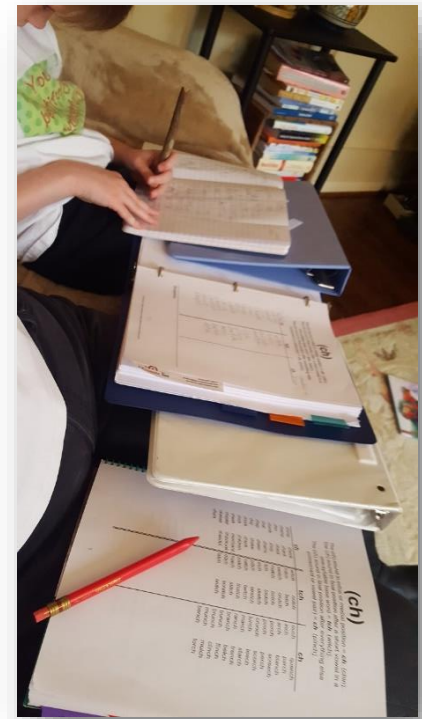




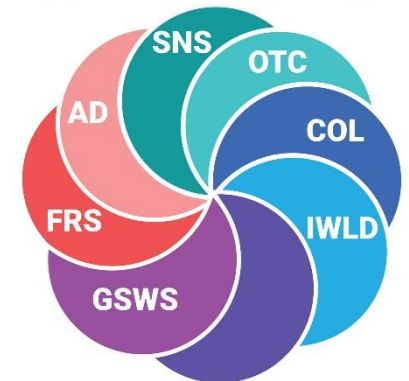
What if the Child Misses Phonetic Awareness Within Digital Learning? What Can You Do?



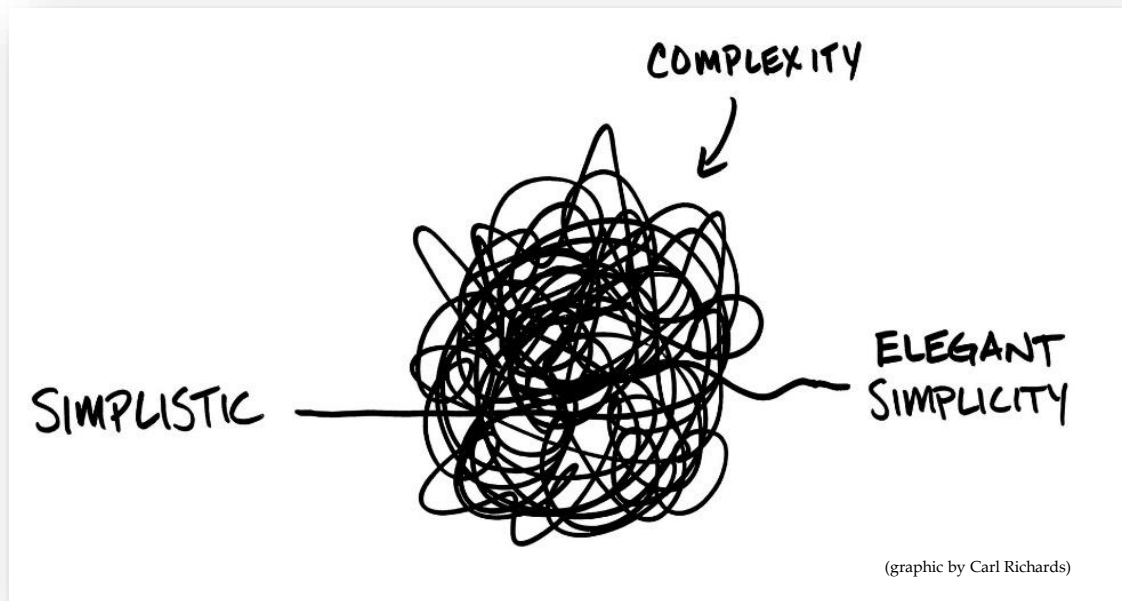
Gayle Y. Fisher, M.Ed., Ed.Tech.
Gayle.Fisher@usa.net



GETTING SORTED



What if a child misses phonetic awareness?



We think a child can read because they memorize flash cards.

What if that was all wrong, and they can't really re-tell a story, sound out words, and don't understand graphemes and phonemes?

Reading involves working memory, executive function, sensory integration, vocabulary, phonics, joint attention, behavior choices, being at peace in their own skin, intrinsic motivation, explicit instruction, understanding verbal v. written communication, receptive/expressive language, and auditory processing.

Why is it that kids can't read, can't retell the story?

It's neural pathways, executive function and working memory shortfalls, sensory integration mis-connects, thinking flash cards will teach all kids to read, the all-too-fast and all-too-short teaching of phonetic awareness / word building / word decoding / retelling the story, dysgraphia and fine motor skill deficits (penmanship).

How Does This Tragedy Happen?

Holes in their layers & scaffolding of learning?



Dang Flash Cards

Pull-Outs Slow Things Down

Peers Move On

Missing Vocabulary

PDD

Neural Synapse

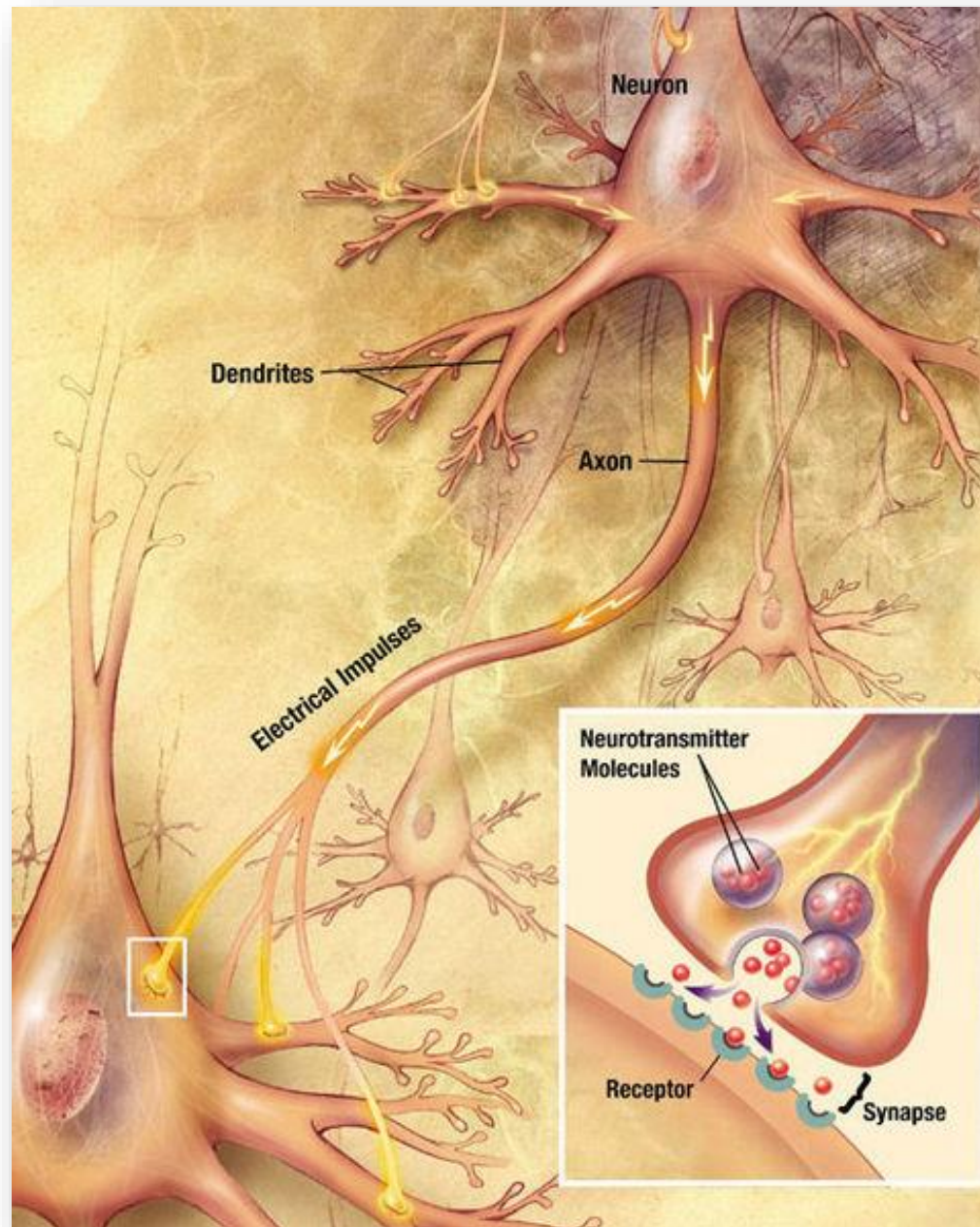
Anatomy of a Neuron

<http://www.khanacademy.org/science/biology/human-biology/v/anatomy-of-a-neuron>

Neural Synapses

<http://www.khanacademy.org/science/biology/human-biology/v/neuronal-synapses--chemical>

Brain Plasticity



Helping Them Build Their Language

Processing Skills

Interpreting the Words:
**Retelling the Story &
Building Vocabulary**

Retaining the Words:
Working Memory

Building the Words:
Phonemes, Graphemes

First,



Executive Function

“ The set of processes that all have to do with **managing oneself and one's resources** in order to achieve a goal.

It is an umbrella term for the neurologically-based skills involving **mental control and self-regulation.**”

Executive Function

“managing oneself and one's resources involving mental control and self-regulation.”

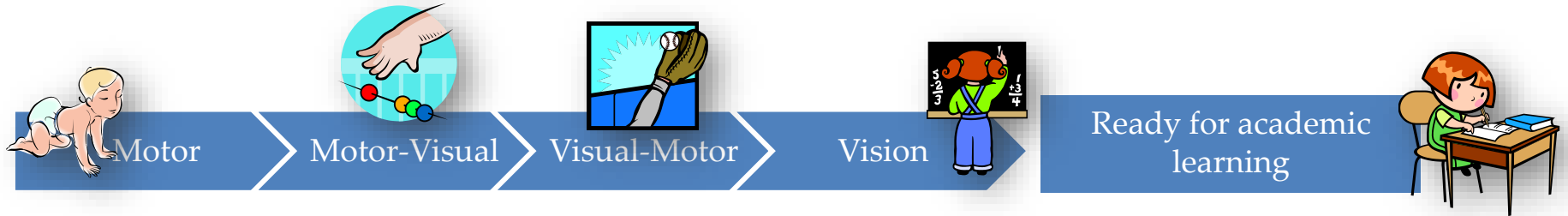
Interpreting the Words:
**Retelling the Story &
Building Vocabulary**

Retaining the Words:
Working Memory

Building the Words:
Phonemes, Graphemes

It All Fits Together

If you are lucky



So, It Is Magic? No, It Is Neurology.



Building Consistent & Dependable Neural Pathways



Works in both

1. neurotypical childhood and in

2 inconsistent transmissions in Learning Differences (behaviors, learning, choices).

How The Brain Transports Messages

Messages from the
totally unique
child's Central
Nervous System



Sensory Seeking
vs.
Sensory
Averse/Avoiding
or both?

There are 4 more:

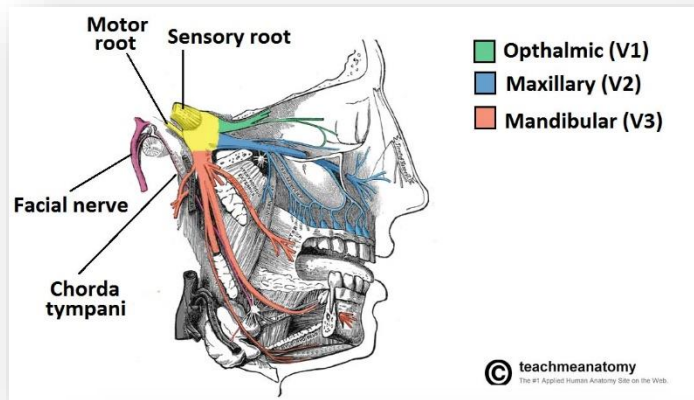
- Vestibular (balance)
- Proprioceptive (body position)
- Tactile (different from touch)
- Introception (body awareness)

<http://www.economist.com/news/science-and-technology/21601809-potent-source-genetic-variation-cognitive-ability-has-just-been>

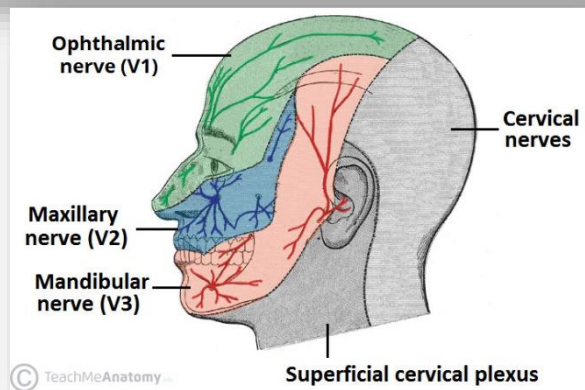
Sensory Integration



(9 portals to the brain)



[Link](#)



Auditory
Transduction
YouTube video
<http://www.youtube.com/watch?v=PeTriGTENoc>

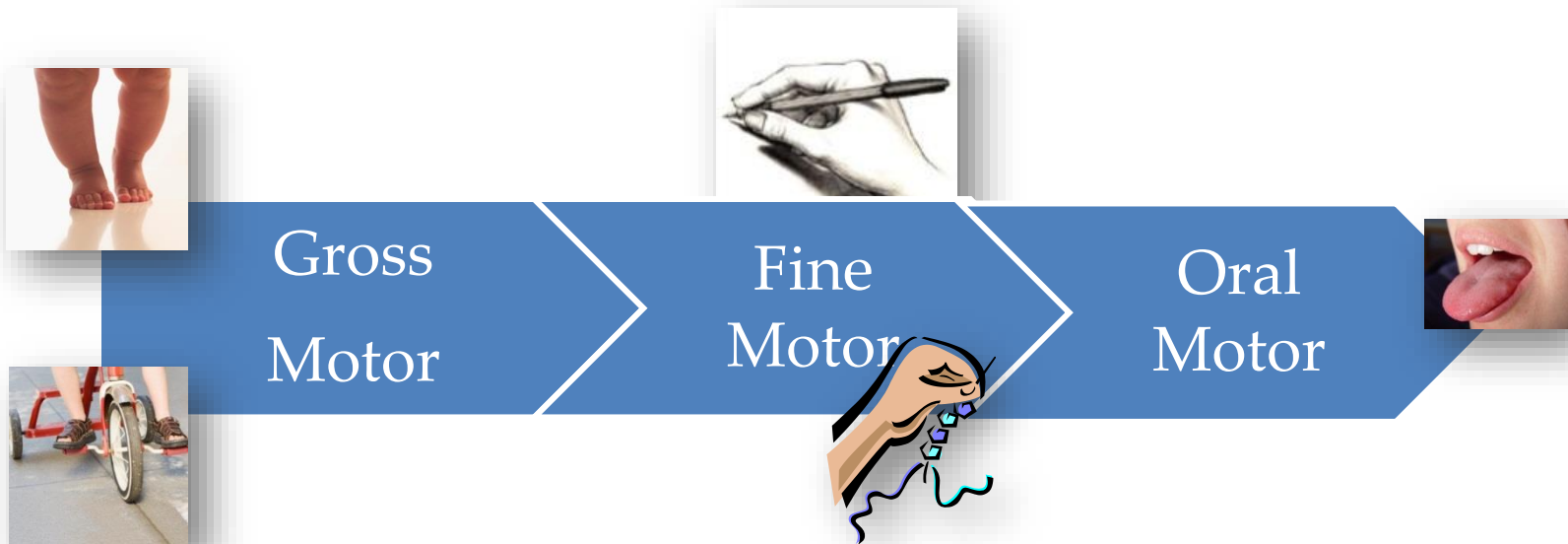
Text from Wikipedia:
http://en.wikipedia.org/wiki/Neuronal_encoding_of_sound#Transduction

[Wikipedia: Trigeminal Nerve](#)

Motor Function

Am I moving yet?

No Movement,
No Moving
Forward.



Clipart from PowerPoint library

Oral Motor



Gross Motor

Fine Motor

Oral Motor

How might Oral Motor Deficits affect learners?



How does some of this look?



- Mini Trampolines
- Balance Board

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Interactive
Metronome ®
Fast ForWord®
Astronaut
Training®



& spins

To Help With:
Executive Function
Visual Integration,
BiLateral Motor,
Working Memory
Dyslexia
Dysgraphia
Dyscalculia



Eyes & Vision Learning

“80-90% of all info absorbed by the brain is visual” (1)



(1) Silberman, M., (2006), *Active Training, A Handbook of Techniques, Designs, Case Examples, and Tips, 3rd Edition*, Pfeiffer.

What John's Vision Therapy Looked Like, Part 1



<http://visionhelp.wordpress.com/>

<http://pavevision.org/>

<http://visiontherapyathome.com/>

<http://visiontherapystories.com/>

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

<http://oepf.org/>

<http://visionandlearning.org/>

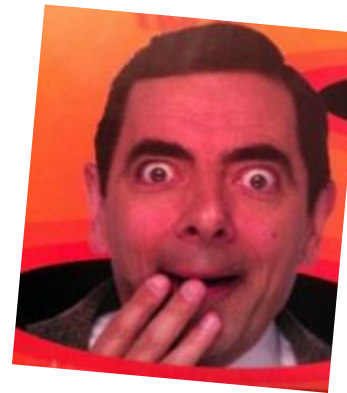
<http://covd.org/>

<http://optometrists.org/>

Language vs. Communication

The intent to communicate
is key.

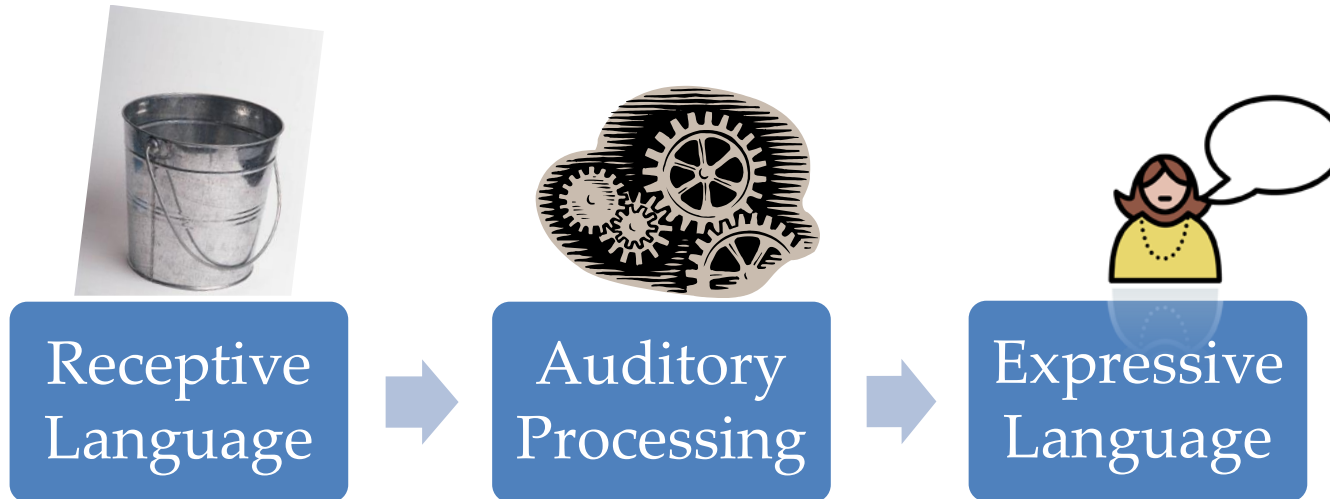
Communication can be
non-verbal,
body language,
emotions audibly
expressed,
facial expressions,
laughter,
grunts,
signing,
and much more.



Ever
hear
Mr.
Bean
actually
talk?

