

EXPLORATION OF EVIDENCE-BASED PRACTICES TO ADDRESS THE
LITERACY NEEDS OF STRUGGLING STUDENTS IN A RURAL SCHOOL

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Part 1: The Purpose of the Problem

Introduction

With the increased demand for accountability and improved student performance on a national level, the issues of school readiness and literacy have taken on increased importance (Weigel & Martin, 2006). Children come to school with different backgrounds: cultural, linguistic, exceptionalities, and socioeconomic (The IRIS Center, n.d.). The linguistic background includes literacy, an important skill for all learners. Teachers need to understand these differences and learn techniques to address all the literacy needs of their students in order for their students to succeed in their learning.

My internship was to learn about and apply the tactics, strategies, and instruction to help children with their literacy. The internship was conducted in a rural elementary school in Northern Wisconsin, which contained 401 students. The school population consisted of 5% Hispanic, 1% African-American, and 90% White students, 2% American Indian and 2% other. Currently, there were two ESL students and 69 students with IEPs.

I did my internship in one of the four resource classrooms that provided collaborative and pull-out services. One of the four rooms was under the direction of a special education teacher who had taught 17 years in the elementary building. The last four years, she has been a special education teacher for students with learning disabilities in the area of reading. In her classroom, she used several techniques and strategies to address her students' needs: Mind Play (Orton Gillingham instruction via the computer), Core5, Read Naturally, Great Leaps, and the Wilson Reading System. Her main focus

was on the Wilson Reading System of which she is an in-district trainer. The Wilson Reading System (What Works Clearing House, 2007) is used because of previous benefits of this system for her students.

Problem/Purpose of the Study

I graduated from MLC in 1996. At that time, MLC did not offer classes on helping students with special needs. I was unfamiliar with IEPs, 504 plans, and other special education terminology. I felt that children with special needs would be best served in the public school setting.

Since graduating from MLC, I was given the opportunity to become a special education teacher in the public school for children with severe needs. I attended the University of Northern Iowa and received my teaching license in behavioral disorders.

After working with children with severe needs, I wanted to learn more. I wanted to be able to help children in our WELS schools with reading, mathematics, and writing. I do not want parents with children who struggle to be forced to send their children to public school because our WELS schools are incapable of serving their needs.

Currently, I teach in a rural school with a small enrollment. The school has a total of 27 enrolled students. Of those 27 students, eight have IEPs and two have 504 plans in place. Of those students, one has severe needs. The majority of students need help with reading. The school does not have a resource room or different evidence-based reading resources to aid our students. The parents and teachers believe their only option is the public school setting. The students with IEPs are bused to the public school daily to receive extra instruction in reading.

I have studied techniques to aid students with severe needs in the Core subject areas (reading, math, writing, and behavior), but I lacked the knowledge and resources to aid students who do not have such severe needs. I wanted to learn techniques to help students with milder forms of special needs in the area of literacy.

My focus was on reading comprehension and reading fluency (accurate and automatic word reading and prosody) in the primary/elementary grades. In order for the process of reading to be carried out successfully, it is necessary that students are competent in both areas simultaneously. Typically, the acquisition of these two elements of reading occurs in the primary grades, during which students chiefly learn to read (Shippen, Miller, Patterson, Houchins, & Darch, 2014).

Definition of Terms

Collaborative Services

“Collaborative services are defined as a direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction” (South Hamilton Community School District, 2014, p. 3).

Pull-Out Services

“Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot

otherwise be provided during the student's regular instruction time" (South Hamilton Community School District, 2014, p. 3-4).

Specially Designed Instruction

"Specially designed instruction means organized and planned instructional activities typically provided by an appropriately qualified special education professional that modify, as appropriate the content, methodology, or delivery of instruction" (Central Ohio Special Education Regional Resource Center, n.d., p. 1).

Evidence-Based

"Evidence-based is defined as scientific researched-based methods of instruction" (Lerner & Johns, 2012, p. 39).

Prosody

"Prosody is considered the 'expression' with which a student reads text and generally includes pacing, phrasing, inflection, and intonation" (Hosp & Suchey, 2014, p. 63)

Part II: Literature Review

Introduction

My internship was on literacy; however my main focus was on reading. The literature I chose demonstrated the importance of reading and gave examples of what an evidence-based reading program should contain to aid struggling students.

Importance of Reading Instruction and Interventions

Reading is a fundamental skill that is critical to success in all academic settings and in society as a whole. Although great strides have been made since the passage of accountability laws, there still exist pockets of need in America's classrooms especially in rural areas (Shippen, et al, 2014).

Being a successful reader is closely related to overall school achievement, social adjustment, avoidance of problems with the legal system, school completion, and adult earnings and post-secondary educational opportunities (McDonnell, Hawken, Johnston, Kidder, Lynes, & McDonnell, 2014). A report published by the National Center for Educational Statistics indicated that 26% of eighth grade students could not adequately read materials essential to daily life; thus, adequate reading proficiency for today's students is fundamental for their success in school, work, and community (Shippen et al, 2014).

