

Tutoring Students with Special Needs

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9:30am- 12:00pm

Agenda

- General Information: SPED, IEP, disabilities
- Relationship building
- Expanding on strengths and interests
- Break- 10:45- 11:00
- Teaching/tutoring strategies
- Positive behavior reinforcement techniques
- Questions/discussion

General Information: SPED, IEP, and disabilities

- Special education is intended to provide a free and appropriate education for all children.
- Disability categories: **Autism, Specific Learning Disability, Deaf, Hard of Hearing, Emotional Disturbance, Other Health Impairment, Speech/language Impairment, Intellectual Disability, Traumatic Brain Injury, Multiple Disability, Vision Impairment, Established Medical Disability, Orthopedic Impairment, and Deaf-Blindness.**
- Common services may include: specialized academic instruction, speech/language, occupational therapy, physical therapy, counseling, and adaptive PE.

General Information: SPED, IEP, disabilities

- Basic SPED process: referral- assessment- eligibility- initial IEP- annual IEP- triennial.
- Individualized Educational Program (IEP)
 - Basic information, eligibility statement
 - Present levels of performance
 - Goals
 - Services
 - Placement

Relationship Building

- Spend time at the beginning of each session to build and maintain positive relationships with students
- Find common interests
- Ask about their day/ share about your day
- Consistency and reliability
- Be genuine and sincere
- Praise!

Expanding on Strengths and Interests

- Talk with student to discover their strengths and interests
- Incorporate student interests into writing topics, math word problems, books, subject area explanations, and use as reinforcements
- Structure sessions to begin and end with areas of strength

BREAK 😊

15 MINUTES

Teaching/tutoring strategies

- All students, but particularly SOW students, need and want structure!
- Set and review “visual” schedule each session
 - If possible keep schedule format the same each week
 - Start and end with areas of strength
 - Incorporate movement/breaks
 - Erase/cross out activity after it is complete

Teaching/ tutoring strategies

- Chunking/grouping
- Taking turns reading aloud
- Covering up additional problems
- Provide intermittent reinforcers
- Movement breaks or incorporate movement into activity
- Specific positive praise “Great job doing _____!”
- Think about the purpose behind the activity and present the skill another way
- Use or timers or other “countdowns”

Positive Behavior Reinforcement

- All behavior serves a purpose.
- Most common:
 - **Escape/Avoidance**
 - **Attention**
 - Control
 - Revenge
 - **Self- Regulation**

Behavior

- ABC- Antecedent, Behavior, Consequence
 - A- Antecedent- What happens immediately before the behavior occurs
 - B- Behavior- The behavior (must be observable)
 - C- Consequence- What happens immediately after the behavior occurs

Types of consequences: natural, logical, and illogical/unenforceable

Behavior- positive reinforcements

- Use student specific reinforcers- natural positive (things they like to do), edible (least recommended, but sometimes necessary), material (things they like to get- stickers, stamps, prizes), social (smile, verbal praise, time with a favorite adult).
- Always allow for an appropriate “fresh start” time frame.
- Once the non-preferred behavior has decreased to an acceptable level to you, fade the formal plan, and replace with frequent, excessive verbal praise (explicitly pairing the preferred behavior with the praise) when student demonstrates preferred behaviors and ignore non-preferred behaviors.
- Examples

Prompt Hierarchy

- **Prompt Hierarchy**--- Start with “Proximity.” Give the student a chance to respond (5-10 seconds) before moving to the next prompt. Do not over prompt- the goal is INDEPENDENCE!
- Proximity- Stand near student, move stimuli/object/assignment closer. NON VERBAL
- Modeling- Use a peer to show the student what he/she should be doing. Say “Look at _____.” Or point to another student that is working/behaving appropriately.
- Gesture- Show with hands, eyes, pointing, etc. NON VERBAL.
- Verbal- Saying or repeating a direction.
- Demonstrate- The adult performs the task to show the student how to complete the request.
- Physical- hand or hand assistance, guiding the student (taking their hand, etc.)

Questions?

Thanks for all that you do to help our
students achieve success!



Video Clips

- FAT City: Reading and Decoding by profsayeski
- FAT City: Fairness Activity by wlkripp