Picture Exchange (PECS)

Language



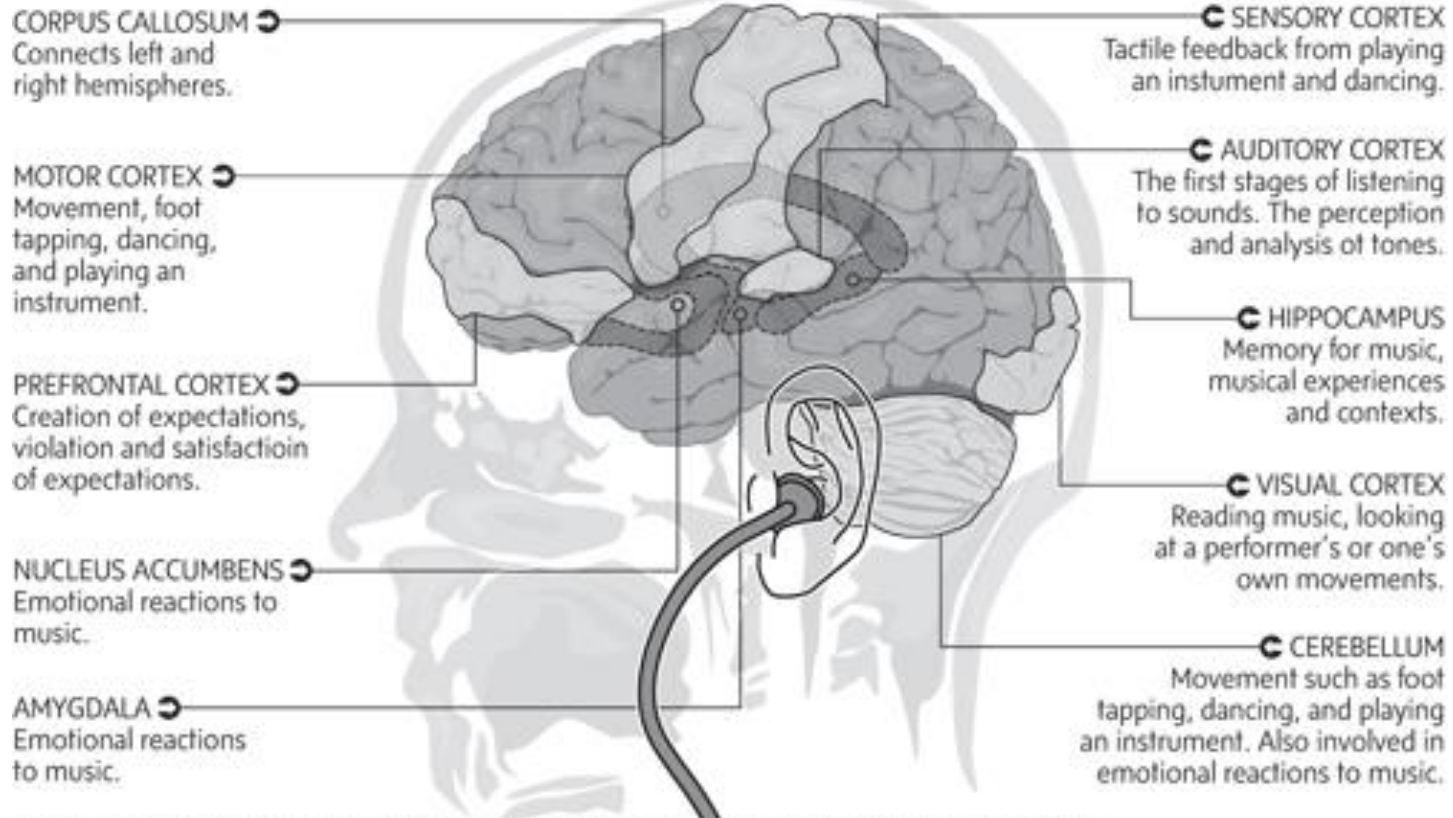
Learning is also driven by motor function:



Music's Effect on the Brain

Music on the mind

When we listen to music, it's processed in many different areas of our brain. The extent of the brain's involvement was scarcely imagined until the early nineties, when functional brain imaging became possible. The major computational centres include:



MIKE FAILLE/THE GLOBE AND MAIL ◉ SOURCE: THIS IS YOUR BRAIN ON MUSIC: THE SCIENCE OF A HUMAN OBSESSION

<http://daniellevitin.com/publicpage/books/this-is-your-brain-on-music/>

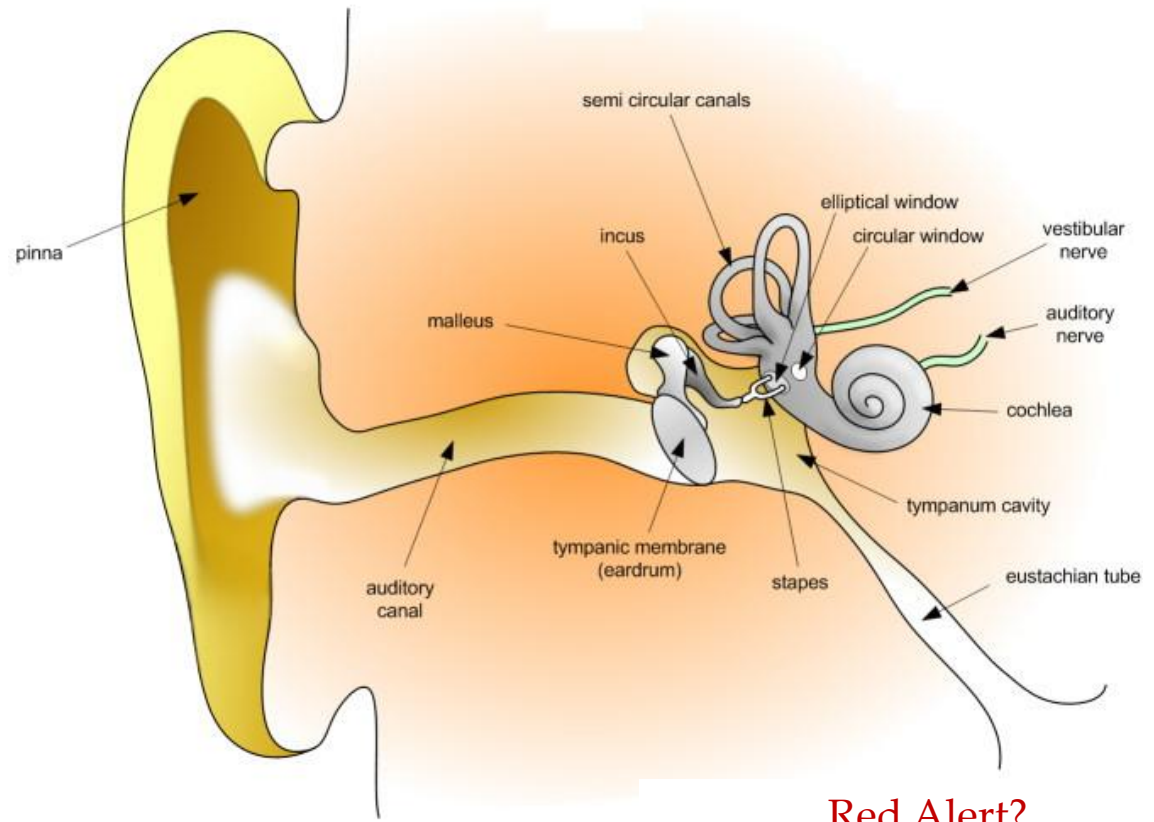
Moving into Music, Education, Research and The Brain

- <https://www.psychologytoday.com/us/blog/the-athletes-way/201906/music-participation-is-linked-teens-academic-achievement?fbclid=IwAR24zb7FhGt4dG9xGwp8wH5d00Fi31xKlxcGMqUXJ6dbXsBQk6eqMQzC1EM>
- https://didgeproject.com/therapeutics/doctors-now-prescribing-music-for-heart-ailments-brain-dysfunction-learning-disabilities-depression-ptsd-alzheimers-and-more/?fbclid=IwAR1hJsxOGyS0rTQeQhLsiNoiX6rNrrY_MOJ8u2iWc9R4cFVqGwoRA41Wvbs
- https://thebestbrainpossible.com/dance-exercise-brain-mental-health/?utm_campaign=shareaholic&utm_medium=facebook&utm_source=socialnetwork&fbclid=IwAR3nt7wBiJ4iYgbufe7T-WGEZVFCINBTrZLjKqLxZTeyXwIEhHaFaTgXZ1A
- <https://www.mic.com/articles/110628/13-scientific-studies-prove-music-lessons-were-the-best-thing-your-parents-did-for-you?fbclid=IwAR2v-8ULk1bV7pLrZXrKIYFcDkz1RVR824vXo9Aj1noR5VCSpTDnJ6mUGqU>
- <https://www.psypost.org/2019/02/listening-to-the-music-you-love-will-make-your-brain-release-more-dopamine-study-finds-53059?fbclid=IwAR2dcQAdrKuxlPaLWPrh0vKDW5ABhJKptlAb26GjGVX-759J3ZOSQ6a2ocg>
- <https://musiceducationworks.wordpress.com/2016/06/19/a-childs-brain-develops-faster-with-exposure-to-music/?fbclid=IwAR1yJrkBnbVeARh0iLVrNTLs3ZSd8nOdg-esgq4XjNeEAb9PklOw4DAAasI>
- <https://nationswell.com/young-people-musical-theater-trauma/>
- https://bigthink.com/news/ever-get-the-tingles-from-listening-to-good-music-that-part-of-your-brain-will-never-get-lost-to-alzheimers?utm_medium=Social&facebook=1&utm_source=Facebook&fbclid=IwAR2vBro9LigSJorqOlGaOt_OwMuOlPhq_RLogc7WvL7XpjDfZXlmeHxChI#Echobox=1563388051
- https://musiceducationworks.wordpress.com/2018/03/28/music-lessons-improve-childrens-cognitive-skills-and-academic-performance/?fbclid=IwAR1IzandGATcspPqxJKBFohtsFp9r_xJGJmtjWdA9CafsYI7bBe3Zrf2QQw
- https://www.inc.com/john-rampton/the-benefits-of-playing-music-help-your-brain-more.html?fbclid=IwAR3HIA6YQXDU6adGKGI-SnhT633Z1677YpjCSUVxOGq8onOrh104_TketJI
- https://upliftconnect.com/neuroscience-of-singing/?fbclid=IwAR1P_v5ZDOft9eUKZnqo13ePxLUpinP5oq7Jeq5F8WuaUCAguPwcpTHJUfc





Hearing & Processing



Difference between Hearing & Listening = Paying Attention or “Attending”

Red Alert?

“Am I safe in my environment?”

Auditory Transduction



How ears are supposed to work

Auditory Transduction YouTube video

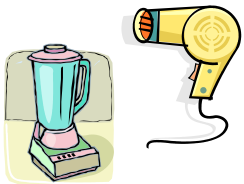
<http://www.youtube.com/watch?v=PeTriGTENoc>



Text from Wikipedia:

http://en.wikipedia.org/wiki/Neuronal_encoding_of_sound#Transduction

- <http://www.aitinstitute.org/>
- <http://aithelps.com/>
- http://raisingchildren.net.au/articles/auditory_integration_training_th.html
and many more if you search



Listening Therapy



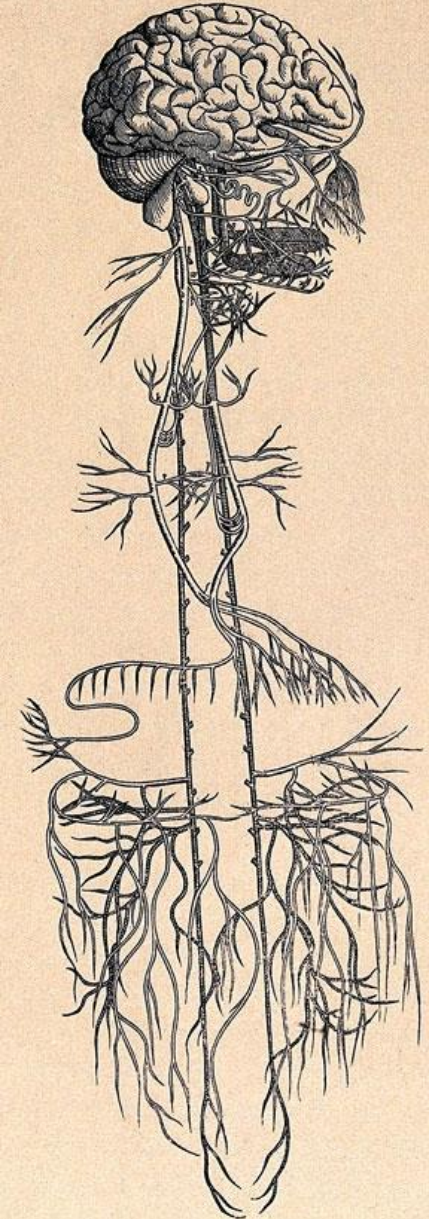
Quantum Reflex Integration (QRI)



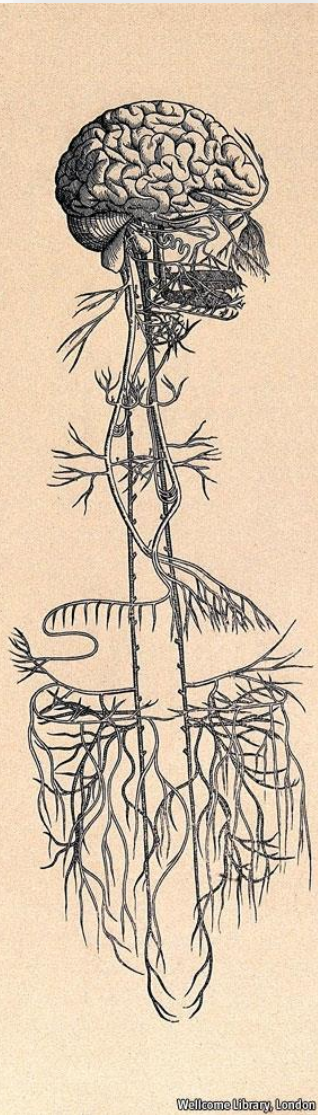
Your Vagus Nerve (1)

Among its jobs is to send signals telling them to slow down during **moments of calm and safety (1)**

And if there is no safety?.....



(1) Photo & Reference: The Economist, 12/8/2012, Science & Technology, p. 80
<http://www.economist.com/news/science-and-technology/21567876-you-can-it-helps-think-well-yourself-first-place-think-yourself>



Wellcome Library, London

https://www.npr.org/sections/health-shots/2020/05/27/862963172/how-the-lost-art-of-breathing-can-impact-sleep-and-resilience?utm_source=pocket-newtab

THE CORONAVIRUS CRISIS

How The 'Lost Art' Of Breathing Can Impact Sleep And Resilience

May 27, 2020 · 1:59 PM ET

Heard on Fresh Air



TERRY GROSS

FRESH AIR



36-Minute Listen

+ PLAYLIST



Breathing slowly and deeply through the nose is associated with a relaxation response, says James Nestor, author of *Breath*. As the diaphragm lowers, you're allowing more air into your lungs and your body switches to a more relaxed state.

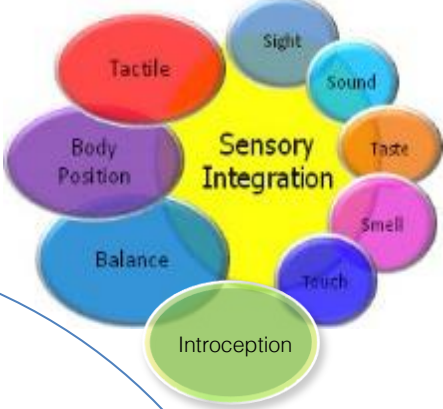
Sebastian Laulitzki/ Science Photo Library

Humans typically take about 25,000 breaths per day — often without a second thought. But the **COVID-19 pandemic** has put a new spotlight on respiratory illnesses



Social Emotional Learning

Movement-Based (Learning), Well-Running Machine

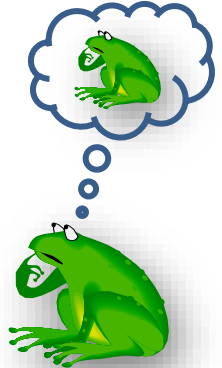
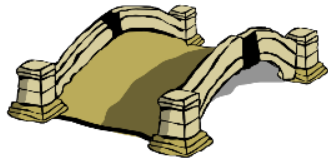


Self-Directed Academic Learning

Intrinsic Motivation



Positive Behavioral Re-Direction & Self-Regulation



Another Tool:

Methylation is powerful
balancing inflammation in the brain system

Our War for Methylation & It's Implications for Learning

Nutrition (GAPS, Nutritional Balancing)

QRI (Quantum Reflex Integration, Cold Lasers)

Mid-Line Crossover, Academics, Movement-Based Learning (Scientific Spelling (phonemes, graphemes, penmanship, Fast ForWord, Astronaut Training, auditory processing, executive function) all sports, SEL, Confirmation, Scouts, Daily List.

Fun Things We Do To Improve Executive Function, Motor Planning & Methylation





Academy of Orton-Gillingham Practitioners and Educators

UPHOLDING EXCELLENCE IN PROFESSIONAL PRACTICE



Who Were Orton and Gillingham?



Samuel Torrey Orton (1879-1948), a neuropsychiatrist and pathologist, was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As early as the 1920s, he had extensively studied children with the kind of language processing difficulties now commonly associated with dyslexia and had formulated a set of teaching principles and practices for such children.

- ***An Historical Perspective: Fond Memories of Dr. Samuel T. Orton and His Family by Mary Helen Robinson Wells, Honorary Fellow/AOGPE***



Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Working with Dr. Orton, she trained teachers and compiled and published instructional materials. Over the last half century

the Orton-Gillingham Approach Region 4 DLC 2022 All Rights Reserved | G. Yess Fisher & Co., LLC

Which Language Processing Interventions Have We Used?

[Orton-Gillingham](#) (more on next pages)

[L.L.I. Leveled Learning Intervention](#)

[Abstract](#)

[Neuhaus](#)

[Scientific Spelling](#)



[Fast ForWord](#)

[Positive Reviews](#)

[Negative Reviews](#)



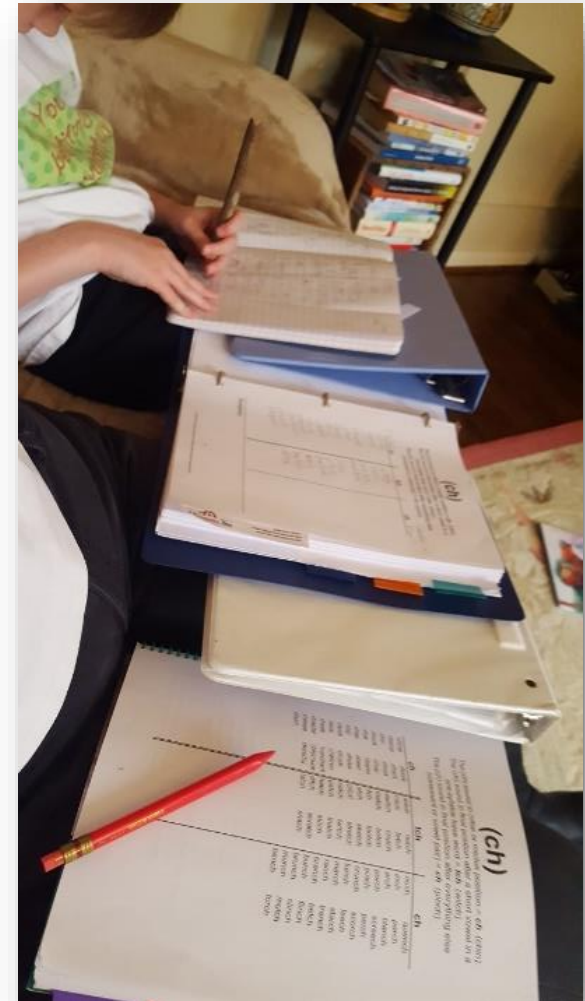
[Explicit Instruction](#) via Family Literacy Network

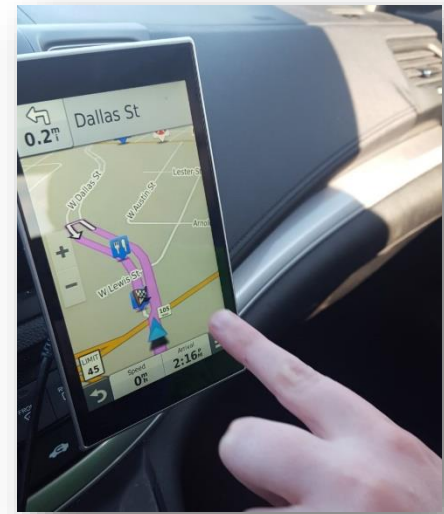
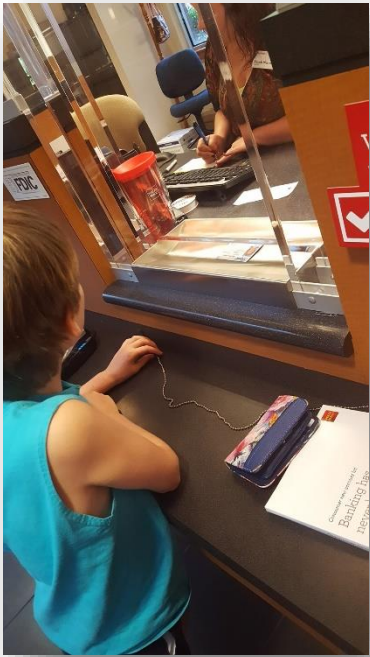