Evidence supporting the use of multi-tiered reading instruction within a response to intervention framework suggests beneficial outcomes for early identification and intervention for students in the early grades (Solis, Miciak, Vaughn, Fletcher, 2014). To be beneficial, an intervention must be based on sound theory of how a skill develops and how to promote that skill in children who are struggling to master it. In other words, it is

crucial to have a clear idea about the nature and origins of a given child's difficulties in order to plan a suitable educational intervention (Snowling & Hulme, 2011).

There has also been increasing attention to early literacy interventions to prevent reading failure "because the presence or absence of emergent literacy skill when entering kindergarten has been shown to be predictive of which children will have difficulties learning to read" (McDonnell, et al, 2014, pg. 496). Ensuring that children have opportunities to learn emergent literacy skills during the early years should serve as a critical prevention strategy for future literacy struggles (McDonnell, et al, 2014).

Under the Individuals with Disabilities Education Improvement Act (2004) regulations, students can be identified with a learning disability in two areas of reading: basic reading skills (which includes phonological awareness, word identification, and fluency) and comprehension (which also may include vocabulary) (Ritchey, 2011). To meet the needs of students with learning disabilities, both effective remediation interventions and instructional adaptations to accommodate reading needs are required (Ritchey, 2011).

Importance of an Evidence-Based Reading Instruction

"The question to ask about beginning reading instruction is 'What instructional activities are appropriate for this student at this phase of his or her reading development to maximize achievement outcomes?' In academically diverse classrooms, teachers will need to become expert in assessing students' entering literacy levels, differentiating instruction in small groups on the basis of that assessment, and reshuffling group membership on the basis of continual monitoring of student progress" (Foorman, 2007, p. 26-27).

Reading instruction should be explicit. Explicit instruction is teacher directed, and teacher explanation and demonstration are used to teach specific reading skills and strategies. Instruction also includes prompting and providing corrective feedback to students as they attempt to apply new knowledge (Ritchey, 2011).

Reading instruction should be intensive. Intensive instruction includes increasing instructional time, providing small group instruction, and implementing procedures that engage students in practicing essential reading skills (Ritchey, 2011).

Finally, reading instruction should be systematic. This means that there is a delineated scope and sequence of instruction and that the process and procedures to be taught are identified, broken into smaller tasks, and taught in a logical manner (Ritchey, 2011).

The Oregon's Center's Consumer's Guide suggests that educators select a core reading program by first considering (a) evidence of efficacy established through rigorously designed experimental studies, and (b) relevance to the demographic characteristics of the students who will use the program (Foorman, 2007).

There are still far too many literacy interventions that lack an evidence base being rolled out in schools. There is an urgent need for practitioners to adhere to guidance such as that embodied in *What works for children with literacy difficulties?* and, through their knowledge of evidence, secure the confidence of parents who otherwise can easily 'buy in' to unproven approaches (Snowling & Hulme, 2011).

Some evidence-based literacy interventions have been identified: (a) shared storybook literacy interventions such as dialogic reading and print referencing, (b) literacy-enriched play, and (c) use of developmentally appropriate phonological

awareness curriculum (McDonnell, et al, 2014). There is also evidence that students more effectively learn language and demonstrate increased growth in literacy skills when they experience learning in an authentic context (Curtis, 2013). Understanding the research behind intervention procedures will help researchers and practitioners alike make better decisions and improve the effectiveness of our work helping students who struggle to become fluent readers (Hosp & Suchey, 2014).

Summary

To develop reading competence, many students with a learning disability in reading require specialized reading instruction (Ritchey, 2011). In order to be effective, the reading should include explicit instruction, are developed and implemented systematically, and provided with more intensity (Ritchey, 2011).

Part III: Journal

See Journal Appendix A

Part IV: Reflective Essay

Introduction

I worked in a resource classroom that concentrated in the CORE subject area of reading. I worked with students in grades 2-5 who had IEPs in this CORE subject area. Most of the children had trouble decoding words. The classroom had 22 students on the roster. I worked with 14 of these students. Usually, the students worked in small groups, but because I was a certified teacher, the co-teacher and I were able to work one-on-one with each student. Since the children received one-on-one interventions for 12 full weeks, their reading skills grew at a faster rate. This progress was documented by standardized tests and monitoring with the Wilson Program's documentation.

Reflection

1.0 Special education specialists use valid and reliable assessment practices to minimize bias. The second week of my Internship focused on assessments used to document the baseline for each student. I helped perform the Wilson Assessment of Decoding and Encoding (WADE) (What Works Clearing House, 2007) and the Test of Word Reading Efficiency (TOWRE-2) (Houghton Mifflin Harcourt, 2015). These assessments were used to determine what level reading the student would be placed in. These assessments were also used in the documentation of teacher effectiveness for the school district in which I did my Internship.

