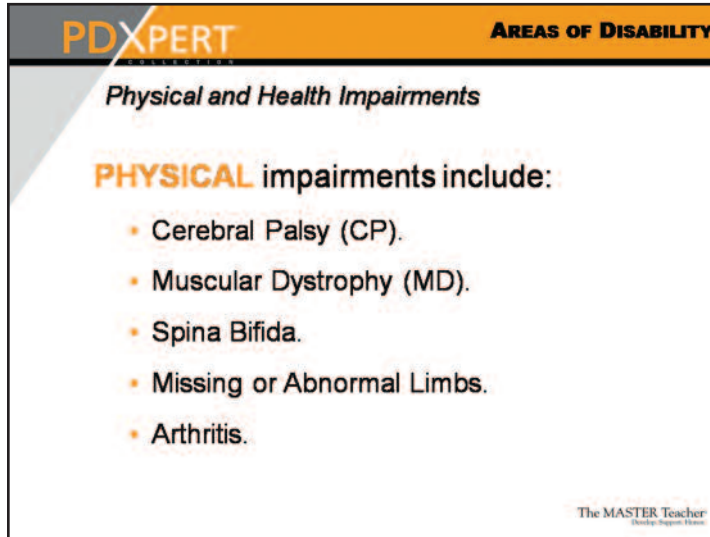


Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Areas of Disability	3-12	70
Activity – Learn and Teach	11-12	(20)
Break		
Topic 2 – Severe and Multiple Disabilities	13-29	95
Discussion Point – Reasons for Communication	22	(15)
Activity – Shuffle	29	(20)
Closing Thoughts	30-33	5
Total of 3 hours (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 4



PDXPERT AREAS OF DISABILITY

Physical and Health Impairments

PHYSICAL impairments include:

- Cerebral Palsy (CP).
- Muscular Dystrophy (MD).
- Spina Bifida.
- Missing or Abnormal Limbs.
- Arthritis.

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Open the floor to participants who would like to give a brief description of each of the physical impairments in this slide. Refer to the notes below to explain each impairment or to validate the participant's answer.

Participants might want to share a story about a personal encounter with an individual with a physical impairment. Although discussion of this nature is welcome, be aware of your timetable, and remind the sharer to be brief.

Emphasize that a physical impairment can impede a student's learning.

The most common physical impairments include:

Cerebral Palsy (CP). *The person is unable to coordinate body movement and has slow or spastic limb movement, or distortion of movement. Speech and mobility may present problems. Cerebral palsy itself does not affect intellectual functioning, but it may cause a barrier to expressing learning.*

Muscular Dystrophy (MD). *This is an inherited impairment that, over time, weakens and degenerates the student's muscles. The student may tire easily and need frequent periods of rest.*

Spina Bifida. *This impairment is present from birth and involves an opening in the bone surrounding the spinal cord and the nerves controlling muscles and feeling in the lower part of the body.*

Missing or Abnormal Limbs. *These impairments can be present at birth or result from an accident. Students are often fitted with prostheses (artificial limbs) or use the remaining part of the limb.*

Arthritis. *This impairment involves the inflammation of a joint or joints, making movement painful and limited.*

Slide 11

PDXPERT AREAS OF DISABILITY

- Form pairs or groups of 3 to 4.
- Learn about the area of disability presented to your group.

ACTIVITY: Learn and Teach

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Activity: Learn and Teach

Allow 20 minutes for this activity.

Instruction: Depending on the group size, assign participants to pairs or groups of 3 to 4 people. The ideal number of pairs or small groups is 8, with each reporting on one of the remaining areas of disability listed below. If the workshop is under a time constraint, assign participants to 3 to 4 groups. You can have the groups report on 2 to 3 topics each.

Give each pair or small group one of the following topics:

Mental Retardation
Autism
Hearing Impairment
Speech and Language Impairment
Traumatic Brain Injury
Visual Impairment
Attention Deficit/Hyperactivity Disorder
Developmental Delay

Distribute **Activity Sheet 1: Areas of Disability—Characteristics and Instructional Strategies**, which the participants can consult for the report.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. How will the new understanding of the many areas of disability affect your teaching? In what ways will these new perspectives affect the learning experience of students with these areas of disability?

2. Are there any aspects or areas of disability that the presentation did not cover? What are they, and how do you propose to teach these aspects?

3. IDEA recognizes 13 categories of disabilities and exceptionalities. How does an understanding of these areas help the educator? What instructional strategies could you use to encourage student learning?