Texas Reading Institute
The Woodlands
Co., LLC

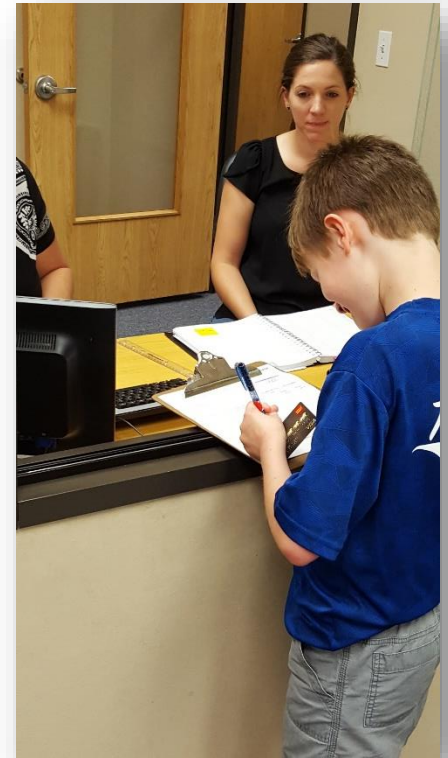


Family Literacy Network
Texas Reading Institute
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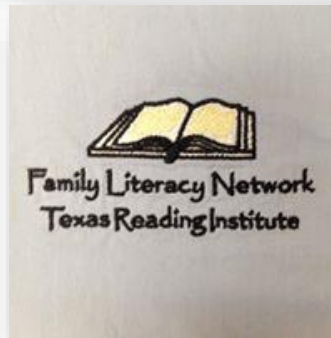
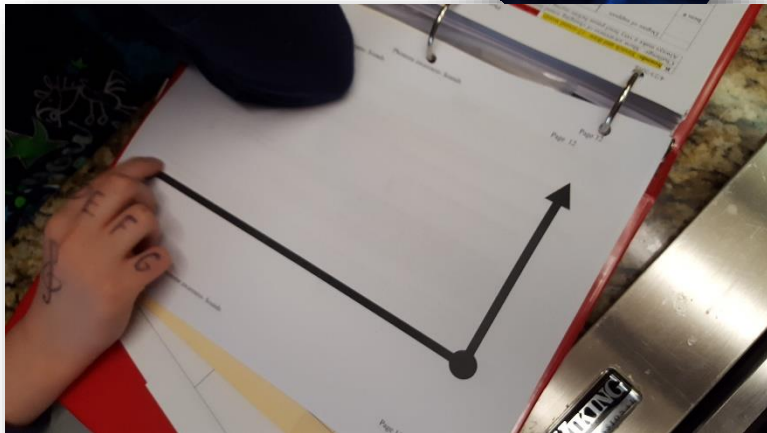
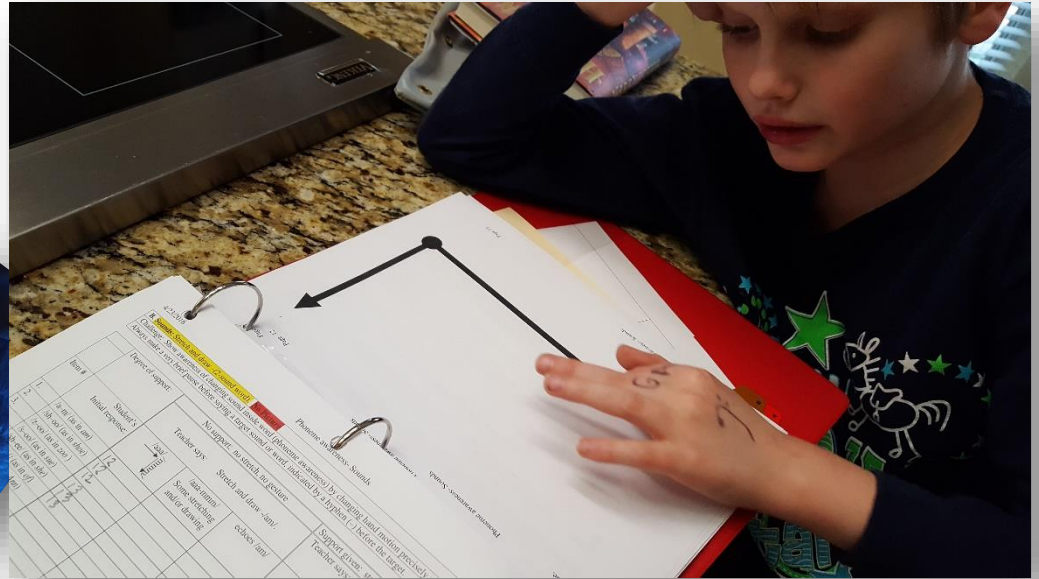


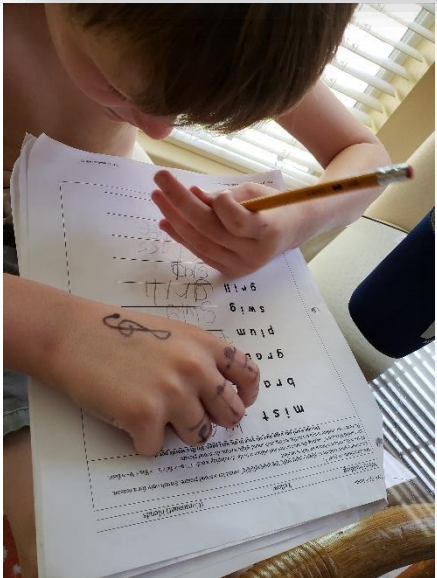


Reading for comprehension is everywhere

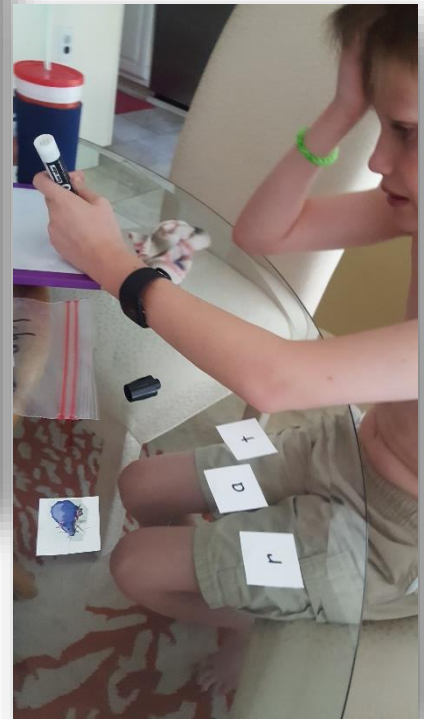
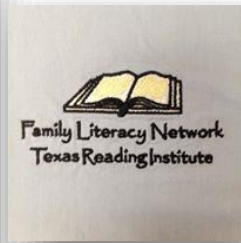


Family Literacy Network, Explicit Instruction





What It Looks Like



The Research

Written language is an invention, a secret code that the learner must crack. English has a particularly tricky code: One letter group (e.g., [ea]) can represent many sounds (e.g., sea, bread, great, ear, earn, pear, area, azalea, ocean, chateau...). And a sound can be represented by many letter groups (e.g., /oe/ as in toe, tow, tofu, boat, soul, dough, chateau...). Because of this complex code, English is the most difficult European language to learn to read: International studies show that it takes English students 2.7 years to develop the same level of reading accuracy and fluency that children learning other languages develop in their first year of instruction [6]!

Some children do learn to read the English code in a way that appears effortless, but many struggle mightily. In 2005, 67% of US 4th and 8th graders were reading at or below grade level [1].

In 2000, Dr. Bergman and the Texas Reading Institute worked with the University of Texas in groundbreaking studies by the National Institute of Health (NICHD division) that used a new kind of brain scan to show how the visual, sound, and language centers of the brain interact during learning to read. The studies were the first to show that struggling readers had a distinctly different pattern of brain activity [7] that became normal after effective instruction [8].

Struggling readers strongly activate the wrong side of the brain (red arrow in the Before scans). After effective intervention, all readers show strong activity in left-brain areas (green arrow in the After scans). Looking at the scans, Dr. Papanicolaou, the principal investigator, was not surprised that the before children were struggling. He said, "It's like trying to paint with your toes."

The good news is that 60 to 80 hours of explicit reading instruction will bring most children to grade-level reading [2] and normalize the brain scans [8].

For years dyslexia had been considered a hardwired disability. But these NICHD studies showed that dyslexia and the associated brain patterns are best viewed as variations of development that respond to appropriate intervention and support [3, 4, 8]. So many children struggle with learning to read that our schools are swamped [1, 2, 9]. Our interventions provide materials, training, and feedback to teachers and parents to learn new coaching skills that accelerate the child's development of reading accuracy, fluency, comprehension, and confidence across all subjects, including writing and homework.

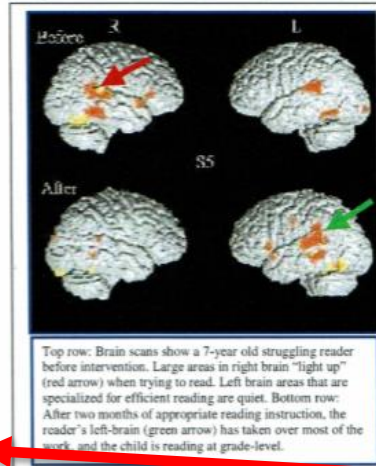


Table Demographic information

St/ Group	Gender/ Age (yr/mo)	WJ-III (%)		IQ	ADD	Medication
		Pre	Post*			
1/D	M/5(1)	13	55	103	Yes	Adderall
2/D	M/10(7)	2	59	95	Yes	Ritalin
3/D	M/10(11)	2	38	110	No	Ritalin
4/D	F/8(8)	3	55	105	Yes	Ritalin
5/D	F/7(4)	2	50	110	Yes	Ritalin
6/D	M/7(10)	18	60	101	No	--
7/D	M/11(1)	1	38	98	Yes	Ritalin
8/D	M/17(1)	1	45	102	No	--
9/NI	M/10(2)	38	39	99	No	--
10/NI	F/8(1)	50	48	107	No	--
11/NI	M/9(7)	85	83	122	No	--
12/NI	M/14(1)	82	85	101	No	--
13/NI	M/10(1)	60	60	113	No	--
14/NI	M/9(8)	52	50	95	No	--
15/NI	M/10(2)	49	53	99	Yes	Ritalin
16/NI	M/12(4)	75	74	121	No	--

*Follow up testing was performed using alternate forms. Abbreviations: D, dyslexic; NI, non-impaired; WJ-III, Woodcock-Johnson Psycho-Educational Test III; ADD, Attention Deficit disorder.

[1] Lee, J., Grigg, W., and Donahue, P. (2007). *The Nation's Report Card: Reading 2007* (NCES 2007-446). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

[2] Lyon, R. (2001). Measuring success: Using assessment and accountability to raise student achievement. Testimony before the subcommittee on Education Reform, Committee on Education and the Workforce, U.S. House of Representatives. Retrieved from http://www.nrf.org/lyon_statement2-01.htm

[3] Lyon, G.R., & Chhabra, V. (2004). The science of reading research: To prevent reading failure, educators must understand and act on scientific evidence. *Educational Leadership*, March, 12-27.

[4] Mathes, P. (2005). Maximizing literacy learning among children with mild to moderate mental retardation (Project Maximize). *Grant: CFDA 84.324K*

[5] Reading Rockets (Writer), & Gunther, N. (Director). 2006. Reading and the Brain. [Episode 8]. In Lindstrom, C. (Producer), *Launching Young Readers*. Washington, D.C.: WETA. Retrieved from <http://www.readingrockets.org/shows/launching/brain>.

[6] Seymour, P.H., Aro, M., & Erskine, J.M. (2003). Foundation literacy acquisition in European orthographies. *British Journal of Psychology*, 94, 143-174.

[7] Simos, P.G., Breier, J.L., Fletcher, J.M., Foorman, B.R., Bergman, E.W., Fishbeck, K., & Papanicolaou, A.C. (2000). Brain activation profiles in dyslexic children during non-word reading: a magnetic source imaging study. *Neuroscience Letters*, 290, 61-65

[8] Simos, P.G., Fletcher, J.M., Bergman, E.W., Breier, J.L., Foorman, B.R., Castillo, E.M., Davis, M.A., & Papanicolaou, A.C. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 58, 1203-1213

[9] Walsh, K., Glaser, D., & Wilcox, D.D. (2006). What education schools aren't teaching about reading and what elementary teachers aren't learning. Washington D.C., National Council on Teacher Quality: 1-86.



Texas Reading Institute -
The Woodlands

120 for us

Explicit
Instruction
(leaving nothing to
chance)

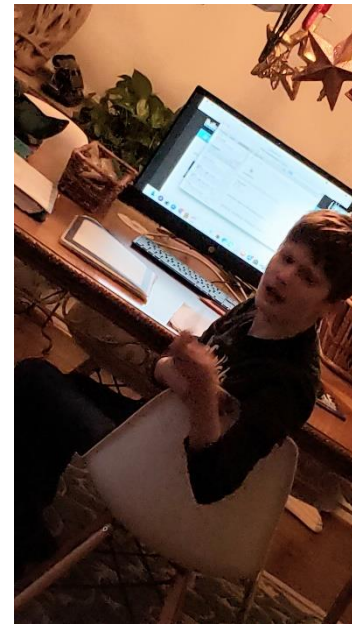
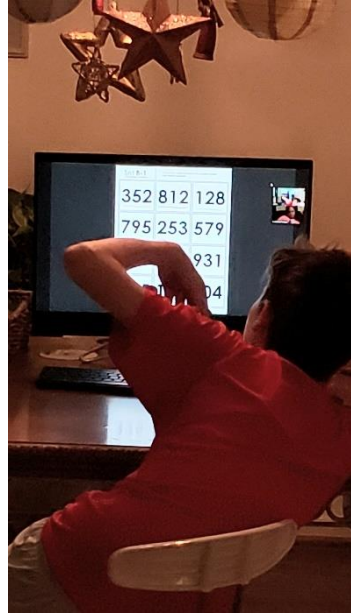


More on Facebook



And Let's Add in Virtual,
At Home,
Traveling

Do We Count Body Posture? Or just look away?



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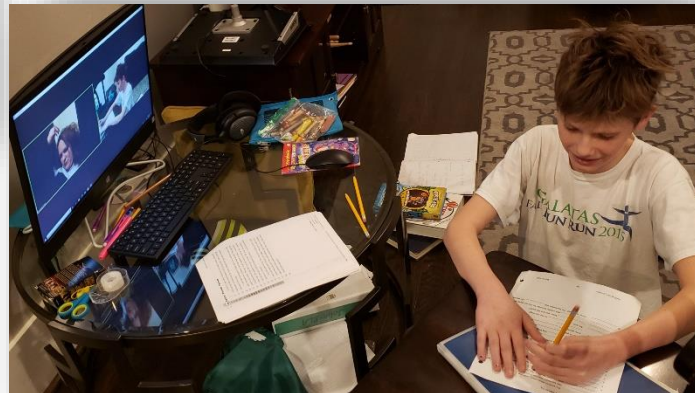
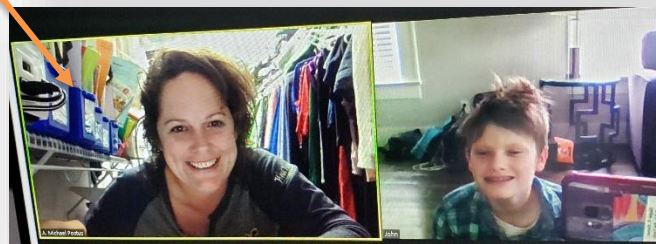
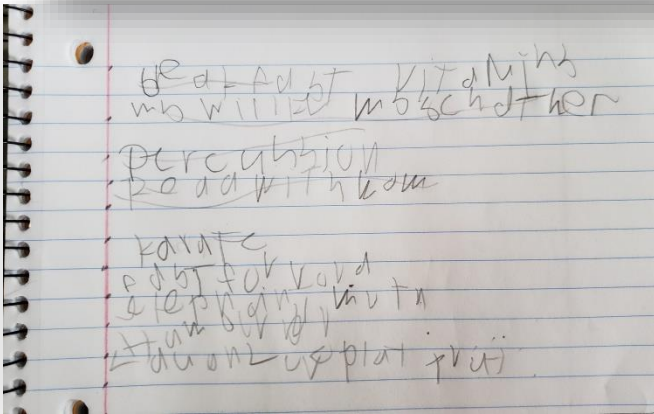
Reserved | G. Yess Fisher & Co., LLC

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In her closet

So, Virtually, at AirBnB

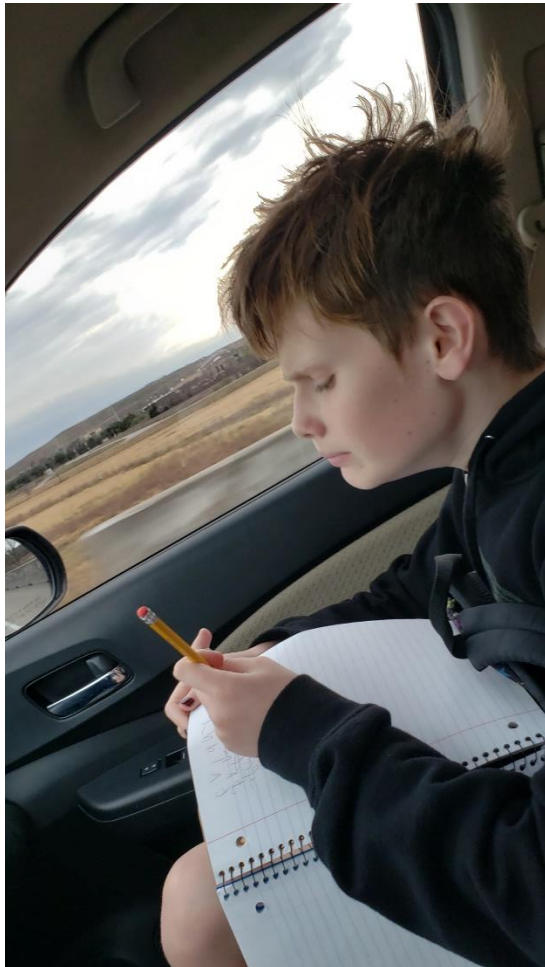
#PhoneticAwareness, #LanguageProcessing



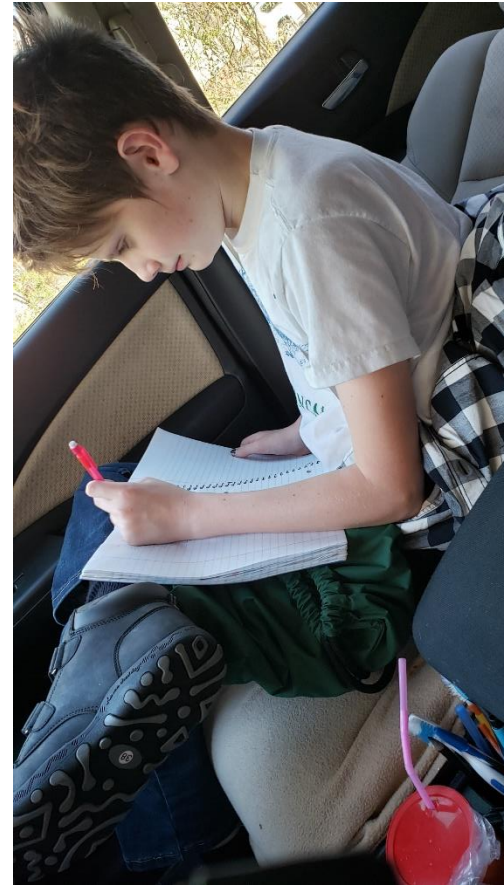
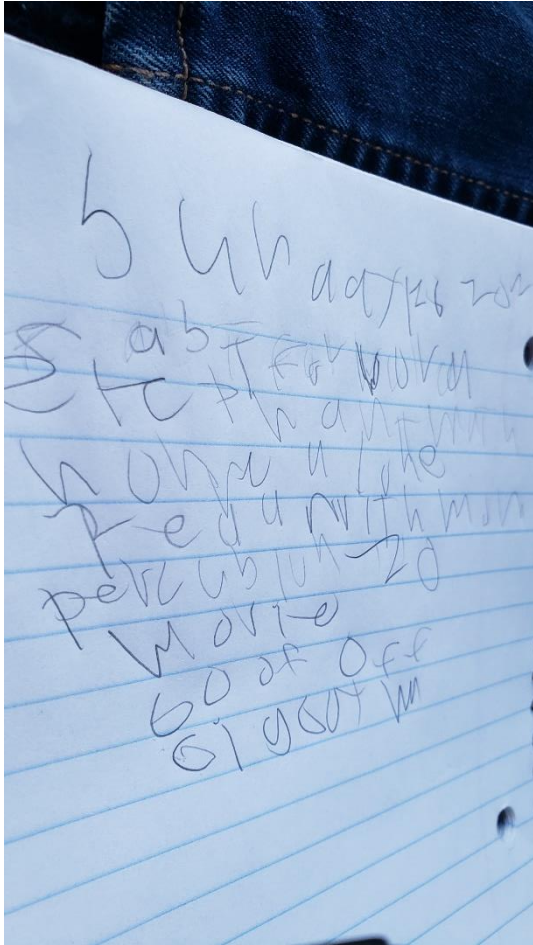
And how much is attention-seeking?

Just wanting to be seen, heard?