I also observed the Woodcock Johnson Test of Achievement-IV (Wendling, Mather, LaForte, McGrew, & Schrank, 2015) and the Word Identification and Spelling Test (WIST) (Academic Therapy Publications, 2016) assessments. These tests were

given to a student who was in the process of being re-evaluated for his special education services.

2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. This CEC standard was done daily. Each day, the co-teacher and I used the Wilson Reading Program to work with the students who struggled in the area of reading. Each student was taught on an individual basis working with his/her unique needs. Each child had an individual lesson designed just for him/her. For instance, if a child struggled with the suffix –s, a lesson plan was written that focused on that concept. Children had their own unique lesson plan specially designed for their learning needs.

Many times, children would come in with problems they had encountered during the day or night. Many had problems in their home that affected their learning for the day. Many also had frustrations in other subjects that affected their learning. Each time, the co-teacher and I had to work through problems and help the child find solutions. Sometimes that meant seeking out technology to help the child succeed in the classroom. Each time this occurred, the student was encouraged not to give up.

3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. The co-teacher and I were constantly finding ways for the children to be a part of their general education classrooms. While I was at the school where I did my Internship, the co-teacher researched several programs to aid the students to become independent in their

classrooms. She found the program, Read and Write for Google. This enabled students to have text read to them. The students could also dictate to the computer what they would like written. Paraeducators also spoke with the co-teacher and me to discuss concerns with the students' learning in the general education classroom. These discussions always led to more services being made available to the students.

The resource classroom was also constantly evaluating the curriculum and current practice by progress monitoring students and by having them complete the end of unit evaluations. These methods evaluated the student learning and effectiveness of the resource room.

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice. The co-teacher was on the state board for dyslexia. She provided me with several professional resources that aided in my understanding and teaching of students who had dyslexia. One particular article, *Understanding Dyslexia and the Reading Brain in Kids* by Holly Korbey (2015), discussed how the brain works in the area of reading in connection with dyslexia. The article was especially helpful because a student at my current school has recently been diagnosed with a type of dyslexia. The parents were confused and had many questions concerning this disability. With the help of this article, the parents were given many answers to their questions. They have approached their son's diagnosis with a new understanding and commitment towards his learning. They have also become more involved and are learning to become their son's advocate.

The co-teacher and I also taught a child with severe behavioral needs. While teaching this student, we were constantly looking for guides and resources to aid our

teaching techniques. We spoke to the director of pupil services to receive extra resources to better aid this student's learning. The curriculum also had to be constantly evaluated and most often changed to benefit the student's learning.

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments. The co-teacher and I had several students with behavior issues. Most of the issues occurred when a student became extremely frustrated in the general education classroom. The resource classroom had to be a safe environment that encouraged students to do their best. The co-teacher would often say, "I will not have you do anything that I know you can't do." Each student was taught a skill and did not move forward with another concept until that particular skill was mastered.

The school district that I did my internship in had a large budget set up to help students with special needs. The co-teacher was able to purchase items for her classroom to help the students learn and become more independent. She would purchase therapy, special lined paper with raised lines, spectrum lighting for her classroom (special lighting that prevents flickering), and basically anything that was needed to help the child succeed in his/her classroom. The biggest purchase that increased learning was the Mindplay computer program. This program was set up to help students with the concepts taught with the Wilson Reading Program. While individual lessons were being taught, a student could work on this program and still keep pace with the Wilson Program.

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education

practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. During my internship, I completed the certification in the Wilson Reading Program. I was also encouraged to continue my education in this method and complete the 6-credit class and practicum to become a Wilson trainer.

The co-teacher and I also took the online Wright's Law class to help us become better advocates for our students. This class emphasized the most common laws that were overlooked for students with special needs and the laws most needed in our classrooms.

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. I attended faculty meetings that focused on School Wide Positive Behavior Intervention and Support (SWPBIS). The school had brought in a SWPBIS coach and was working on revamping their current school policy towards behavior issues. The principal was in the process of creating new referral forms that emphasized the documentation of the motivation of the behavior and implementing Eagle Tickets for a reward system.

I also attended PST (Problem Solving Team) meetings. These meetings centered on early interventions to help with behavior or academic needs. The team meetings consisted of the principal, 2 special education teachers, 2 general education teachers, the director of pupil services, 2 Title teachers, and the guidance counselor. The meetings were usually an hour and would focus on 1-2 children.

Each week, the special education staff (special education teachers, speech/language pathologists, guidance counselor, Title teachers) would meet to discuss

goals and concerns with their current students. The group would work together to brainstorm ideas to aid students.

In conclusion, my time spent completing my Internship was more valuable than I could have ever imagined. The co-teacher gave me resources and training I will put in place in my classroom now and forever. I have also learned that teaching techniques are forever changing. I will never be completely done learning. I will need to continue my education and training to help all my students, present and future, with their unique needs. Isn't this what being an effective teacher is all about?

