Create Success for Students with Disabilities in Social Studies

Friday November 22, 8:45am - 9:40am
Location: Ballroom B Level 1

Laura Mecca-Retzlaff
lretzIaf@svsabers.org

Jody Butts
jbutts@svsabers.org
Objective #1

Explore the relationship between the content teacher and the special education teacher in the social studies classroom.

Importance of Relationship – Act as a Team

- Practice Respect – Model for students with behavioral issues
- Learn from one another
- Share responsibility and accountability
- Plan together
- Administrative Support
Many Special Education students have organizational challenges. This is normal and super frustrating! Co-Teachers depend on each other to keep students on track and keep their own sanity!
Objective #1

Explore the relationship between the content teacher and the special education teacher in the social studies classroom.

Models for Co-Teaching

• One Teach, One Observe
• One Teach, One Assist
• Parallel Teaching
• Station Teaching
• Alternative Teaching
• Teaming
Models for Co-Teaching

CO-TEACHING APPROACHES

ONE TEACH, ONE OBSERVE

ONE TEACH, ONE ASSIST

PARALLEL TEACHING

STATION TEACHING

ALTERNATIVE TEACHING

TEAMING

Objective #2
Provide techniques and strategies to make reading and writing in social studies more accessible to students with disabilities.

Reading Strategies
• Start by Teaching Historical Thinking Skills-the mechanics of document analysis
• Take time to teach the process for greater results-Use the terminology!
• Practice, practice, practice
What we use:
• Adapt to your needs
• Ready to use as is
• We created a Workbook for 9th Grade students

https://curriculum.newvisions.org/social-studies

Use often & Post in your classroom

PDF in Session Materials
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Reading Strategies

• Use of color when analyzing documents
  o Common symbols-circle unknown words, underline important details, write comments about content in margins
  o Example: Describe working class living conditions in England during the Industrial Revolution.
Friedrich Engels Document
Using Color Example

Friedrich Engels (November 28, 1820 – August 5, 1895) was a nineteenth century German political philosopher. After observing the appalling situation of British factory laborers while managing a factory in Manchester, England, he wrote his first major work, The Condition of the Working Class in England in 1844 (excerpted below).

... Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers' quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to house and wet garments are hung out on them.

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Reading Strategies

Adapt Existing Strategies – Awesome Resources

New Visions – Three Reads https://curriculum.newvisions.org/social-studies/resources/?unit=&course=&component=&keyword=three+reads

Stanford History Group – Reading Like a Historian (History Lessons) https://sheg.stanford.edu/history-lessons
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Reading Strategies

• Analyzing documents in station activities (one document at a time)
• Slow down – students need time to process
• Practice and repetition

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”
Aristotle
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Reading Strategies

• Visual documents
  o Break up into quadrants – analyze each part → all students at same level in observation
  o Use observations to assist in analysis
Visual Document – Quadrant Exercise
Objective #2

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Writing Strategies

- Practice in your own words – Use with vocabulary, class room games, bonus points

Students need to understand, not just memorize!!!
Objective #2

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Writing Strategies

- Graphic Organizers – Use the Internet or Customize your own to your assignment
  - Give students choices for what works for them, T-Charts, Webs, Outlines, Context Donut

Students can stare at a blank paper for an entire period!

Organizers can be a prompt, a place to start. This helps to remove the feeling of being overwhelmed.
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Writing Strategies

• Description and Detail practice with content – Rubber Band technique

• EX: Marie Antoinette and Louis XVI spent France’s money. How? What did it look like? Describe court life at Versailles, Marie’s hair styles, fashions, parties, Palace decor
Write a picture!!!

Have students close their eyes and visualize
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Read Everyday Write Everyday
- Bell Ringers or Closure Activities
- Matches documents with current content- continual use of HTS (Historical Thinking Skills)
- Document and Question(s) – puts together reading and writing skills
- Consistent practice = Success
Objective #3

Explain assessment preparation in the context of testing accommodations and program modifications in Individualized Education Plans and 504 Accommodation Plans.

Assessment Preparation

- Work Backwards – State Test at end of the year → your assessments should look the same
- Work up to the final assessment
- UDL – Universal Design for Learning – Strive to create tests and quizzes that are accessible to all students
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Explain assessment preparation in the context of testing accommodations and program modifications in Individualized Education Plans and 504 Accommodation Plans.

Assessment Preparation

• Use technology – Digital Format
  ◦ Text to speech format with headphones, if you do not have a separate location or reader available
  ◦ Speech to Text if you do not have a scribe available or student handwriting is illegible
Resources

• *Social Studies & Exceptional Learners* by Darren Minarik & Timothy Lintner, NCSS Publication, NCSS Bulletin 115

![Cover of "Social Studies & Exceptional Learners"](image)

• General Special Education Information Council for Exceptional Children Website - [https://www.cec.sped.org](https://www.cec.sped.org)