#PlayingUsLikeAHarp



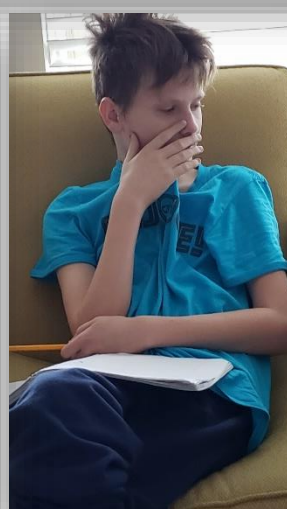
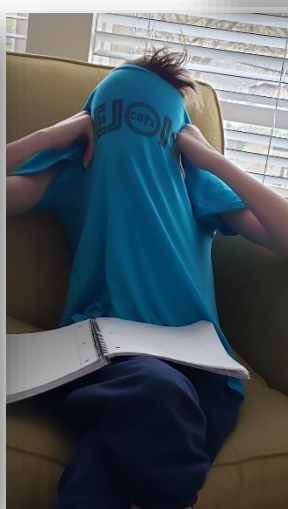
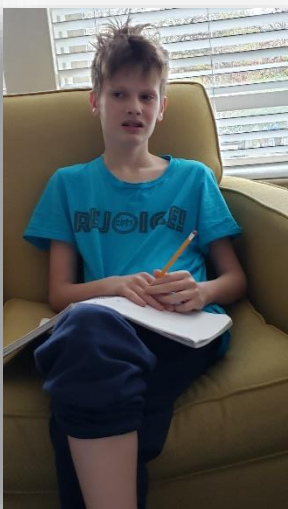
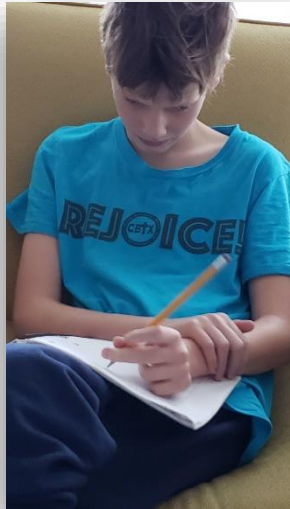
Dysgraphia does improve with #NeuralPathways

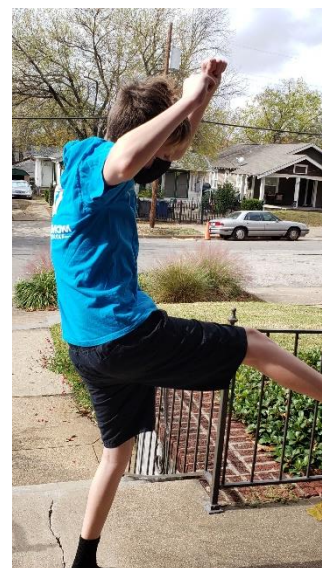
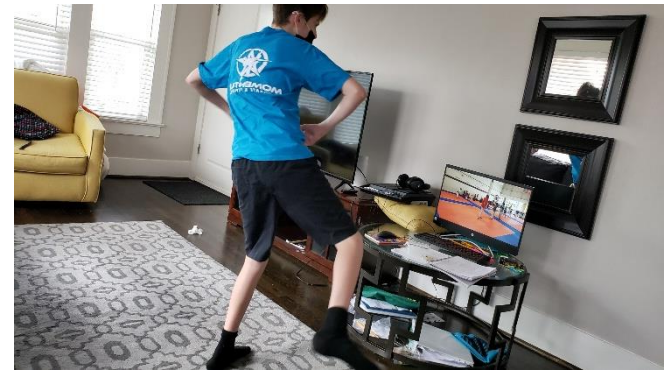


Intrinsic Motivation, right?



We want to tap into that.

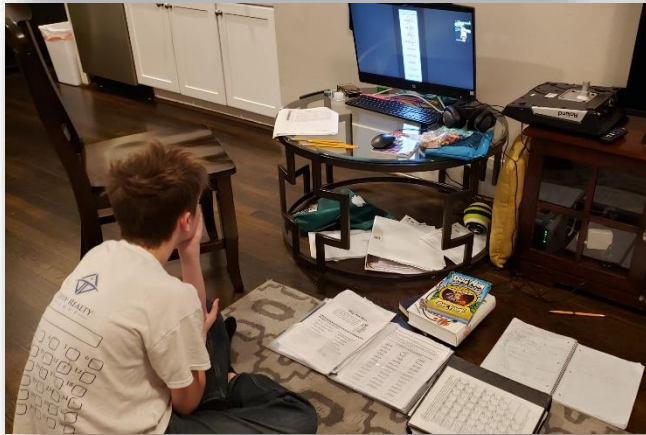
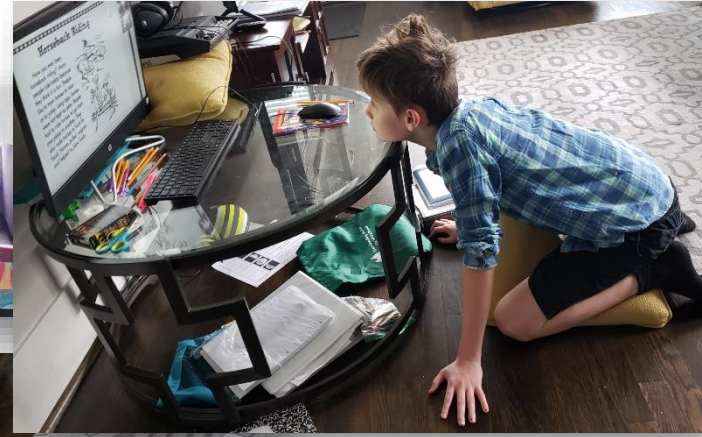
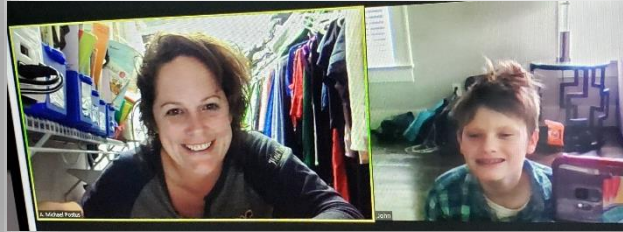
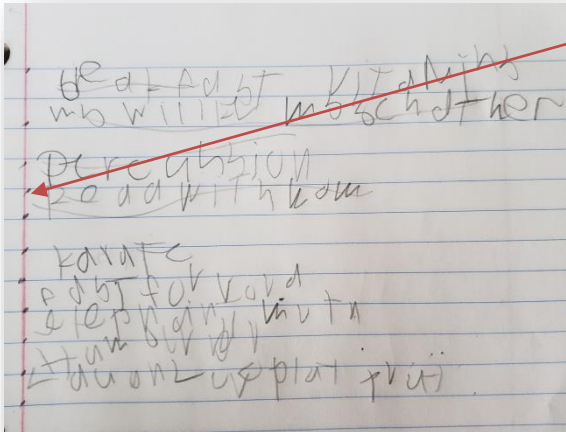




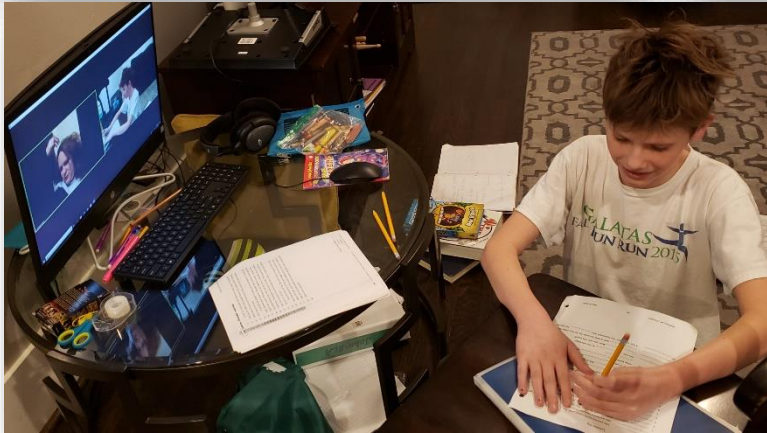
(He does love that shirt)

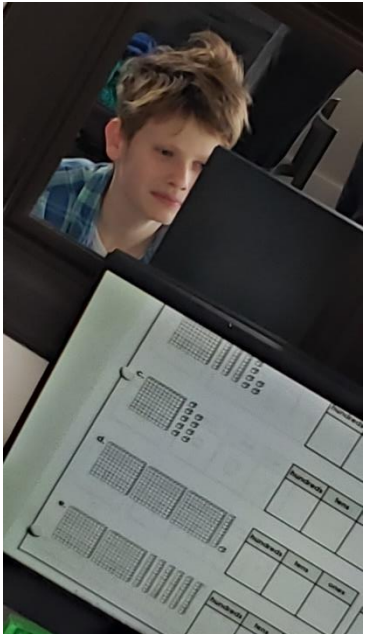
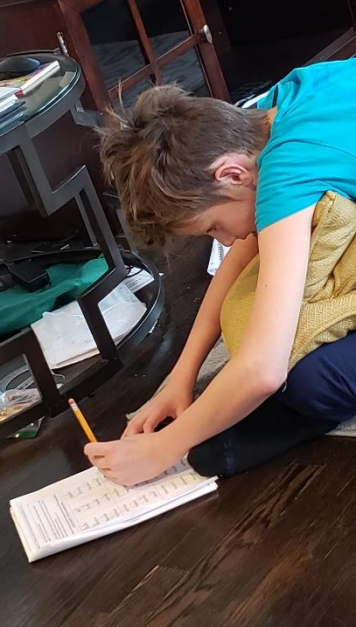
- #Karate
- #Band
- #OT
- #MotorPlanning
- #Proprioception

Prompt for left margin

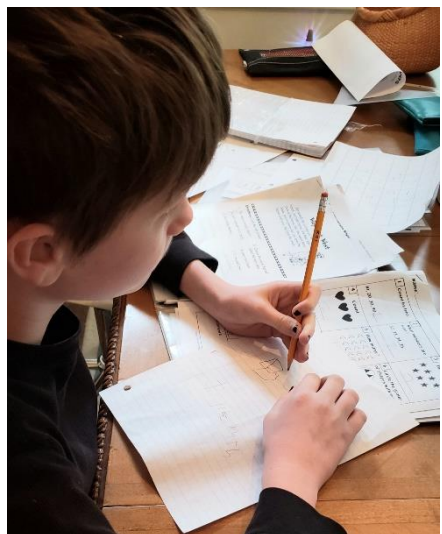


All this was quite high maintenance.

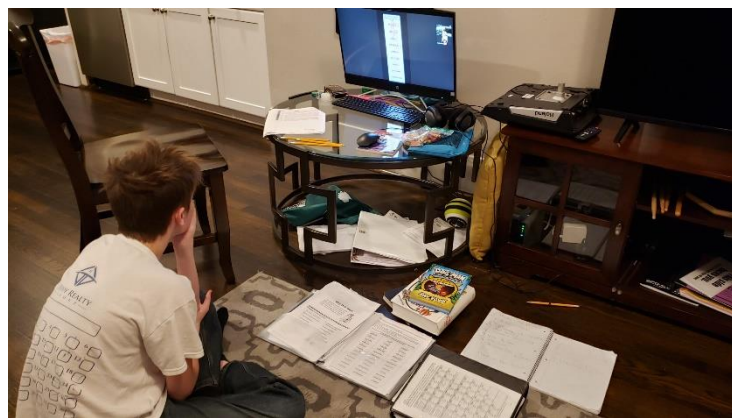
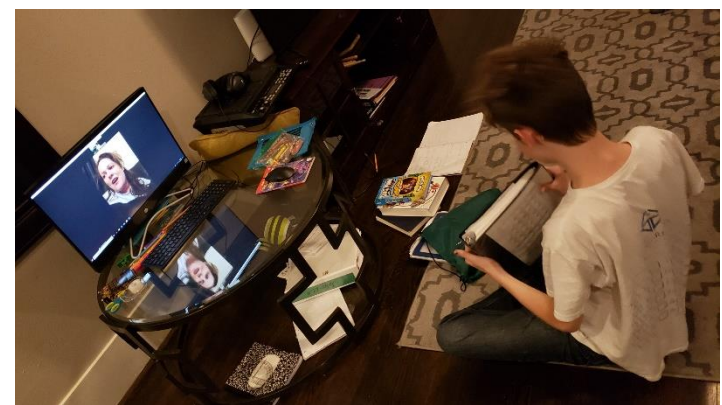
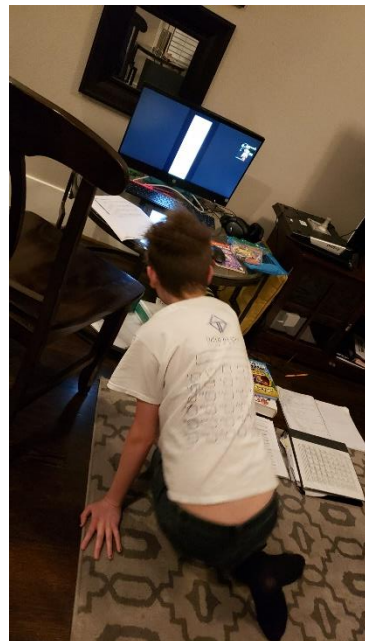




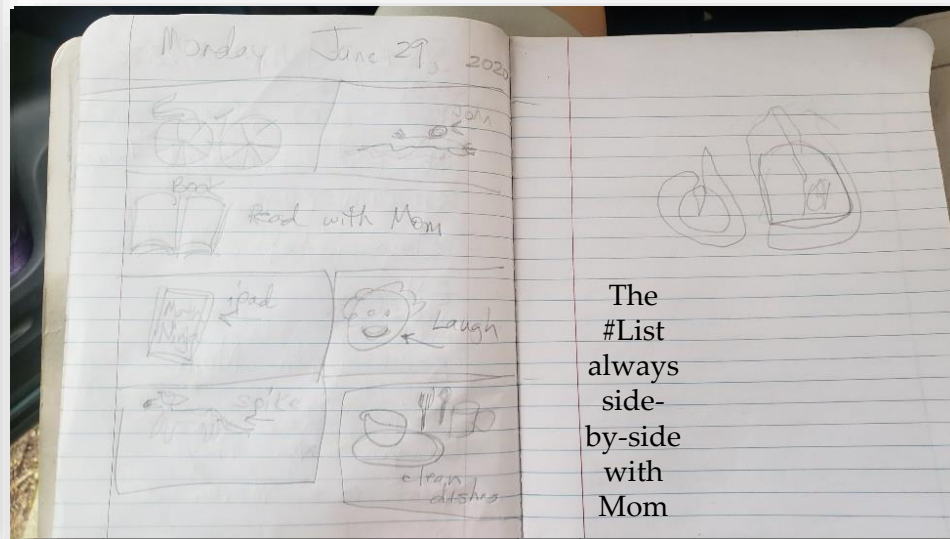
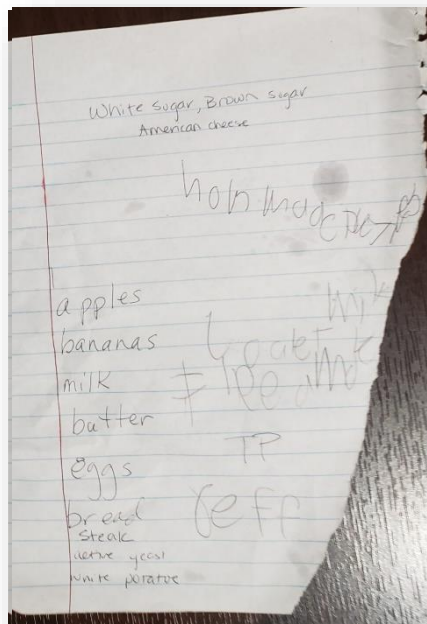
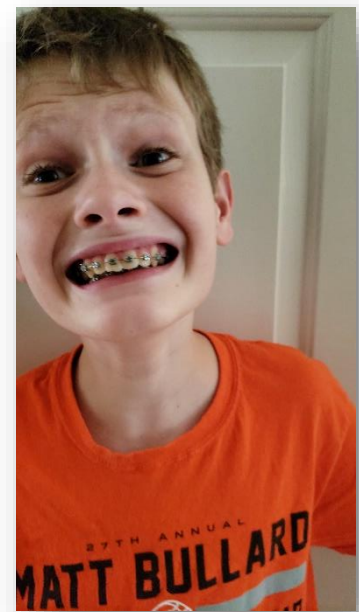
Our goal is to motivate both parents & kids.



Still teaching from the closet



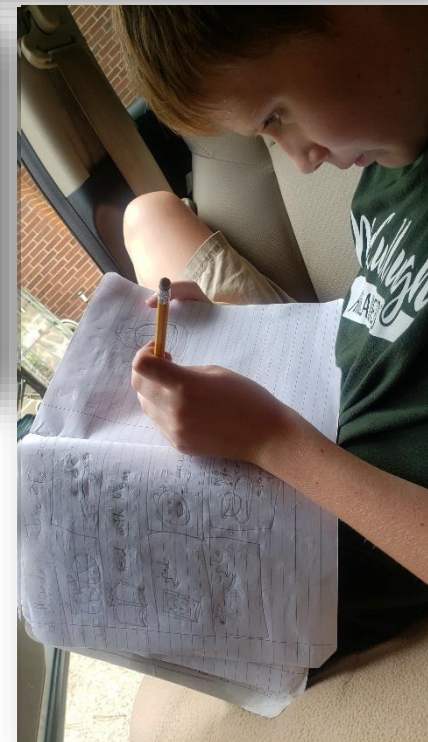
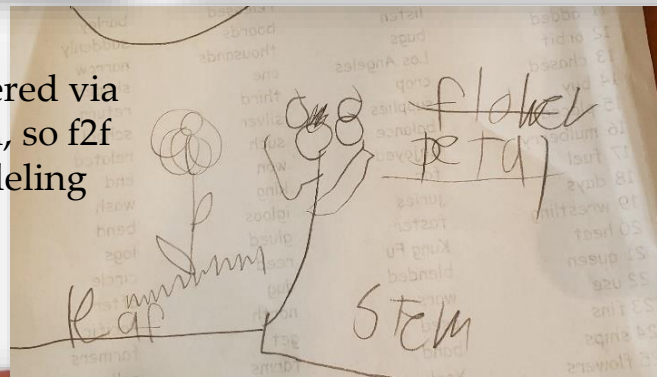
Moving Forward with Language Processing