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Appendix A

Internship for Lori 2015 - Eagle River Elementary School Eagle River, Wisconsin
Collaborative Online Document

Description	Intern Comments	Field and College Supervisor Comments
Date:		
Activity:	<p>September 1, 2015 I read through the students' IEPs and looked over the IEP Snapshots of each of the students. The IEP Snapshot was developed by the special education teacher to give a synopsis of each students' needs and is given to the general education teacher and paraeducator. The Snapshot contains the photograph, name, and grade of the student. It also lists the student's disability, how much time is required for specially designed instruction, what behavioral supports are in place, and any accommodations required for the student. I think this is a great way to summarize an IEP and establish what needs to be done for each student.</p> <p>The special education teacher that I am working with gave me five examples of online tools for reading: Verticy (online schooling for students with dyslexia), Mindplay, Nessy, Learning Ally (provides online textbooks), and Myon (provides online library). I spent a little time looking online to obtain more information concerning these programs to see if any/all of these programs would be beneficial to my school.</p> <p>I ended the day reviewing the emergency school plans.</p> <p>CEC 2.2, 2.3, 3.2, 3.4, 5.3, 6.3, 6.6</p> <p>September 2, 2015 I sat in on a meeting to discuss grouping</p>	<p>Sounds like you are off to a great start. If possible, read the entire IEP for each student. Many times little pieces are in the IEP that make a big difference in the overall maximizing of the child's education potential.</p> <p>I am sure everything is new to you, especially the various strategies like the online strategies. Over time you will become very familiar with each strategy. What a neat way to gather strategies for your future teaching. Thanks to Ms. Adamovich for her repertoire of different strategies and resources.</p> <p>Keep me posted if you have any question or if you need ideas/strategies.</p> <p>I am happy you had a very good first day.</p> <p>How did day two go? I am</p>