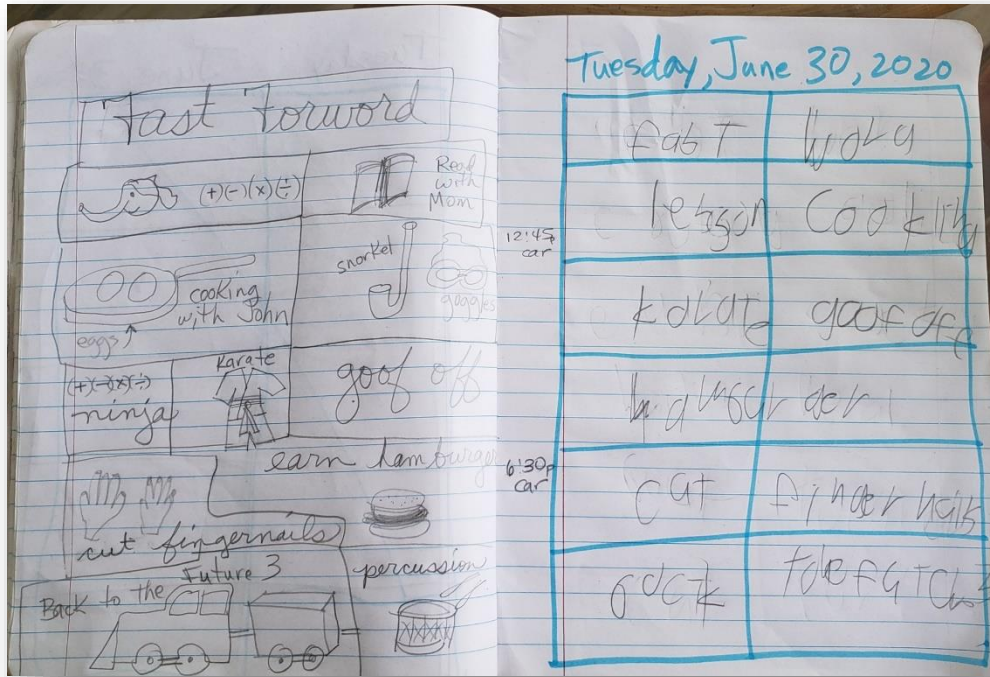


The #List always side-by-side with Mom



Delivered via Zoom, so f2f modeling

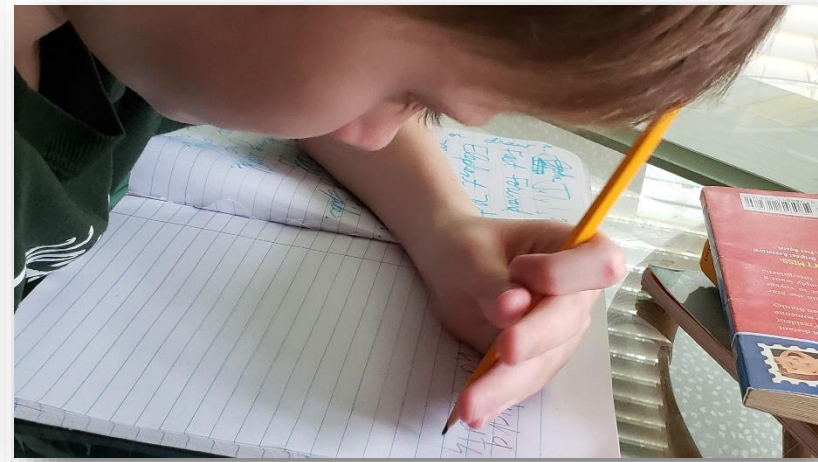




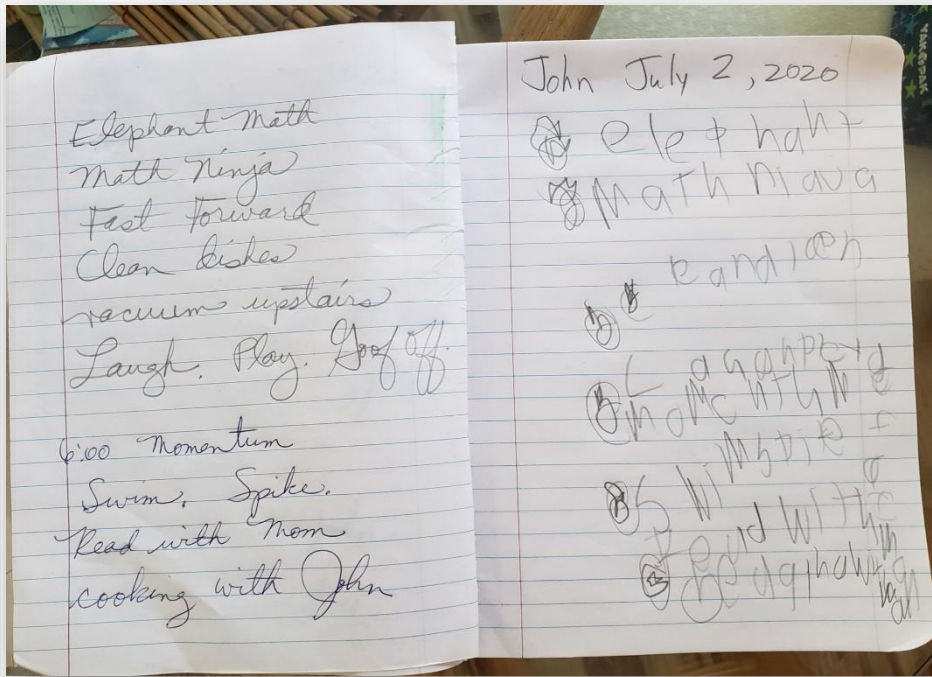
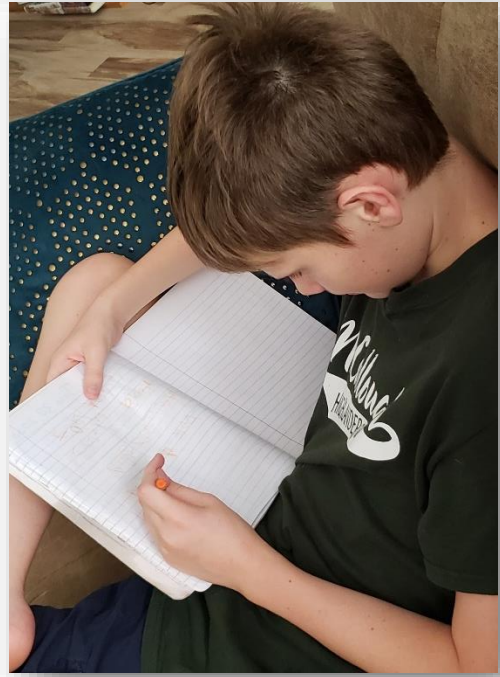
Tuesday, June 30, 2020

fabT	WokU
leison	Coof kly
kolat	goof off
h d l s c h d e r	
CAT	f i n d e r h o i s
o d e k	f o e f g t c h e

We are trying new approaches.
I ask him which he wants to do.

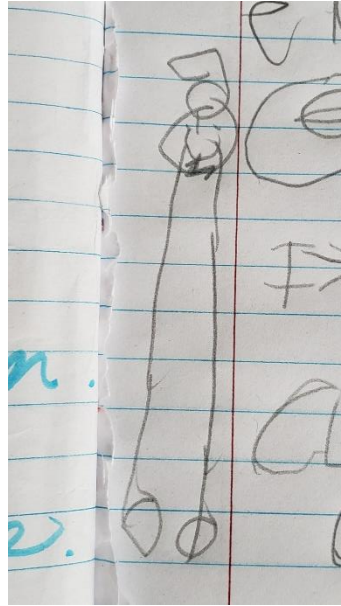


The #List always side-by-side with Mom

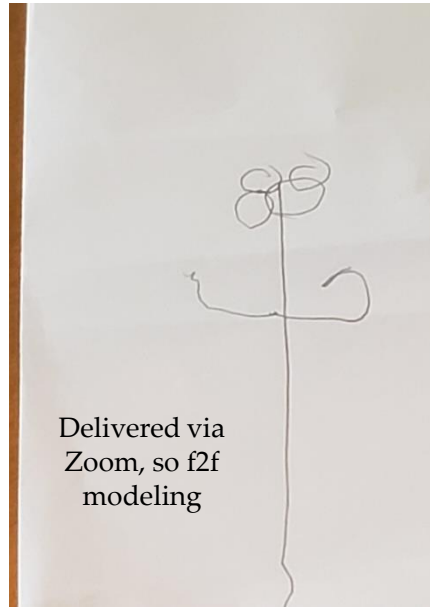


John July 1, 2020
 Fast Forward.
 Elephant Math.
 Math Ninja.
 Read with Mom.
 Laugh. Play. Spike.
 Loof Off.
 Cooking with John.
 Region 4 DLG 2021 All Rights Reserved
 Yess Fisher & Co., LLC

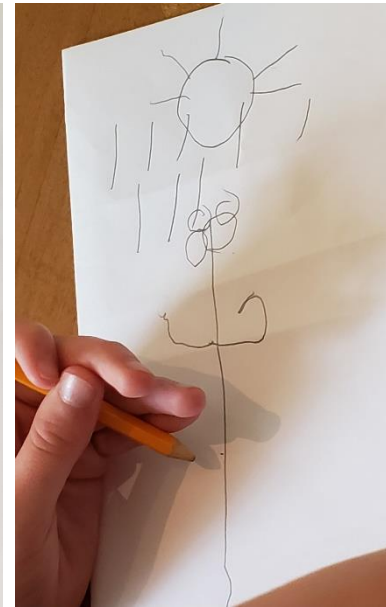
"Draw or cursive?"



The #List always side-by-side with Mom

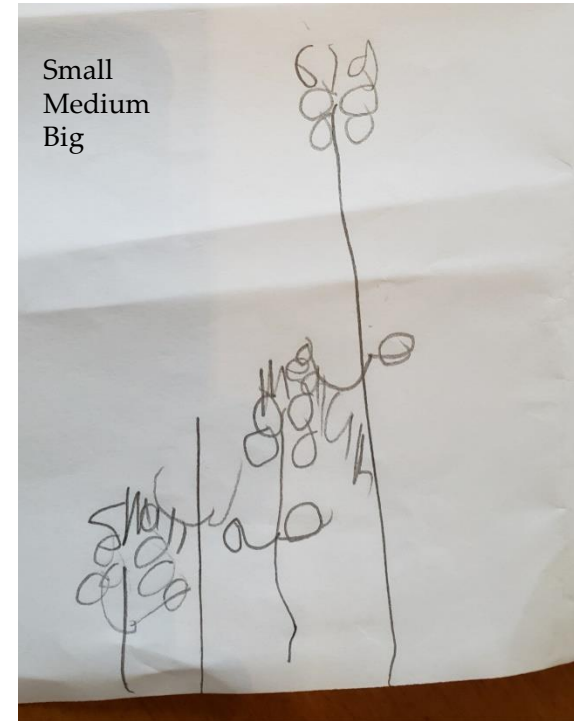


Delivered via Zoom, so f2f modeling



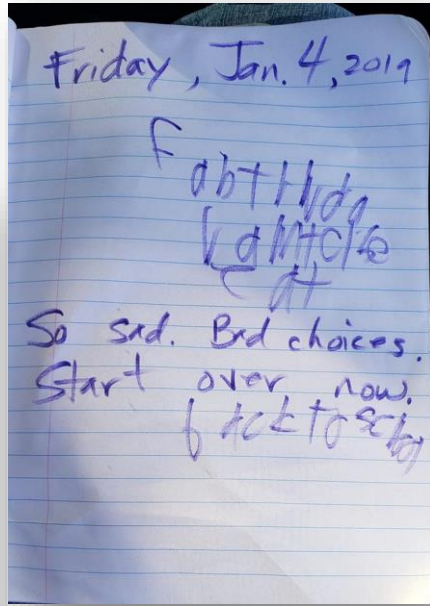
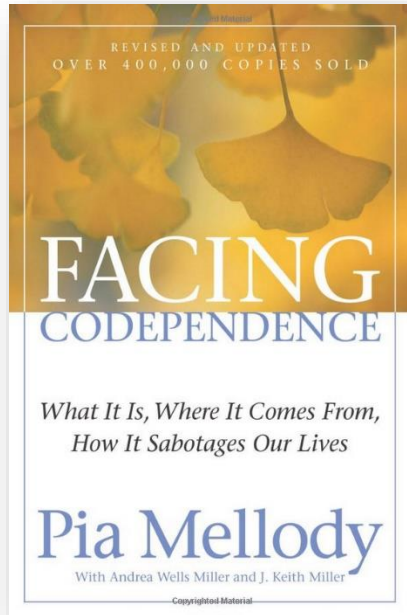
Remembering the story, retelling it.

cursive or draw?
 John July 1, 2020
 Fast Forward.
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 Loof Off.
 Cooking with John.
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Small Medium Big

Boundaries & Manipulation





Brief History

(“Tens of Thousands of Qualified Students” ago.....)

THE DYSLEXIA HANDBOOK

2018 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
NOVEMBER 2018

The screenshot shows two overlapping pages from the Texas Education Agency (TEA) website. The top page is titled "Dyslexia and Related Disorders" and contains the following text:

Dyslexia Handbook
The State Board of Education (SBOE) on November 16, 2018, gave final approval to updates to *The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders* (Dyslexia Handbook). The updates address recent legislative changes and clarify processes regarding identification and services for students, including students with dysgraphia. The updated Dyslexia Handbook is effective immediately.

The handbook contains guidelines for school districts to follow as they identify and provide services for students with dyslexia. In addition, information regarding the state's dyslexia staff and their relation to various federal laws is included.

[The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders](#) (PDF)

Spanish translation coming soon.

[Order printed copies of The Dyslexia Handbook 2018 Update \(English\) from ESC Region 10](#) (outside source)

Related Links
The following resources provide information to support educators providing dyslexia services:

- [Accessible Instructional Materials](#)
- [Accommodation Resources – Classroom/Campus](#) (outside source)
- [Accommodation Resources – State of Texas Assessment Program](#)
- [International Dyslexia Association \(IDA\)](#) (outside source)
- [Technology Integration for Students with Dyslexia](#) (outside source)
- [Texas Center for Learning Disabilities](#) (outside source)

The bottom page is titled "Special Student Populations" and contains the following text:

Special Student Populations
Students enrolled in Texas schools speak more than 120 different languages. Consequently, a growing number of Texas students need help with English language acquisition. Bilingual education and English as a Second Language classes are available for these students. Others programs that focus on particular student needs are early childhood education, dyslexia and Section 504 training, and gifted and talented education. Specialized programs are also available to meet the needs of migrant students and children in foster care.

Bilingual Education and English as a Second Language Instruction
Bilingual education programs and English as a Second Language classes are available to students who are [learning English](#). A Texas English Language Learners [portal](#) provides resources and additional information. Additionally, Title III, Part A of the Elementary and Secondary Education Act (ESEA) aims to ensure that [English language learners](#) (ELL) and immigrant students attain English language proficiency.

Dyslexia
Dyslexia is a special learning disability that is characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities. A [dyslexia](#) handbook, regional contacts and other resources are available.

Education for Homeless Students
Each school district has a staff person designated as the local [homeless education](#) liaison. This person can help families in need find appropriate education services. The [Texas Education Homeless Office](#) is available to provide technical assistance and service to districts that are serving homeless students.

Foster Care
Resources and materials from TEA provide guidance related to the unique circumstances surrounding students who are in the [foster care](#) system and attend Texas public schools. In Texas, nearly 10,000 school-age students are in foster care at any given time.

Gifted and Talented Education
The state's goal for [gifted and talented](#) students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Migrant Education
The Texas [Migrant Education Program](#) (MEP) enrolls approximately 45,000 eligible migrant students out of a total Texas public school enrollment of about five million students. The state's migrant program is the second largest in the country.

Special Education
About one of every eight Texas public school students need [special education](#) services. A wide

Brian Rosenthal
“DENIED”

Laws & Reforms

Elementary & Secondary Education Act (1965) (ESEA)

No Child Left Behind Act (2001) (NCLB)

Every Student Succeeds Act (2015) (ESSA)

JOHN T. FISHER Page 2 of 2 Report Date: MAY
Campus: 170-902-067 MITCHELL INT Class Group: 5TH GRADE

Understanding the STAAR Alternate 2 Report Card

Your child took STAAR Alternate 2 in Spring 2018. Students respond to questions asked by a trained test administrator in a one-on-one setting. Test questions are based on prerequisite skills linked to the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum. The content and skills tested on each STAAR Alternate 2 assessment are grouped together into content categories.

The generic report images below provide details about what information is provided in the STAAR Alternate 2 Report Card.

PERFORMANCE AT A GLANCE
A quick summary of results for all tests the student took this year.

PERFORMANCE LEVEL
For each test you can see the student's exact score, and where the score is in relation to the three performance levels.

STUDENT PORTAL
Parents can log in to the student portal using the unique access code to view student scores online.

Parent Resources
Online family resources for parents/guardians of students accessing the TEKS through state-required skills. For more information visit: <https://www.texasassessment.com/parents>

For more information about STAAR Alternate 2, contact your child's school.

To view your child's scores online and progress from last year, go to www.TexasAssessment.com

STAR Informed Parents. Better Schools.
State of Texas Assessments of Academic Readiness (STAAR) Alternate 2
2018 STAAR Alternate 2 Report Card

JOHN T. FISHER Student ID: *****6400 Local Student ID: 388109 District: 170-902 CONROE ISD Grade: 5
Date of Birth: 09/27/06

As a parent of two children myself, I know that no single test can tell me everything about my children. However, the STAAR Alternate 2 tests have been designed to provide useful information about how much our children have learned academically and how well prepared they are for what comes next. This report gives you information on how your child is performing on prerequisite skills aligned to your child's grade level and provides resources for you to help them learn even more.

Mike Morath, Commissioner of Education

STAAR Alternate 2

PERFORMANCE
Level I: Developing students require additional instructional supports.
Level II: Satisfactory students are sufficiently prepared for the next grade or course with instructional supports.
Level III: Exceeding students are well prepared for the next grade or course with instructional supports.

Your Child's Performance at a Glance

Subject	Performance Level
Reading	Level II: Satisfactory
Mathematics	Level II: Satisfactory
Science	Level II: Satisfactory

Reading Spring 2018
Satisfactory (111-299) | Developing (100-299) | Satisfactory (300-386) | Accomplished (387-507)

Mathematics Spring 2018
Satisfactory (111-299) | Developing (111-299) | Satisfactory (300-378) | Accomplished (379-485)

Science Spring 2018
Satisfactory (111-299) | Developing (111-299) | Satisfactory (300-386) | Accomplished (387-500)

CATEGORY
1. Understanding/Analysis Across Genres 6 of 16
2. Understanding/Analysis of Literary Texts 10 of 16
3. Understanding/Analysis of Informational Texts 10 of 16
TOTAL 26 of 48

CATEGORY
1. Numerical Representations and Relationships 12 of 16
2. Computations and Algebraic Relationships 8 of 8
3. Geometry and Measurement 7 of 8
4. Data Analysis and Personal Financial Literacy 7 of 8
TOTAL 34 of 40

CATEGORY
1. Matter and Energy 6 of 8
2. Force, Motion, and Energy 6 of 8
3. Earth and Space 14 of 16
4. Organisms and Environments 6 of 8
TOTAL 32 of 40

To view your child's scores online and progress from last year, go to www.TexasAssessment.com

SPED
Acronyms

US Dept. of Ed.

“We are using Fountas and Pinnell LLI system. We were using the blue books. The books are numbered and I think we were on about the low 40s...”

Community Online Resources Leveled Books Website ODMS

Fountas & Pinnell LITERACY™
ELEVATING TEACHER EXPERTISE

Log In Join Our Community! Search for topics and resources

EXPLORE FP Literacy EXTEND Your Expertise ENGAGE With Peers

Visit other FPL sites Shop

Home / Explore / Intervention / Leveled Literacy Intervention (LLI)

Leveled Literacy Intervention (LLI)

The *Fountas & Pinnell Leveled Literacy Intervention* is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. *LLI* turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.

What Works Clearinghouse™
Finds **Positive Effects** for Beginning Readers in Fountas & Pinnell's *Leveled Literacy Intervention* System

READ THE REPORT NOW

EXPLORE FP Literacy EXTEND Your Expertise ENGAGE With Peers Visit other FPL sites

What is it? Who is it for? What is inside? How is it implemented

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

Fountas & Pinnell
Leveled Literacy Intervention K-12

LLI Orange System Levels A-E Grade K	A B C D
LLI Green System Levels A-K Grade 1	E F G H
LLI Blue System Levels C-N Grade 2	I J K
LLI Red System Levels L-Q Grade 3	L M N O
LLI Gold System Levels O-T Grade 4	P Q R S
LLI Purple System Levels R-W Grade 5	T U V W
LLI Teal System Levels U-Z Grade 6-12+	X Y Z

Other Interventions To Use

If you are looking for new ideas for preschool phonics, I met this resource on Tuesday at Preschool Teacher Adventure Conference (PTAC):

"Here are links to the phonics program that my teaching partner and I use in our Kindergarten classrooms. It is multi-sensory in that the student sees the letter, sees its picture, does the motion that goes with it, and says its sound. This program is something we put together using various sources that we have gathered over the years."

The 2nd link is in the comments.

Thanks, Jenneane Guarini.

<https://www.youtube.com/watch?v=PvXo2YZFnCA>

<https://www.youtube.com/watch?v=QNzHefHdR8Q&t=158s>

Someone Told Me About

Handel's Water Music classical
Colors: "What color is addition?"
"...Subtraction?"
"Language Arts?"

Irlens filters; colored paper

Other Interventions

[Read Naturally](#)

[Lindamood-Bell](#)

[CogMed](#)

[Let's Read](#)

[All About Reading](#)

Mindful

(Your Child's Version)



This Photo by Unknown Author is licensed under [CC BY](#)

“Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a “right” or “wrong” way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we’re sensing in the present moment rather than rehashing the past or imagining the future.”

Curricular LRE: Intrinsic Motivators Toward Academic Mastery, Preparing to Live in LRE as an Adult.

As parents, we are gravely concerned that with the loss of neuro-typical peer modeling in academic mastery, there is less intrinsic incentive and no neuro-typical peer model for anything on a higher plane.

300.116(d)

34 Code of Federal Regulations § 300.116. Placements.

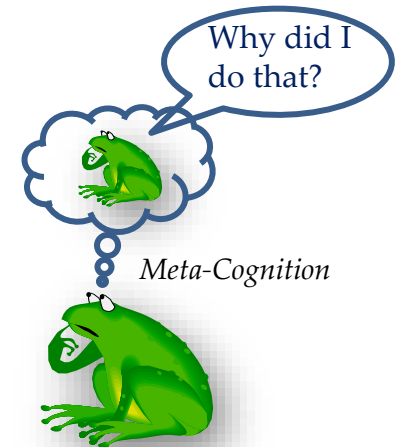
In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that —

...

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and

...

Last Amended: 71 FR 46765, Aug. 14, 2006
Entered: May 28, 2009



Emotional Self-Regulation



John Fisher ARD 2019-2020

(7th grade)

Held 12.4.19

(Please add to the deliberations)



Trigeminal Nerve
Improvements for Improved
Expressive Speech

Word Decoding,
Phonetic
Awareness



Taekwondo



McC Band at the Playoff Game



Still in Love with the
Bus

Explicit Instruction, Word Decoding, Word Building, Phonetic Awareness Reading, Retelling the Story, Critical Thinking & Executive Function, OG-Based




Conroe ISD
 3205 W. Davis, TX
 Conroe, TX 77304 -

John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 1.1 Goal Focus: Language Arts 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

7.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. **8.5 Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

By the end of the IEP year, given adapted grade level text read orally and pre-teaching of content vocabulary, John will use a paper copy of the text to complete a fill in in the blank assignment proving his response by highlighting the text with 80% accuracy on 4/5 opportunities.