	<p>students into Social Thinking Groups. The meeting consisted of 3 special education teachers and the autism teacher. The teachers use the Superflex program to work with students on social skills. I understand the importance of teaching social skills and will look into this computer program to teach and model social skills to future students.</p> <p>I also completed day one of the Wilson Reading System Training. This training focused on the methodology and items used in teaching this method. This system is an explicit, systematic and multisensory delivery to reading which is used in this classroom. This program focuses on breaking words apart into sounds. Once the student masters this, he/she has “cracked the code.” The levels will increase as their knowledge grows in phonemic rules. This reading system is not new to me. I have used the Susan Barton method in the past with a couple of students. The approaches are similar. I look forward to learning more about this program and teaching it myself. I am glad that I will be able to use this method and have the trainer present in order to use the approach effectively.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.3, 3.4, 4.0, 4.1, 4.2, 5.0, 5.2, 7.0, 7.1, 7.2, 7.3</p> <p>September 3, 2015 The classroom teacher gave me a list of the online literacy sites that the elementary school uses: www.pebblego.com, www.pebblegonext.com, World Book, http://auth.grolier.com/login/tfx/login.php, http://online.culturegrams.com/, and http://www.myon.com. I looked over these sites to become familiar with what is available to the students.</p> <p>The classroom teacher and I had a discussion about student’s rights. She again showed me</p>	<p>sure you are still getting to know everything from the children to the routines. Let me know if you have a question or if I can help you out.</p> <p>I am happy that you are back on line and working right now. I can see you are typing for today.</p> <p>Working on social skills pays big dividends in the future of the child. Many children with disabilities have lots of trouble with social skills. If the child cannot read, we need to teach like using the Barton or Wilson model. If the child has poor social skills, they will have no friends and will bomb in society. Good for you to teach social skills.</p> <p>Learning the Wilson method is a real plus for you and is what you wanted to learn more about by doing your Internship. Good for you. The literacy sites are good for you to put into your pocket. You can refer to these websites when you are looking for an idea or strategy when teaching children.</p> <p>I am familiar with Wrights</p>
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	<p>some sites for professional development on learning about becoming an advocate for students with special needs. One of the sites was Wrights Law. This is an advocacy website that focuses on special education law and advocacy training. This site offers a 6.5 hour training on special education law. The classroom teacher and I have signed up for this training and will be taking it with one other special education teacher to better understand the laws for students with special needs.</p> <p>The rest of the day was spent doing the Wilson Reading System Training for day 2. This section focused on doing the Block 1 lesson plans. It gave videos demonstrating each step and the importance of touching base with each of the 12 steps. It also stressed that the student can not move on until mastering the step he/she is on. I am glad the videos were part of the training. It nice to see an approach in action.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.3, 3.4, 5.3, 5.4, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</i></p> <p>September 4, 2015 The day began with a 5th grade teacher sending a geography packet that her students would be required to complete for her class. The packet was sent to this classroom because she wanted the special education teacher to make it accessible for any child who has special needs. The special education teacher and I discussed what needed to be done and who should be responsible for making the accommodation. The classroom teacher had taken the time to use special font and designs around the paper, but this doesn't work well for students who have trouble decoding and focusing. The packet needed different font and images discarded. The question then came up, with all the technology available, isn't there a program to</p>	<p>Law. I do search the website for information when researching a topic for class. I think you will learn lots from the training. Let me know how it goes.</p> <p>Good for you to learn about Wilson. Let me know what the cost is for the training and I will get the money to Ms. Adamovich. She should not do the training for free.</p> <p>Learn lots. Take it all in. Enjoy your time in Eagle River.</p> <p>The business about accommodations for children should be a mess between the regular education teacher and the special education teacher. I can see how your supervising teacher was working together with the regular education teacher</p>
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	<p>scan the document and highlight and paste changes instead of retyping everything? That question led to a day of finding the correct technology available. The special education teacher researched the printer at the school. She read the entire owner's manual. She looked up websites to find programs to install on her computer. With each program she installed, she tried it and thought how easily accessible it would be for her students and if classroom teachers would be able to help their students if/when questions arise. The special education teacher apologized for "wasting my day," but I don't feel it was a waste. I saw someone who was passionate about helping her students succeed. She felt that retyping questions and packets isn't meant for the special education teacher, this is an accommodation that the general education must provide to ensure the students are part of the classroom environment. With each program the special education teacher worked through, the more knowledge she acquired. She made a list of what she wanted in the program and she made sure she got a program that would best fit her students. It made me think, would I be just as passionate? Even though this project took most of the day, it was a valuable lesson in what is required of a teacher who teaches students with special needs. A teacher must be willing to be the child's advocate. A teacher must be willing to search and find whatever the child needs to be successful in his/her classroom.</p> <p>While the teacher was searching for programs, I used the time to look over the assessments she had in the classroom and used: Woodcock Johnson Test of Achievement-4, TOWL-4, CTOPP, and TOWRE-2. I also looked over the apps she had downloaded on her iPads for reading and made lists of what I would like to use in my classroom or other classrooms in my school.</p>	<p>and trying to make accommodations meaningful for the child. Good for her. Sometimes, digging to the bottom is the only way to come up with an amenable solution. Dogged determination does pay off and the child will be the beneficiary.</p> <p>I am curious to see if the School Psychologist hold the keys for cognitive ability tests and the LD teacher has the reigns on the achievement tests. Many public schools has the aforementioned protocol. The list of assessments will give the SPED teacher a very good picture of the abilities as well as disabilities of the</p>
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	<p><i>CEC 1.0, 1.1, 2.0, 2.1, 2.2, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.3, 5.1, 5.4, 5.5</i></p> <p>September 8, 2015</p> <p>In the morning, I attended a Life Skills meeting that discussed the The Zones of Regulation that are found on the self-evaluation sheets of some students who are learning how to self-regulate their behavior. The Zones of Regulation are taken from the Superflex curriculum used by the elementary and middle school. The zones are blue (sad, sick, tired, bored, and moving slowly), green (happy, calm, feeling okay, focused, and ready to learn), yellow (frustrated, worried, silly/wiggly, excited, and loss of some control), and red (mad/angry, mean, terrified, yelling/hitting, and out of control). For each evaluation, each child will circle what zone he/she thinks he/she is in during each class. The teacher will also circle the zone the child is truly in and discuss why the teacher chose that zone. The evaluation sheet is copied and sent home with the child. This self-evaluation is critical in teaching children to understand their behavior and emotions. This is just another reminder about the importance of behavior instruction.</p> <p>The rest of the day I observed and performed the Wilson Assessment of Decoding and Encoding (WADE). This test is used to determine what reading level the student should be placed in. It is a fairly easy test to administer. It is not a standardized test, but it is an invaluable tool when completing IEPs.</p> <p>At the end of the day, the speech and language pathologist came into the classroom to discuss teletherapy. This is something the children will use to work on their speech goals. They will use skype. I am interested to learn more and see how this technique will help students who struggle with their speech.</p>	<p>child. In addition, multiple instruments in multiple settings with multiple raters gives a real broad picture of the child. I do believe more that one test is needed to qualify a child for services.</p> <p>I really like the idea of self-evaluation. If the child evaluates himself or herself, that child had some ownership of the issues assessed in the self-evaluation. They do not have much wiggle room if they self-evaluate. I am not familiar with Superflex curriculum or Zones of Regulation. Keep me posted as to the efficacy of Zones of Regulation.</p> <p>I am sure the Wilson Assessment of Decoding and Encoding is an invaluable tool to determine student reading level. Ms. Adamovich has used this many times successfully. The Cooter, Flynt, and Cooter Comprehensive Reading Inventory 2 or the Bader may be helpful to determine reading levels as well.</p>
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	<p>CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.3, 3.0, 3.1, 4.0, 4.1, 4.2, 5.0, 5.1, 6.3, 7.0, 7.2, 7.3</p> <p>September 9, 2015</p> <p>I attended the morning faculty meeting. The principal talked about helping families in need, homecoming festivities, and the school store for PBIS incentives. It was nice to see such a large faculty working together and sharing ideas.</p> <p>I observed a Wilson Reading lesson. This particular student is more challenging than the rest of the roster. He has severe behavioral issues that impact his learning, so this wasn't a typical lesson. With the behavior issues, it will be interesting to learn what the student truly knows and what he just doesn't want to do. I know it will take a few weeks for him to understand what is expected/required of him and also to understand that the special education teacher is here to help him learn how to read. I do find it sad that this child's behavior affects his learning. It is hard to watch a child simply not wanting to learn. Reading is such a key component to life. Getting him to understand this will be a challenge.</p> <p>I attended an IEP meeting for a homeschool student who will be receiving special education services in the area of reading. Her focus will be on the Wilson Reading Program and will be a student in the classroom that I will be working in. This is the first time I have ever been to an IEP meeting with a PLP (Personal Learning Plan). The meeting was less formal, but all the parts were there. The special education teacher is responsible for monitoring progress, the times were established, and technology will be provided to make learning more independent. It was a nice IEP meeting to attend. You could tell the parent had a nice rapport with the special</p>	<p>So sad when a child with a disability has comorbid EBD. As you said, the behavior gets in the way of learning. You will have a grand time trying to unravel the child so he can learn. The problem solving is fun although it may be frustrating at times. Keep me posted as to the progress of your child with EBD.</p> <p>Way too cool!! Sitting in on an IEP meeting is a great experience for you. You can see how collaboration works, especially with the parents. Some parents are miserable in an IEP meeting and simply want to sign the document and get on with life. The teacher needs to be the advocate for the parents as well as the child. If parents balk at the proceedings of the IEP meeting; at times, the teacher may need to pick up the ball and run until the</p>
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	<p>education teacher and school.</p> <p>I performed more WADE assessments to see what level the students need to begin in the reading curriculum. This test is a simple way to see what the deficits are in the reading area. One particular student had trouble with smaller words (i.e., cap, luck, hog), but was able to sound out, or as the class is taught, “tap out” larger words (i.e., wingspan, stampede, amazement). I believe he was able to do that because he saw that the word was larger, so he took the time to really look at the letters and decode them. It will be interesting to see how he progresses in the next few weeks.</p> <p>While walking around the school building, I did notice something out of the ordinary. There is a classroom that stays in the dark. The teacher does not turn on lights and keeps his shades somewhat drawn, so the room does not have a lot of light from the windows. It is very dark in there. When I asked the special education teacher about it, she said, “That is how he has always taught. He never turns his lights on.” I’m not sure of the benefits of this teaching style. I would like to know more about teaching in the dark. It just seems like the students have a tough time reading already, having a dark classroom makes it especially challenging.</p> <p>CEC 1.0, 1.1, 1.2, 2.1, 2.3, 3.0, 3.1, 3.3, 3.5, 4.0, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.0, 7.2, 7.3</p> <p>September 10, 2015</p> <p>The special education teacher needed two assessments completed for each student at the beginning of the school year for effective teacher standards for her district and the state. She decided to use the TOWRE-2 assessment for her students in addition to the WADE assessment to show her</p>	<p>parents are back on board.</p> <p>HUMMMM!! I do not believe I have ever heard of a teacher teaching in a darkened classroom. Were the classroom for children with EBD, that would be another story. Some children are very sensitive to light and will really go ballistic in a situation with a lot of light. Sensory Integration Disorder would be a disorder wherein the child may be very sensitive to light. The book, <i>The Out of Sync Child</i> is a good one for sensory integration difficulties.</p> <p>I am pleased you are getting to know salient assessment tools you can use in your future ministry. The TOWRE-2 is a good test to really get at efficiency and sight word recognition. The TOWRE-2 really gives a clear picture of the specific reading needs of the child. The TOWRE-2 in concert</p>