Duration: 12/03/2019 to 12/05/2020

Language of Delivery: English, Grade Level:

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
1		By the end of the 1st grading period (Dec 2019), given adapted grade level text read orally and pre-teaching of content vocabulary, John will use a paper copy of the text to complete a fill in in the blank assignment proving his response by highlighting the text with 50% accuracy on 1/5 opportunities.
2		By the end of the 2nd grading period (Mar 2020), By the end of the 1st grading period, given adapted grade level text read orally and pre-teaching of content vocabulary, John will use a paper copy of the text to complete a fill in in the blank assignment proving his response by highlighting the text with 50% accuracy on 2/5 opportunities.
3		By the end of the 3rd grading period (May 2020), given adapted grade level text read orally and pre-teaching of content vocabulary, John will use a paper copy of the text to complete a fill in in the blank assignment proving his response by highlighting the text with 60% accuracy on 1/5 opportunities.
4		By the end of the 4th grading period (Oct 2020), given adapted grade level text read orally and pre-teaching of content vocabulary, John will use a paper copy of the text to complete a fill in in the blank assignment proving his response by highlighting the text with 70% accuracy on 4/5 opportunities.

*TX Reading Inst
(TRDI)
Fast Forward*



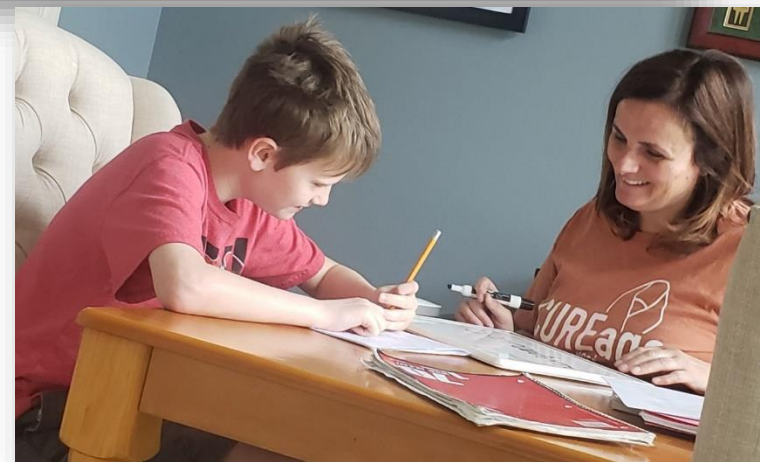
Addressing Dyslexia & Dysgraphia

Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards



Texas Reading Institute – The Woodlands

Tracy Niznik
Texas Reading Institute – The Woodlands
August 16, 2019

To whom it may concern,

I have had the pleasure of working with John Fisher since March, 2019 when he transferred to our new Woodlands Location. John started explicit reading instruction with Family Literacy Center located in Houston, Texas, March of 2018. John receives two hours of explicit reading instruction weekly and completes 20-30 minutes of a home program most days of the week. Since beginning the program in March 2018, John has shown progress in his phonemic awareness and reading fluency.

Initial Code Knowledge testing (March 2018) indicated that John was able to identify 2/5 short vowel sounds, 1/20 one letter consonant sounds, 0/6 consonant diagraphs, 0/7 obligatory diagraphs, 0/12 variant vowel diagraphs. John was not able to blend or segment any 2, 3, 4, or 5 sound words.

Current Code Knowledge testing (August 2019) indicated that John was able to identify 5/5 short vowel sounds, 20/20 one letter consonant sounds, 6/6 obligatory diagraphs, 7/12 Variant vowel diagraphs. John was able to blend 27/27 - 2, 3, 4, 5 sound words and he was able to segment 31/36 words for a total of 107/117 sounds.

Currently, he is working on multi-syllable words in Advanced Code, which will strengthen his ability to identify and learn new sounds pictures as they occur in reading thereby increasing reading fluency (i.e. /oe/ - [OE] toe, [OA] boat, [OW] low, [O] no) John does very well identifying these sounds when reading and is beginning to be able to remember these sounds when prompted to think and

write the various ways in which a sound can be represented in a word. He is able to identify the most reliable sounds and sound pictures and is improving remembering the less reliable ways. (he does this with approximately a 25% accuracy rate) We have also begun incorporating explicit comprehension instruction to help with John's ability to think about what he is reading and make connects to the real world.

John began this program without the sufficient sound-handling skills (phonemic awareness) to sense the two sounds in a two-letter word. He now can do this with ease. Our plan is to continue to move forward to the ultimate goal of grade level reading with fluency and comprehension. John has shown progress and will continue to be guided to achieve this goal.

Tracy Niznik

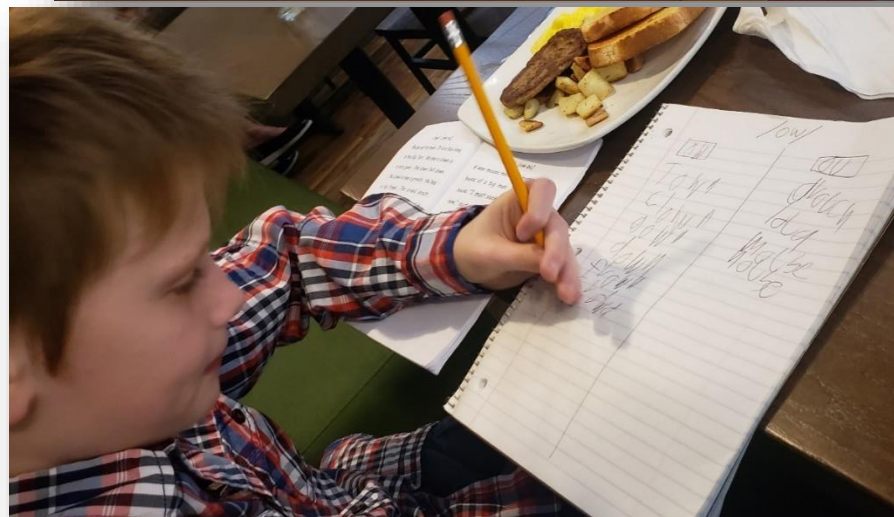
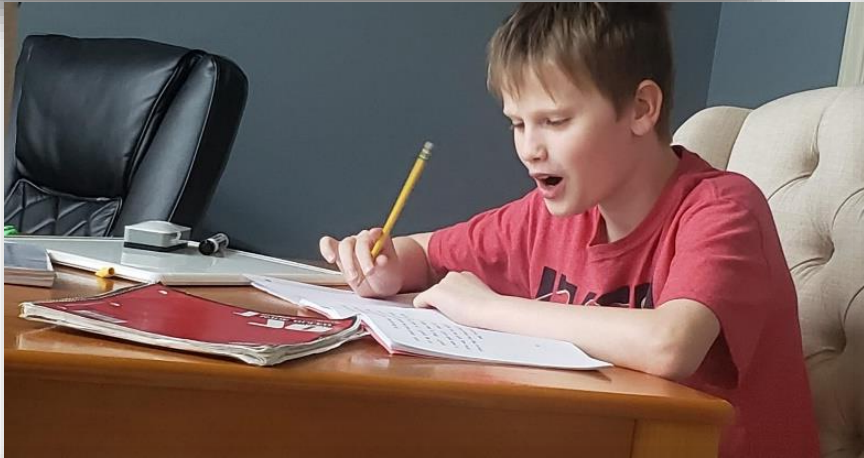


Owner Texas Reading Institute – The Woodlands

281-9391765

tri.woodlands@gmail.com

Big Red Flag
here



Conroe ISD
 3205 W. Davis, TX
 Conroe, TX 77304 -

John Fisher 368109 707704956 McCullough Junior High 09/27/2006
 NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:
 Goal Number: 1.2 Goal Focus: Writing 7th, 8th

Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

(7.21) [Oral and] Writing Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. The student is expected to (A) spell correctly, including using various resources to determine and check correct spellings. 8.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
 By the end of the IEP year, given a personal information model, a job application/resume, and verbal cues to refocus John will fill out a job application/resume using his personal information by typing/writing it on a personal resume with 80% accuracy.

Duration: 12/05/2019 to 12/03/2020
 Language of Delivery: English Grade Level:

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	1	By the end of the 1st grading period (Dec 2019) given a personal information model, a job application/resume, and verbal cues to refocus John will fill out a job application/resume using his personal information by typing or by writing it on a form with 70% accuracy.
	2	By the end of the 2nd grading period (Mar 2020) given a personal information model, a job application/resume, and verbal cues to refocus John will fill out a job application/resume using his personal information by typing or by writing it on a form with 85% accuracy.
	3	By the end of the 3rd grading period (May 2020) given a personal information model, a job application/resume, and verbal cues to refocus John will fill out a job application/resume using his personal information by typing or by writing it on a form with 80% accuracy.
	4	By the end of the 4th grading period (Oct 2020) given a personal information model, a job application/resume, and verbal cues to refocus John will fill out a job application/resume using his personal information by typing or by writing it on a form with 70% accuracy.

Implementer: Special Education Teacher and Staff
 Method of Evaluation: Work Samples
 Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
 Concurrent with the issuance of report cards

How about composing a paragraph, an essay? We do applications with him.
 *
LSCM essays
We are working on dysgraphia constantly.

Duration of Services: 12/07/2018 - 12/06/2019

9/10/2019 Reports

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Home Manage **Results** Resources

Fast ForWord® Reading Assistant Plus Gains

Select Report **Progress History** What is this Date Range Custom

12-01-2017 09-10-2018 GO

« Previous Student | Next Student »

« Back to Group

John Fisher View Profile

John Fisher's Averages
Product: Foundations II Protocol: 30 minutes / 5 days

Completion Rate	Attendance	Participation	Alerts
58%	92%	93%	1

Completion History for Foundations II

Jumper Gym 46% Polar Planet 100% Tomb Trek 100%
 Paint Match 100% Cosmic Reader 30%

Foundations II Progress

Complete Goal (Avg/Week)	Complete Actual (Avg/Week)	Complete Overall (By end of data range)	Status	Last Used
6%	4%	75%		9/5/19

9/18/18 - 10/18/18
3/4/19 - 5/20/19
5 month pause.

Completion and Error Reports coming in 2019.

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https://ondemand2.scilearn.com/slc/results/overview# 1/1

9/10/2019 Reports

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Fast ForWord® Reading Assistant Plus Gains

Select Report **Progress History** What is this Date Range Custom

06-30-2018 09-19-2018 GO

« Previous Student | Next Student »

« Back to Group

John Fisher View Profile

John Fisher's Averages
Product: Reading Level 1 Protocol: Mixed

Completion Rate	Attendance	Participation	Alerts
49%	86%	94%	0

Completion History for Reading Level 1

Bear Bags 100% Bedtime Beasties 100% Magic Rabbit 100%
 Buzz Fly 100% Flying Fish 100% Quail Mail 100%

Reading Level 1 Progress

Complete Goal (Avg/Week)	Complete Actual (Avg/Week)	Complete Overall (By end of data range)	Status	Last Used
14%	5%	100%	✓	9/18/18

Completion Details Expand All

Activity	Last Participation
Bear Bags	07/13/2018
Bedtime Beasties	09/18/2018
Buzz Fly	09/17/2018
Flying Fish	07/07/2018

https://ondemand2.scilearn.com/slc/results/overview# 1/2

Fast ForWord®

9/10/2019 Reports

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Home Manage **Results** Resources

Fast ForWord® Reading Assistant Plus Gains

Select Report **Progress History** What is this Date Range Custom

12-01-2017 09-10-2018 GO

« Previous Student | Next Student »

« Back to Group

John Fisher View Profile

John Fisher's Averages
Product: Language v2 Protocol: 30 minutes / 5 days

Completion Rate	Attendance	Participation	Alerts
9%	89%	90%	1

Completion History for Language v2

Sky Gym 0% Moon Ranch 38% Robo-Dog 26% Ele-Bot 15%
 Space Commander 16% Hoop Nut 8% Whalien Match 55%

Language v2 Progress

Complete Goal (Avg/Week)	Complete Actual (Avg/Week)	Complete Overall (By end of data range)	Status	Last Used
12%	1%	22%		4/27/18

Completion Details Expand All

Activity	Last Participation
Ele-Bot	04/27/2018
Hoop Nut	04/23/2018
Moon Ranch	04/27/2018
Robo-Dog	04/25/2018

https://ondemand2.scilearn.com/slc/results/overview# 1/2

9/10/2019 Reports

Home Manage **Results** Resources

Fast ForWord Reading Assistant Plus Gains

Select Report **Progress History** What is this Date Range Custom

« Back to Group « Previous Student | Next Student »

John Fisher View Profile Products Reading Level 2

John Fisher's Averages Product: Reading Level 2 Protocol: 30 minutes / 5 days

Completion Rate	Attendance	Participation	Alerts
25%	86%	94%	1

Completion History for Reading Level 2

- Dog Bone 4%
- Magic Bird 78%
- Leaping Lizards 12%
- Bear Bags: More Lunch 100%
- Fish Frenzy 100%
- Ant Antics 25%

Reading Level 2 Progress

Complete Goal (Avg/Week)	Complete Actual (Avg/Week)	Complete Overall (By end of date range)	Status	Last Used
13%	2%	53%		3/1/19

Completion Details Expand All

Product	Last Participation
Ant Antics	03/01/2019
Bear Bags: More Lunch	01/04/2019
Dog Bone	03/01/2019
Fish Frenzy	12/24/2018

https://ondemand2.scllearn.com/scl/results/overview#_

9/10/2019 Reports

Home Manage **Results** Resources

Fast ForWord Reading Assistant Plus Gains

Select Report **Progress History** What is this Date Range Custom

« Back to Group « Previous Student | Next Student »

John Fisher View Profile Products Foundations I

John Fisher's Averages Product: Foundations I Protocol: 30 minutes / 3 days

Completion Rate	Attendance	Participation	Alerts
70%	92%	89%	0

Completion History for Foundations I

- Sky Gym 100%
- Moon Ranch 100%
- Robo-Dog 100%
- Ele-Bot 100%
- Space Commander 100%
- Hoop Nut 100%
- Whalien Match 100%

Foundations I Progress

Complete Goal (Avg/Week)	Complete Actual (Avg/Week)	Complete Overall (By end of date range)	Status	Last Used
6%	7%	100%	✓	5/20/19

Completion Details Expand All

Product	Last Participation
Ele-Bot	05/20/2019
Hoop Nut	03/17/2019
Moon Ranch	04/18/2019
Robo-Dog	05/02/2019

*9/18/18 - 10/18/18
3/14/19 - 5/20/19
5 months pause*

https://ondemand2.scllearn.com/scl/results/overview#_

9/10/2019 Reports

Home Manage **Results** Resources

Fast ForWord Reading Assistant Plus Gains

Select Report **Progress History** What is this Date Range Custom

« Back to Group « Previous Student | Next Student »

John Fisher View Profile Products Foundations II

John Fisher's Averages Product: Foundations II Protocol: 30 minutes / 5 days

Completion Rate	Attendance	Participation	Alerts
58%	92%	93%	1

Completion History for Foundations II

- Jumper Gym 46%
- Polar Planet 100%
- Tomb Trek 100%
- Paint Match 100%
- Cosmic Reader 30%

Foundations II Progress

Complete Goal (Avg/Week)	Complete Actual (Avg/Week)	Complete Overall (By end of date range)	Status	Last Used
6%	4%	75%		9/8/19

Completion and Error Reports coming in 2019.

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https://ondemand2.scllearn.com/scl/results/overview#_



Conroe ISD
3205 W. Davis, TX
Conroe, TX 77304 -

John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 2.1 Goal Focus: Math 7th, 8th
 Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

(7.2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. (Supporting Standard)

(8.2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms.

By the end of his IEP year, with and without a calculator, picture supported text, verbal cues to focus on the task, and oral presentation of written material, John will solve a variety of real world math problems involving fractions, clocks, data, and money with an average of at least 70% accuracy.

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
1		By the end of his first grading period Dec. 2019, with and without a calculator, picture supported text, verbal cues to focus on the task, and oral presentation of written material, John will solve a variety of real world math problems involving fractions, clocks, data, and money with an average of at least 60% accuracy.
2		By the end of his second grading period March 2020, with and without a calculator, picture supported text, verbal cues to focus on the task, and oral presentation of written material, John will solve a variety of real world math problems involving fractions, clocks, data, and money with an average of at least 55% accuracy.
3		By the end of his third grading period May 2020, with and without a calculator, picture supported text, verbal cues to focus on the task, and oral presentation of written material, John will solve a variety of real world math problems involving fractions, clocks, data, and money with an average of at least 60% accuracy.
4		By the end of his fourth grading period Oct. 2020, with and without a calculator, picture supported text, verbal cues to focus on the task, and oral presentation of written material, John will solve a variety of real world math problems involving fractions, clocks, data, and money with an average of at least 65% accuracy.

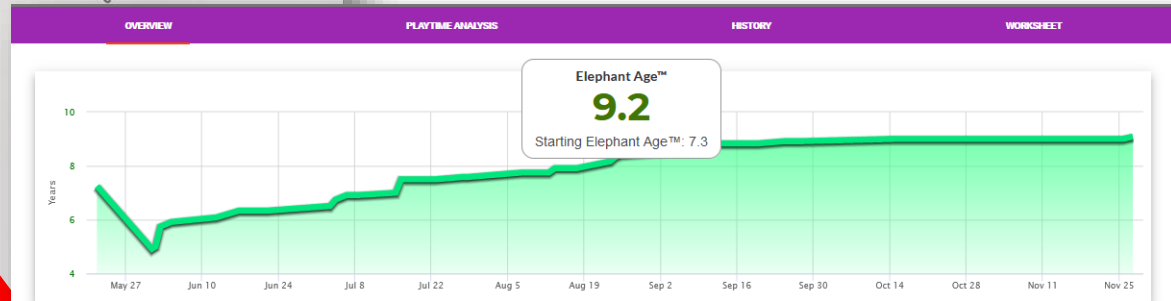
Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goals
 Concurrent with the issuance of report cards

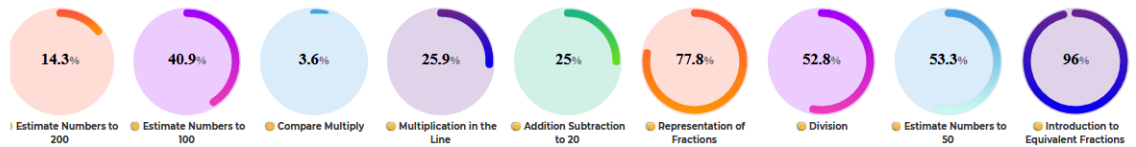
Elephant Math

I have shared these with you before. It is the best-accredited **Math** program I have found to address dyscalculia to fit into our rigorous after school schedule of interventions.



ACTIVE CURRICULUM

(Click on a subject for more information)



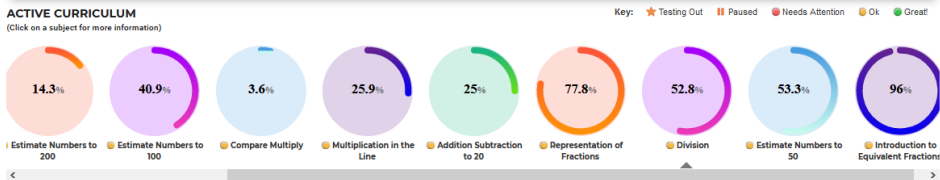
John's Statistics

Playtime: 76.6 min
 Avg Playtime: 31.7 sec
 Passed: 56
 Attempted: 145

Addition Subtraction: Comparison

The comparison addition and subtraction problems are the hardest for children. They need to solve an addition or subtraction problem and they need to understand the language. A sentence like "the right region has 7 more objects than the left region" carries two pieces of information: (1) the right region has more objects and (2) it has 7 more. Children need many experiences with these problems to become familiar and comfortable with them.

The simplest case consists on identifying the region with more (or with less) objects and the difference. Then we have the problems like this one: "The left region has 6 objects and the right region has 7 more objects than the left region. How many objects does the right region have?". In this case the word "more" suggests addition which is correct. The hardest type of problems will be done in a later topic. They are like this: "The left region has 6 objects and the left region has 5 fewer objects than the right region. How many objects does the right region have?". In this case the word "fewer" suggests subtraction, but this is not correct. We need to add. Even some adults have difficulties with problems like these. To avoid these problems, we need to represent the problem in our mind.



John's Statistics

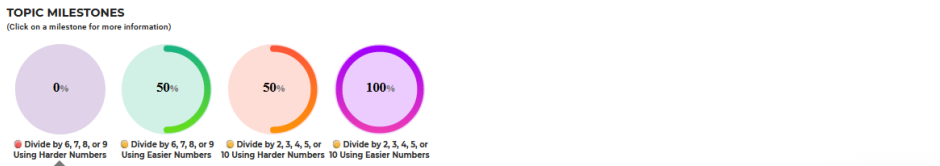
Playtime: 33.1 min
Avg Playtime: 16.0 sec
Passed: 65
Attempted: 124

TEST OUT PAUSE

Division

In this topic John will practice single digit division questions in concrete situations that emphasize understanding. The skills and understanding will become the foundation of future concepts.

We use two models of division: equal groups and equal rows or arrays. Each model has advantages and together they enrich John's understanding of division. Children need a lot of practice and they need to spend a lot of time working on these type of problems to reach fluency.