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	<p>documentation. Today was spent finishing the WADE assessments (done by me) and giving the TOWRE-2 assessments (done by the special education teacher). The students didn't mind the TOWRE-2 assessment because it was a very short test. Only 2 students were hesitant about the assessment, but the rest tried their best.</p> <p>After completing the TOWRE-2 assessments, there was some time to have 2 Wilson Reading Lessons (the beginning lesson going through the letters and decoding some words made from magnetic letters). One particular 3rd grade girl shut down during the decoding part of the lesson because she said "sat" instead of the word "sash." The special education teacher used the Zones of Regulation technique to speak to her. She also distracted her by asking about her nail polish. Between the two techniques, she was able to get her back on track. This was the first time I had actually seen the Zone of Regulation technique in action. I think it helps that all the teachers are knowledgeable with this technique and are able to use the terminology that the students understand. This technique helps the student understand their feelings and focus back to the task at hand.</p> <p>While the special education teacher taught a few lessons with the Wilson Program, I took students and worked on setting up the Mindplay program with the students. The students had to take the placement test on the computer. This program is a great way to review all the reading components in a different/independent way. The program begins with cloze reading passages, moves to a few sentences and asks comprehension questions, and ends with phonics/decoding techniques (moving letters to make words and filling in the blank with missing letters to make words). There was a part on the</p>	<p>with the WADE provides a floor from which you build the skills for each child.</p> <p>I must be really getting old. I had to look up the Zones of Regulation to know what you were writing about. This behavioral/cognitive strategy is similar to other models like One, Two, Three Magic of sorts. If you and other teachers are on the same page with the Zones, the children will prosper. If some teachers reject the Zones, the child is confused. The child is confused but can adjust if needed. Children with EBD find changing or adjusting really problematic. I am happy you are learning another model to help the children modify their behavior. The second component of the Zones is self-regulation. Good research supports self-regulation. Continuous progress monitoring is essential to track progress. If the computer does the tracking</p>
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	<p>assessment that I had never seen before. The computer had a program that gave directions to watch a shape. Then the computer flashed across shapes, one at a time, left to right in rows. It was a great way to test tracking. This program also keeps track of the student's progress and provides printouts for the teacher as to what the student struggles with. This program has a scope and sequence and has been designed by Orton Gillingham. The cost is \$2500 per seat for a lifetime, so I don't know if this would be feasible for a small WELS school, but I believe this would be a wonderful tool to add to our schools to help with reading. It would work wonderfully in a multigrade classroom when the teacher needs a reliable source to aid in student's reading skills.</p> <p>I also met a 4th grade student who struggles with reading. He was upset to come in for extra reading help because he said he will lose his work time for math and will lose his recess to make it up. With this confusion (hopefully, it is a misunderstanding on the student's side), the WADE assessment took a bit longer because time had to be taken to calm him down. He does has EBD issues. He was constantly switching subjects and finding ways to get out of doing his work (i.e., head down on the table, dropping his pencil, tying his shoes). I'm not sure if all of the issues relate to him being upset with the math issue or if he always does this during reading instruction because reading is difficult for him. This is just a reminder that there will be days when trivial things (in a teacher's eyes) can affect a whole lesson. Another reminder that a special education teacher must be empathetic, patient, and extremely flexible.</p> <p><i>CEC 1.0, 1.1, 1.2, 2.2, 2.3, 3.1, 3.4, 3.5, 5.0, 5.1, 5.2, 5.3, 6.2, 6.3</i></p> <p>September 11, 2015</p>	<p>and the teacher does inputs and acts on the outcomes, what a blessing for the children.</p> <p>If you feel strongly about a product or resource, the money usually is available. Aunt Tilly may pass away and leave money to the school. There you go - get the resource.</p> <p>I will comment on your student with EBD later.</p> <p>The key is for all the teachers is to try. Change is not easily done, especially when the change involves teachers doing teaching differently. I know when I went to school many many</p>
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	<p>Last week, the special education found a program where teachers could scan sheets/assignments into the computer using the copy machine, change the text easily, and has speech to text/text to speech capability. She also found a youtube video (8 minutes) demonstrating how to download the program (Read & Write for Google) and use it. The special education teacher sent the video out to grades 3-5 to show the general education teachers how to use the program and encouraged them to show the video to their entire class so all the students would have access to this technology. As of today, only 1 teacher has accessed this program for their students. One 4th grade teacher did come into the classroom this morning to express her concerns with finding time to install this program. She had not watched the video and wanted the special education teacher to install it for her. A discussion then took place about the importance of her doing the task herself and learning with her students how to use it. The discussion took over 30 minutes. Many general education teachers find the task daunting to teach students with special needs. Just like their students who shut down when things get tough, they shut down when new things are introduced to aid in their classroom or when they envision it will be "too tough" to teach the student. They give up without even trying, which is ironic. I am not pointing fingers. I used to be one of those types of teachers. I wish there was more of a connection between general and special education teachers. Special education teachers are here to help and aid students and teachers, but the general education teacher is still the main teacher. Accommodations must be made in their classroom for students to succeed. Having a teacher "shut down" and simply say he/she has no time to learn or implement the accommodation is a problem that will forever face our schools.</p>	<p>years ago, the paradigm was learn a teaching methodology and if the children learned - fine. If the children failed - not the teacher's fault. In 20145, that paradigm has changed to if the child is not learning, the teacher change the way he or she is teaching. Good for the teacher who had to adjust to change.</p> <p>To your child with EBD. The number of ways to help the child be successful need to be put into your back pocket. When the child comes in upset, having a repertoire of ways to help the child get on track are so important. I am sure you have a ton of strategies, but the ones the teacher took to</p>