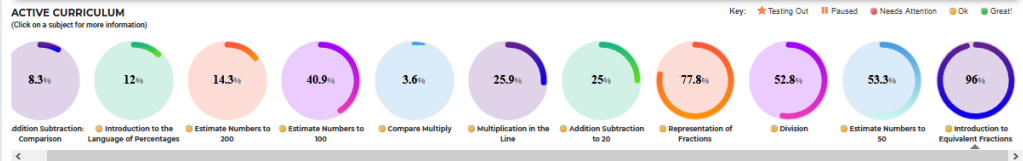
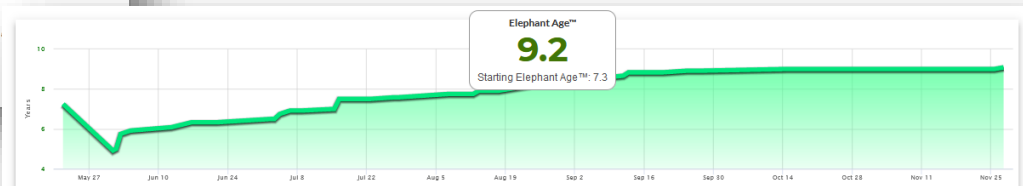
John's Statistics

Playtime: 0.3 min
Avg Playtime: 19.0 sec

Divide by 6, 7, 8, or 9 Using Harder Numbers

John is solving division problems for the tables of 6, 7, 8, or 9 using harder numbers (multiples of 6, 7, 8, or 9). The problems are concrete and conceptual representation of division using equal groups and equal rows.

What John is working on:
(Click To Try The Activity)



John's Statistics

Playtime: 45.3 min
Avg Playtime: 19.4 sec
Passed: 84
Attempted: 140

TEST OUT PAUSE

Introduction to Equivalent Fractions

In this topic John will be exposed to one of the most important fraction topics: Equivalent Fractions. This topic uses objects, area, and the number line to help John realize that fractions have many names.



John's Statistics

Equivalent Fractions: Fourths and Fifths

John is solving problems that help him realize that fractions have many names, like 1/2 and 2/4 for example. He is working with fractions that have denominator equal to 4 or 5 and in concrete situations.

Question? Contact Us Here

#ThirdKid Stories

Bus Culture Desire & SEL Motivation

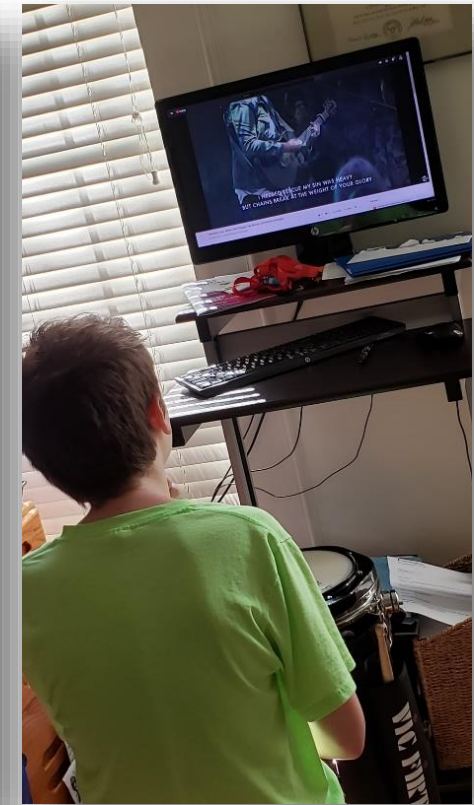
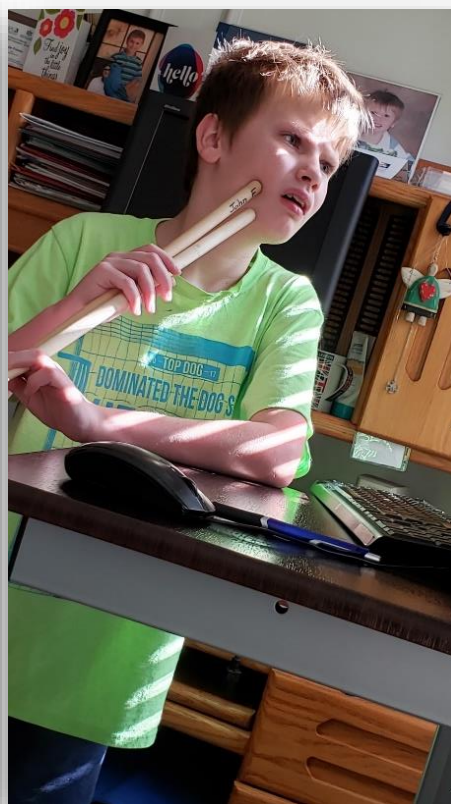
(note the PB sandwich v. phone)



TWUMC Confirmation Academic Achievement, SEL, Neurotypical Peer Modeling



SEL
also



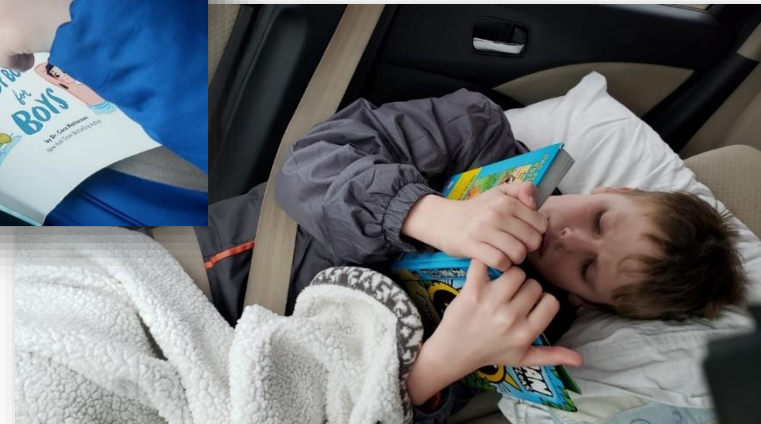
TWUMC Online Messages, Media Team & Music – Curricular LRE

John takes a very keen interest in the captions, the music, the lyrics, the messages.

Continued After School Interventions

Academics, nutrition, methylation & SEL
to improve focus, joint attention,
executive function and clarity of thinking

All in Curricular LRE Academic & Social Settings



Consequences to the Child

- Anxiety v. Confidence
- Shame v. Pride
- Guilt v.
- Fear v. Joy
- Hiding v. Risk Taking
- Social Isolation v. Belonging
- Object of Mockery v. Respected
- Anger v. Self-Control
- Physical Loss v. Resilience
- Self Harming v. Poised
- Loss of Happiness v.
- Individual Reaction to Disapproval v. Self Esteem
- Natural *
- Unintended *



* My favorites !

Fitting Interventions for Learning Differences Into Your Busy Life

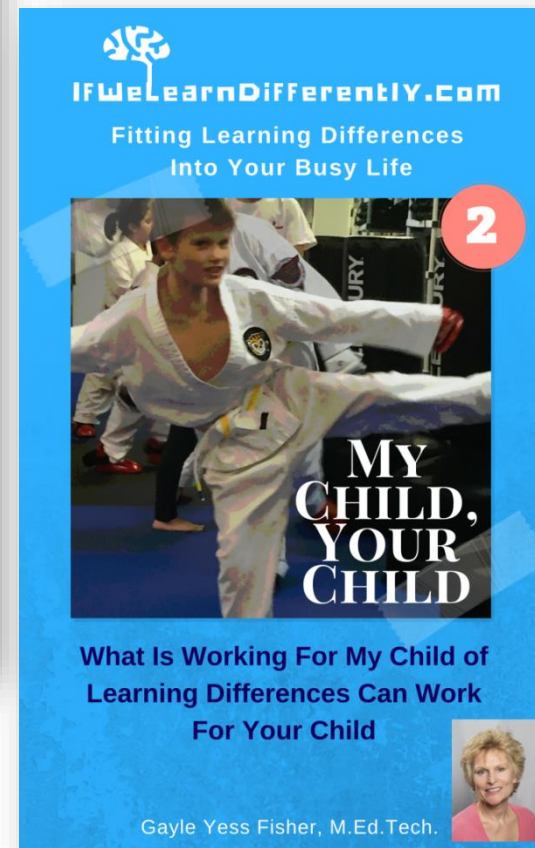
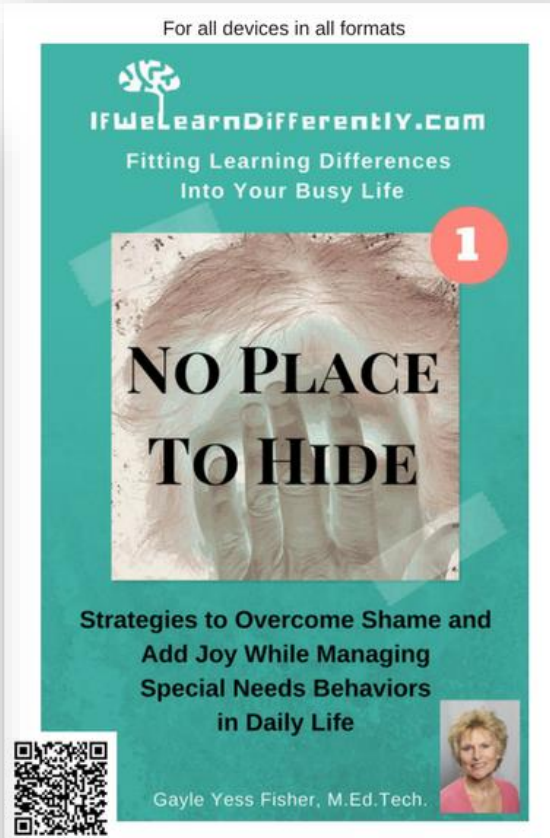
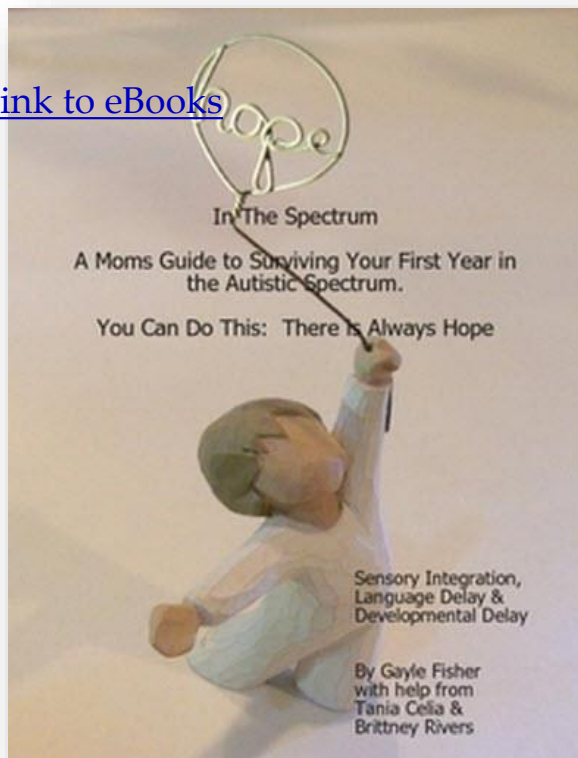
Reduce Shame & Fear. Increase Joy.



Also an eBook series.
So you always have new ideas
close by.



[Link to eBooks](#)



Appendix: Over 10 single-spaced,
full-sized pages of John's medical
history



Train the Trainer Collaborations [link](#)



NEW CANEY ISD
A SHINING STAR IN TEXAS EDUCATION



GETTING SORTED



HOME ABOUT APRENDEMOS DIFERENTE IF WE LEARN DIFFERENTLY OUR TRAINING CENTER [PODCASTS](#) SIBLINGS WORKSHOPS COLLABORATIONS EVENTS



Simplify

May 18, 2020

▶ **Simplify**
Gayle Y. Fisher Download

So, It Is Magic? No, It Is Neurology.

2020

- Neural Pathways
- Sensory Integration
- Self-Directed Learning and Intrinsic Motivation
- Phonetic Awareness & Executive

GETTING SORTED.COM

501 (c) (3) EIN: 46-3532301

Working together to raise the community's awareness and to provide families, caregivers, and professionals the tools necessary to enlighten, engage and educate children of learning differences.

Providing typical siblings customized social meet-ups and educational scholarships to enable them to have normal life experiences outside the challenges of the immediate family circle.



Special Needs Sibs



Our Training Center



Collaborations



If We Learn Differently



Workshops



First Responder Support



Aprendemos Diferente

If you want to be on my listserv (or get notes of this workshop), please get out your phones and register at:

<https://rebrand.ly/Notes>

GETTING SORTED



**IMPROVING AND CONNECTING THE
WORLD OF LEARNING DIFFERENCES**

**IF LEARNING DIFFERENCES
ARE THE CHALLENGE,
WHICH TOOLS WOULD
HELP YOUR FAMILY?**

COME JOIN OUR TEAMS!

Gayle Y. Fisher, M.Ed., Ed. Tech.
Gayle.Fisher@usa.net
@GayleFisher
713.594.9750
GettingSorted.com

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Social Emotional Learning

Movement-Based (Learning), Well-Running Machine

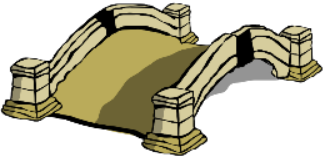


Self-Directed Academic Learning

Intrinsic Motivation



Positive Behavioral Re-Direction & Self-Regulation



Allergies and Inflammation

Dr. Stephen Miles, All-Seasons Allergy

Primary Immune Medical Advisory Committee

<http://primaryimmune.org/about/idf-medical-advisory-committee>



Immunoglobulins: Sensitivities (IgG) c/w Nearly-fatal (IgE);

We personally had an auto-immune over-reaction to fire ant venom

YouTube video on High School Biology lecture

http://www.youtube.com/watch?v=-FrGw_C90eA&feature=related

Special thanks to Dr. Stephen Miles and Dr. Ron Grabowski (Spectracell) for their help in solving some of our mysteries

<http://en.wikipedia.org/wiki/Allergy>

<http://www.webmd.com/cold-and-flu/immune-system>

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Healing the Immune System



Dr. Kendal Stewart, NeuroSensory Centers Podcasts

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Neurotransmitters <http://www.autismone.org/content/episode-9-neurotransmitters>

Viruses <http://www.autismone.org/content/episode-8-viruses>

All Pathogens <http://www.autismone.org/content/episode-3-pathogens-viruses-bacteria-and-yeast>

More: <http://www.autismone.org/content/kendal-stewart-md-lisa-hunter-ryden-parent-and-physician-partnership-healing-our-children>

Understanding Our Immune Systems



Salmon Khan, [KhanAcademy.org](https://www.khanacademy.org)

- Viruses <http://khanexercises.appspot.com/video?v=0h5Jd7sgQWY>
- Bacteria <http://khanexercises.appspot.com/video?v=TDoGrbpJJ14>
- Immune System http://khanexercises.appspot.com/video?v=O1N2rENXq_Y
- Immune System <http://khanexercises.appspot.com/video?v=rp7T4IItbtM>
- Helper T Cells <http://khanexercises.appspot.com/video?v=uwMYpTYsNZM>
- B Cells <http://khanexercises.appspot.com/video?v=Z36dUduOk1Y>
- Cytotoxic T Cells <http://khanexercises.appspot.com/video?v=oqI4skjr6lQ>
- Review <http://khanexercises.appspot.com/video?v=xaz5ftvZCyI>
- Inflammation <http://khanexercises.appspot.com/video?v=FXSuEIMrPQk>
- Anatomy of a Neuron <http://www.khanacademy.org/science/biology/human-biology/v/anatomy-of-a-neuron>
- Neural Synapses <http://www.khanacademy.org/science/biology/human-biology/v/neuronal-synapses--chemical>
- More: <http://www.KhanAcademy.org>

What is Methylation?

- “the installation of a methyl group” (methyl-folate)
- “the gas for our car”
- A cellular status that is ready to heal or recover. (1)

[Link to Wikipedia](https://en.wikipedia.org/wiki/Methylation) <https://en.wikipedia.org/wiki/Methylation>

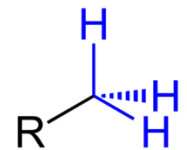
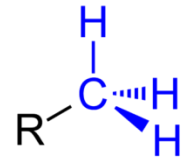
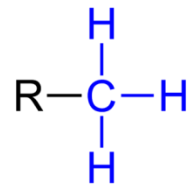
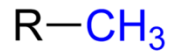
[Link to KhanAcademy.org](https://www.khanacademy.org/test-prep/mcat/biomolecules/dna/v/protein-modifications) <https://www.khanacademy.org/test-prep/mcat/biomolecules/dna/v/protein-modifications>

[Link to another episode in KhanAcademy.org](https://www.khanacademy.org/test-prep/mcat/behavior/behavior-and-genetics/v/regulatory-genes) <https://www.khanacademy.org/test-prep/mcat/behavior/behavior-and-genetics/v/regulatory-genes>

[Link to http://genesdev.cshlp.org/content/16/1/6.long](http://genesdev.cshlp.org/content/16/1/6.long)

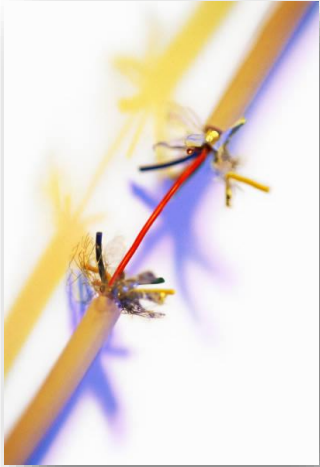
[Link to Dr. L. Wilson article on methylation:](http://drlwilson.com/Articles/METHYLATION.htm)
<http://drlwilson.com/Articles/METHYLATION.htm>

(1) [Link](http://coffeewithdrstewart.podbean.com/e/methylation-mutations-treatment-intermediate-level-webinar/) <http://coffeewithdrstewart.podbean.com/e/methylation-mutations-treatment-intermediate-level-webinar/>



More Than You Wanted to Know

About Myelination



(Wikipedia) “The main purpose of a myelin layer (or sheath) is to increase the speed at which [impulses](#) propagate along the myelinated fiber. [Schwann cells](#) supply the myelin for the [peripheral nervous system](#).”

Myelin was discovered in 1854 by [Rudolf Virchow](#).^[1] Myelinated axons are white in appearance, hence the "white matter" of the brain.

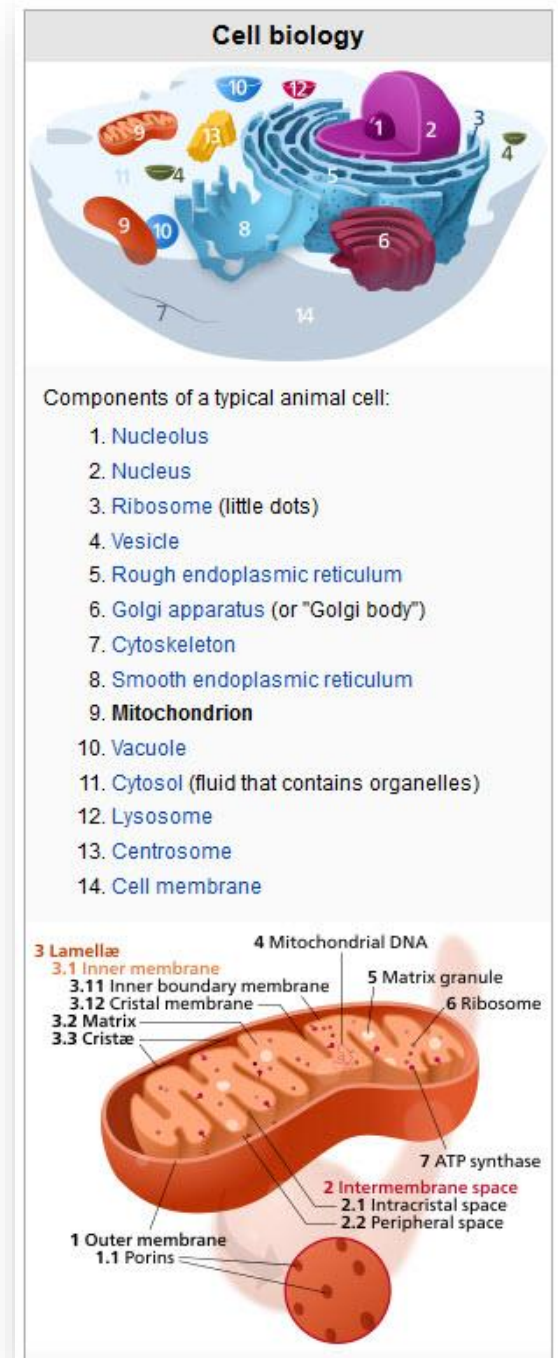
Myelin helps to insulate the axons. When a peripheral fiber is severed, the myelin sheath provides a track along which regrowth can occur. However, the myelin layer does not ensure a perfect regeneration of the nerve fiber. Some regenerated nerve fibers do not find the correct muscle fibers, and some damaged motor neurons of the [peripheral nervous system](#) die without regrowth. Damage to the myelin sheath and nerve fiber is often associated with increased functional insufficiency.

Mitochondria

Mitochondria

“Mitochondria have been described as "the powerhouse of the cell" because they generate most of the cell's supply of ...chemical energy.^[4]”

[Link to Wikipedia](#)





John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 1.2 Goal Focus: Writing 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

(7.21) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. The student is expected to (A) spell correctly, including using various resources to determine and check correct spellings. 8.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

By the end of the IEP year, given a Current event lesson, words page and no more than verbal / gesture prompts per sentence, John will write/type 6 sentences on the same topic with capital letters at the beginning of the sentence, ending punctuation and correct spelling with 80% accuracy. (Collaborate with Occupational Therapy)

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	1	By the end of the 1st grading period (Dec 2019), given a Current event lesson, words page and no more than 3 verbal / gesture prompts per sentence, John will write/type 3 sentences on the same topic with capital letters at the beginning of the sentence, ending punctuation and correct spelling with 80% accuracy.
	2	By the end of the 2nd grading period (Mar 2020), given a Current event lesson, words page and no more than 2 verbal / gesture prompts per sentence, John will write/type 4 sentences on the same topic with capital letters at the beginning of the sentence, ending punctuation and correct spelling with 80% accuracy.
	3	By the end of the 3rd grading period (May 2020), given a Current event lesson, words page and no more than 2 verbal / gesture prompts per sentence, John will write/type 5 sentences on the same topic with capital letters at the beginning of the sentence, ending punctuation and correct spelling with 80% accuracy.
	4	By the end of the 4th grading period (Oct 2020), given a Current event lesson, words page and no more than 1 verbal / gesture prompts per sentence, John will write/type 5 sentences on the same topic with capital letters at the beginning of the sentence, ending punctuation and correct spelling with 80% accuracy.

(New goal) synergistic also the goals of Fast Forward + explicit instruction!

Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

Duration of Services: 12/05/2019 - 12/03/2020



Conroe ISD
3205 W. Davis , TX
Conroe, TX 77304 -

John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 2.1 Goal Focus: Math 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

(7.2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. (Supporting Standard)

(8.2) Number and operations. The student applies mathematical process standards to represent and use real numbers in a variety of forms.

By the end of his IEP year, given oral presentation of picture supported text with real world scenarios, an addition template, and verbal cues, John will solve a variety of real world addition problems without a calculator with an average of at least 80% accuracy.

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
1		By the end of his first grading period Dec. 2019, given oral presentation of picture supported text with real world scenarios, an addition template, and verbal prompts, John will solve a variety of real world addition problems with regrouping without a calculator with an average of at least 70% accuracy.
2		By the end of his second grading period March 2020, given oral presentation of picture supported text with real world scenarios, an addition template, and no more than 4 verbal prompts per item, John will solve a variety of real world addition problems with regrouping without a calculator with an average of at least 75% accuracy.
3		By the end of his third grading period May 2020, given oral presentation of picture supported text with real world scenarios, an addition template, and no more than 4 verbal prompts per item, John will solve a variety of real world addition problems with regrouping without a calculator with an average of at least 80% accuracy.
4		By the end of his fourth grading period oct. 2020, given oral presentation of picture supported text with real world scenarios, an addition template, and verbal cues, John will solve a variety of real world addition problems with regrouping without a calculator with an average of at least 75% accuracy.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
Concurrent with the issuance of report cards

Duration of Services: 12/05/2019 - 12/03/2020



John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 1.1 Goal Focus: Language Arts 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

7.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts
8.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

*By the end of the IEP year, given adapted grade level text read orally and pre-teaching of content vocabulary, and a **chance to make corrections**, John will use a paper copy of the text to complete **written** a fill in in the blank assignment proving his response by highlighting the text with an average of at least 80% accuracy .*

Duration: 12/03/2019 to 12/05/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	1	By the end of the 1st grading period (Dec 2019), given adapted grade level text read orally and pre-teaching of content vocabulary and continues verbal/gesture prompts , John will use a paper copy of the text to complete a written fill in in the blank assignment proving his response by highlighting the text with an average of at least 70% accuracy .
	2	By the end of the 2nd grading period (Mar 2020), given adapted grade level text read orally and pre-teaching of content vocabulary, and no more than 2 verbal/gesture prompts John will use a paper copy of the text to complete a written fill in in the blank assignment proving his response by highlighting the text with an average of at least 70% accuracy .
	3	By the end of the 3rd grading period (May 2020), given adapted grade level text read orally and pre-teaching of content vocabulary and no more than 1 verbal/gesture prompts , John will use a paper copy of the text to complete a written fill in in the blank assignment proving his response by highlighting the text with an average of at least 75% accuracy .
	4	By the end of the 4th grading period (Oct 2020), given adapted grade level text read orally and pre-teaching of content vocabulary and no more than 1 verbal/gesture prompts , John will use a paper copy of the text to complete a written fill in in the blank assignment proving his response by highlighting the text with an average of at least 80% accuracy .

← 9 day left in the grading period

Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 3.1 Goal Focus: Science 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

112.19, 112.20 3a- scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists.

By the end of his IEP year, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 70% accuracy in given opportunities.

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
1		By the end of his first grading period, Dec. 2019, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 50% accuracy in given opportunities.
2		By the end of his second grading period, Mar. 2020, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 55% accuracy in given opportunities.
3		By the end of his third grading period, May 2020, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 60% accuracy in given opportunities.
4		By the end of his fourth grading period, Oct. 2020, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 65% accuracy in given opportunities.

Gen Ed, please!

Implementer: Special Education Teacher

Method of Evaluation: Weekly Tests

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

John had
Science Gen
Ed Instruction
with
modifications
in Mitchell

John merits the
opportunity of
Curricular LRE
here, as you
have been
working on



Conroe ISD
3205 W. Davis, TX
Conroe, TX 77304 -

John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 3.1 Goal Focus: Science 7th, 8th
 Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

112.19, 112.20 3a- *Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists.*

By the end of his IEP year, given picture supported text, oral presentation of all written material, and no more than four verbal cues per assignment to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 80% accuracy in given opportunities.

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	1 <i>9 days</i>	By the end of his first grading period, Dec. 2019, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 75% accuracy in given opportunities.
	2	By the end of his second grading period, March, 2020, given picture supported text, oral presentation of all written material, and verbal cues to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 75% accuracy in given opportunities.
	3	By the end of his third grading period, May 2020, given picture supported text, oral presentation of all written material, and no more than one verbal cue per item to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 75% accuracy in given opportunities.
	4	By the end of his fourth grading period, Oct., 2020, given picture supported text, oral presentation of all written material, and no more than one verbal cue per item to focus on his lesson or assessment, John will answer questions from science lessons or experiments by circling one out of three possible answer choices with an average of at least 80% accuracy in given opportunities.

Implementer: Special Education Teacher

Method of Evaluation: Weekly Tests

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

Duration of Services: 12/05/2019 - 12/03/2020

Universal Design



John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 4.1 Goal Focus: Social Studies 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

7.23 Social Studies skills. The student uses problem - solving and decision - making skills, working independently and with others. 8.31 Social Studies skills. The student uses problem - solving and decision - making skills, working independently and with others.
By the end of the IEP year, given graphic organizers over 2 current event lessons John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with 80% accuracy.

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
1		By the end of the 1st grading period (Dec 2019), given graphic organizers over 2 current event lessons John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with <u>50%</u> accuracy.
2		By the end of the 2nd grading period (Mar 2020), given graphic organizers over 2 current event lessons John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with <u>50%</u> accuracy.
3		By the end of the 3rd grading period (May 2020), given graphic organizers over 2 current event lessons John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with <u>60%</u> accuracy.
4		By the end of the 4th grading period (Oct 2020), given graphic organizers over 2 current event lessons John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with <u>70%</u> accuracy.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
Concurrent with the issuance of report cards

How can John get Curricular LRE, Neurotypical Peer Modeling in Social Studies?



John Fisher 368109 707704956 McCullough Junior High 09/27/2006
NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 4.1 Goal Focus Social Studies 7th, 8th

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

7.23 Social Studies skills. The student uses problem - solving and decision - making skills, working independently and with others. 8.31 Social Studies skills. The student uses problem - solving and decision - making skills, working independently and with others.

By the end of the IEP year, given graphic organizers over 2 current event lessons and verbal/ gesture cues John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with an average of at least 80% accuracy.

Duration: 12/05/2019 to 12/03/2020

Language of Delivery: English Grade Level: _____

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
1		By the end of the 1st grading period (Dec 2019), given graphic organizers over 2 current event lessons and continuous verbal/ gesture prompts John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with an average of at least 80% accuracy.
2		By the end of the 2nd grading period (Mar 2020), given graphic organizers over 2 current event lessons and no more than 3 verbal/gesture prompts John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with an average of at least 80% accuracy.
3		By the end of the 3rd grading period (May 2020), given graphic organizers over 2 current event lessons and no more than 2 verbal /gesture prompts John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with an average of at least 80% accuracy.
4		By the end of the 4th grading period (Oct 2020), given graphic organizers over 2 current event lessons no more than 1 verbal/ gesture prompt John will use a third graphic organizer (Venn diagram) to compare and contrast the facts and details of the current event by recording at least 2 similarities and 2 difference on the graphic organizer (Venn diagram) with an average of at least 80% accuracy.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Work Samples

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

Duration of Services: 12/05/2019 - 12/03/2020

368109 707704956 McCullough Junior High 09/27/2006
ID# MEDICAID# CAMPUS DATE OF BIRTH

Big Red Flag here

Goal Focus **Social Skills**
 Academic Functional Related Services
 ESY Accepted by Committee Transition Related Goal

By the end of his IEP year, given a tally sheet and daily review of expectations, John will monitor his noise making (humming, off topic comments, screaming), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 7 per day to 6 per day.

Duration: _ to _
Language of Delivery: _ Grade Level: _

ESY	Code	BENCHMARK FOR SHORT-TERM OBJECTIVES
	1	By the end of his first grading period Dec. 2019, given a tally sheet and daily review of expectations, John will monitor his noise making (humming, off topic comments, screaming), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 10 per day to 9 per day.
	2	By the end of his second grading period March 2020, given a tally sheet and daily review of expectations, John will monitor his noise making (humming, off topic comments, screaming), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 10 per day to 9 per day.
	3	By the end of his third grading period May 2020, given a tally sheet and daily review of expectations, John will monitor his noise making (humming, off topic comments, screaming), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 9 per day to 8 per day.
	4	By the end of his fourth grading period October 2020, given a tally sheet and daily review of expectations, John will monitor his noise making (humming, off topic comments, screaming), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 8 per day to 7 per day.

did he scream at Mitchell?
Home modeling (this year) as discussed
Jan Dillon Zoe Matias

Implementer: Special Education Teacher and Staff
 Method of Evaluation: Data Collection
 Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):
 Concurrent with the issuance of report cards

We have talked about this before.
 Can't tell you how strongly I/we feel about this, about getting John into Gen Ed Curricular I/RE



John Fisher	368109	707704956	McCullough Junior High	09/27/2006
NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

MEASURABLE ANNUAL GOAL:

Goal Number: 5.1 Goal Focus: Social Skills

- Draft ESY Accepted by Committee Transition Related Goal
 Academic Functional Related Services

By the end of his IEP year, given a tally sheet and daily review of expectations, John will monitor his noise making (**tapping**, humming, off topic comments), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 7 per day to 6 per day.

Duration: to

Language of Delivery: Grade Level:

ESY	Code	BENCHMARKS OR SHORT-TERM OBJECTIVES
	19 days	By the end of his first grading period Dec. 2019, given a tally sheet and daily review of expectations, John will monitor his noise making, (tapping , humming, off topic comments), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 10 per day to 9 per day.
	2	By the end of his second grading period March 2020, given a tally sheet and daily review of expectations, John will monitor his noise making (tapping , humming, off topic comments), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 10 per day to 9 per day.
	3	By the end of his third grading period May 2020, given a tally sheet and daily review of expectations, John will monitor his noise making (tapping , humming, off topic comments), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 9 per day to 8 per day.
	4	By the end of his fourth grading period October 2020, given a tally sheet and daily review of expectations, John will monitor his noise making (tapping , humming, off topic comments), by giving himself one mark per incident. His increase in awareness will be demonstrated by the decrease in incidences during his academic classes from an average of 8 per day to 7 per day.

We only have 3 reports of screaming from the start of the year. One of them was modeling from a video in science.

Implementer: Special Education Teacher and Staff

Method of Evaluation: Data Collection

Periodic reports on the progress the student is making toward meeting the annual goal will be provided (frequency):

Concurrent with the issuance of report cards

BIP or not?
Bias or useful?


What Research Shares

RESEARCH STORIES

Reading to Rewire

For children at risk of dyslexia, early reading at home may reroute the brain's networks, building new capacity

BY: Leah Shafer POSTED: September 18, 2017



STRONG READING HABITS AT HOME CAN ACTIVATE NEW NEURAL NETWORKS IN KIDS AT RISK OF DYSLLEXIA.

<https://www.gse.harvard.edu/news/uk/17/09/reading-rewire>

edu/news/uk/18/02/brain-changing-power-conversation

Usable Knowledge
CONNECTING RESEARCH TO PRACTICE

Search Usable Knowledge


SHARE

RESEARCH STORIES

The Brain-Changing Power of Conversation

Interplay between parents and children ignites the brain and boosts its response to language, spurring lasting literacy skills

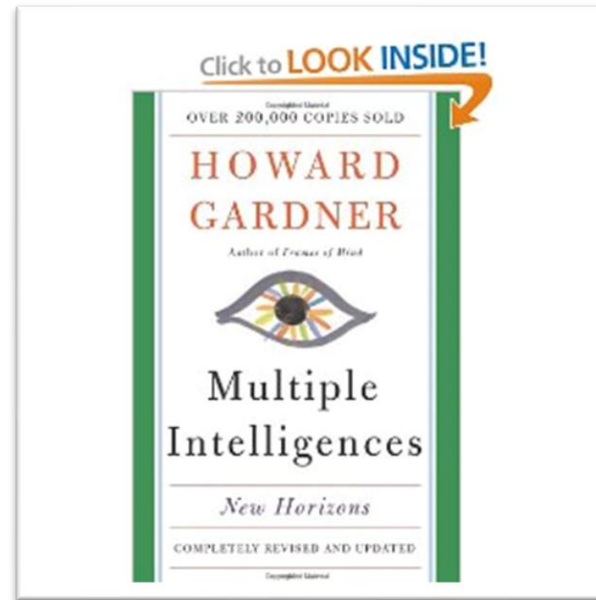
BY: Bari Walsh POSTED: February 14, 2018



<https://www.gse.harvard.edu/news/uk/18/02/brain-changing-power-conversation>

Do You & They Think They Are Smart (Enough) ? Self Esteem Awareness

1. Verbal/Linguistic (*words, words, words*)
2. Logical/mathematical (*Spock?*)
3. Visual/spatial (*can visualize things*)
4. Musical 
5. Interpersonal (*knowing someone*)
6. Intrapersonal (*knowing yourself*)
7. Bodily/Kinesthetic (*moving*)
8. Naturalistic (*nature, outdoors*)



(1) Gardner, H., (2006), *Multiple Intelligences*, New Horizons, Basic Books

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The Joy of Being Manipulated by a Child

because

Attempted Manipulation is a Cognitive Function !

Doesn't mean they should get away with it.

So re-direct it, holding your boundaries.



Fitting Interventions for Learning Differences Into Your Busy Life



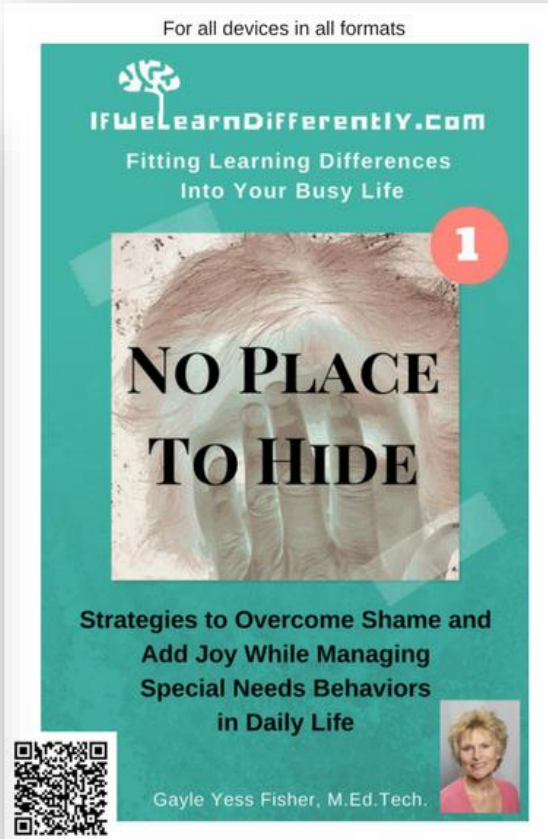
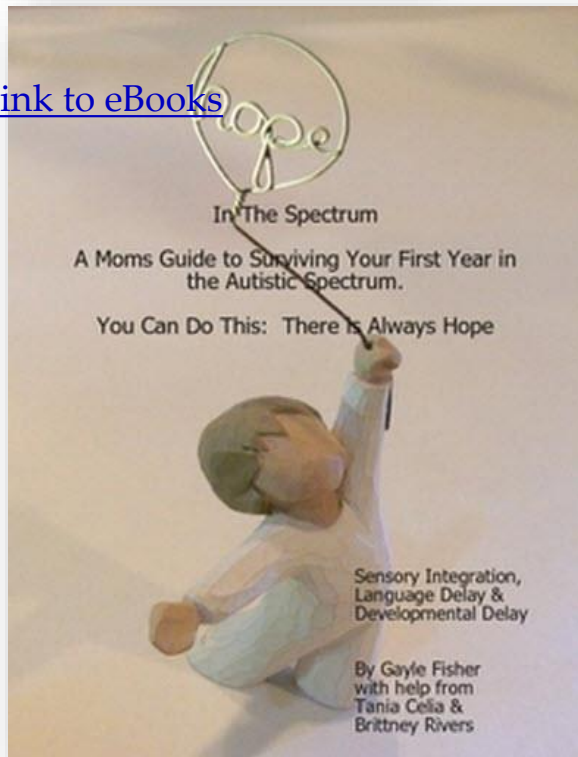
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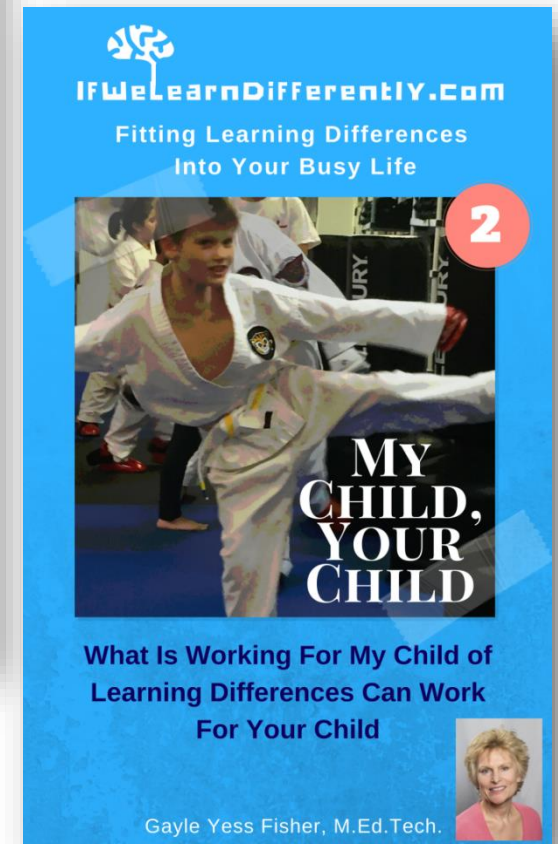
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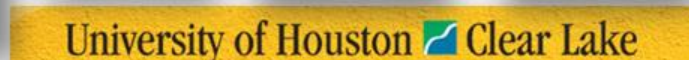
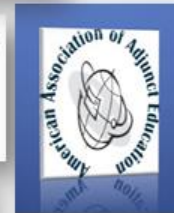
Coming Soon



Appendix: Over 10 single-spaced,
full-sized pages of John's medical
history
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Train the Trainer Collaborations [link](#)



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Working together to raise the community's awareness and to provide families, caregivers, and professionals the tools necessary to enlighten, engage and educate children of learning differences.

Providing typical siblings customized social meet-ups and educational scholarships to enable them to have normal life experiences outside the challenges of the immediate family circle.



Special Needs Sibz



Our Training Center



Collaborations



If We Learn Differently



Workshops



First Responder Support



Aprendemos Diferente

GETTING SORTED



HOME ABOUT APRENDEMOS DIFERENTE IF WE LEARN DIFFERENTLY OUR TRAINING CENTER PODCASTS SIBLINGS WORKSHOPS COLLABORATIONS EVENTS



Simplify

May 18, 2020

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2020

- Neural Pathways
- Sensory Integration
- Self-Directed Learning and Intrinsic Motivation
- Phonetic Awareness & Executive

So, It Is Magic? No, It Is Neurology.



If you want to be on the listserv (or get notes of this workshop), please get out your phones and register at:

<https://rebrand.ly/Notes>

GETTING SORTED



**IMPROVING AND CONNECTING THE
WORLD OF LEARNING DIFFERENCES**

**IF LEARNING DIFFERENCES
ARE THE CHALLENGE,
WHICH TOOLS WOULD
HELP YOUR FAMILY?**

COME JOIN OUR TEAMS!

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