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	<p>I finished the WADE assessment with the student who shut down yesterday about missing math, but he was still upset because he had forgotten his password and login information to get into his Chrome notebook for class. The same teacher who was concerned about the time commitment of installing Read & Write for Google decided to show her entire class the video of installing the program and how to use it. This particular student couldn't remember his information to get onto the computer, so he shut down and began to cry. This just happened to be the time I came to get him to finish his assessment. He took some time to compose himself. I assured him that at some point he would be able to access his computer. It will take time, probably not until next week, but he will be able to use his computer again. He didn't believe me. He kept taking things to the extreme (i.e., "the computer will never be fixed," "this will take forever"). Most kids with EBD do take things to the extreme, so this wasn't a shock to me. It will be challenging to work with this student because he always "sees the glass half full" and it will be a challenge to get him in the right frame of mind to work on reading. His behavior will indeed hinder his learning.</p> <p>I again worked on Mindplay. While working on it with a 2nd grade student, the program came to the part of the program where there is a person on the screen and she says a word. The student then types the word. The words are CVC words. This child heard the word, but was unable to type the word. He simply typed letters. This child has not made the connection between letters and sounds. It will be fun watching his growth this trimester.</p> <p>The last part of the day was spent watching the youtube video explaining the features of</p>	<p>help the child settle are good ways to put in your pocket.</p> <p>If the child is emotionally unable to settle down, learning is nigh unto impossible. The child has to be at the same level emotionally, physically, academically, and behaviorally. If one of these main pillars has fallen or sagged, the child will have a very difficult time learning. Kudos to you and the other SPED teacher.</p> <p>I went through the tutorial for Read & Write for Google. Interesting tutorial. The speech to text really would be helpful for the child who had the story in his or her head but cannot get the words out through the hand. I have taught a number of students who had this issue. My remedy was to have the child speak</p>
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	<p>Read & Write for Google https://www.youtube.com/watch?v=hwc_hj7KmAg with the 5th grade students in this classroom. Watching their faces light up was priceless! It was like watching their world suddenly open up! As soon as the video ended, the students opened up their Chrome books and began exploring and trying out the features. It was wonderful watching them gain their independence. It did indeed make last Friday worth the research! (The features include: word prediction, dictionary and picture dictionary, factfinder, text to speech, speech to text, translator, highlights-collecting highlights, and highlighting-creating a vocabulary list.) These are the days that make being in the special education department worthwhile!</p> <p><i>CEC 1.0, 1.1, 1.2, 2.0, 2.2, 2.3, 3.0, 3.1, 3.2, 3.4, 3.5, 4.3, 5.4, 5.5, 7.2, 7.3</i></p> <p>September 14, 2015 The morning student who has EBD issues came in with a better attitude today. He did his letters and sounds. When reading, he gets quite a few real words correct because he has memorized the words. Now the focus will be on nonsense words. This will aid him in decoding words. At first, he kept closing his eyes while reading, but after it was explained the importance of reading with his eyes opened, he focused more. After some more praise, he really became focused and tried hard to decode the nonsense words. It was a great lesson! I am curious if tomorrow will bring the same results.</p> <p>I did more Mindplay supervision. As the student made mistakes, I would step in and remind the student of the rules. I also kept the student on task while reviewing all the reading components. One student had trouble filling in the blanks while reading</p>	<p>into a tape recorder. Google has a great application for such a child.</p> <p>You made positive progress with the child. YEA!!</p>
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	<p>independently (the Cloze reading portion of the test). She did better when the computer read the sentences to her. This showed that decoding was an issue for her, not comprehension.</p> <p>I worked on Journal Joggers for the lower grade students. The special education teacher was looking for hands-on resources for the students in the lower grades to become more independent in their writing. I had come across the Journal Jogger while teaching in Iowa. It is a flip book of words with pictures and numbers.</p> <p>I began working with students on some of the Wilson Reading Program. I worked with letters/sounds and did some word work with them. The words focused on real and sight words. The special education teacher will make smaller groups tomorrow and break the students up into different groups. This will give the students more one-on-one attention in areas they will need help with.</p> <p>CEC 2.0, 2.1, 2.2., 2.3, 3.0, 3.4, 5.1, 5.2</p> <p>September 15, 2015</p> <p>I did more of the Wilson Reading Program with the students today. I understand the first 6 parts of the program. That is usually how far the students have gotten before the time is up. The first few weeks centered on testing and placement, now the focus is on building the rapport with the students and getting them through the first part of the lesson...getting them back into the swing of reading.</p> <p>The lessons consist of: 1. Letter-the student names the letter and gives the sound/s of the letter. 2. Magnetic letters-the teacher spells a word with magnetic letter (real and nonsense words) and the student reads the word tapping each letter. 3. Review sight</p>	<p>Are you finding Wilson pretty easy to learn? I would imagine activities will get more involved as you learn more of the method. I would also think you would get to understand the philosophy as well as the underpinnings of the method.</p> <p>The Wilson plan for the children looks logical and sequential. I especially like the charting-monitoring so you know exactly where the children are at so you can see the progress. Continuous progress monitoring is very popular today. Your learning and applying will help you with future students. Using the Wilson method is a valuable tool tool learn and learn well.</p>
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	<p>words and real words. 4. Go through Wilson Reading System word cards-the student reads about half the stack. 5. Charting-monitoring progress with words. 6. Sentences-the student reads sentences and marks the sentences (with phrase marks, digraphs, suffixes, welded letters, etc.). I will just have to remember all the steps that need to be completed. The program does work nicely because you keep a copy of the student's individual lesson plan in front of you and document what was done that day and what was a struggle for the student. The teacher doesn't move on until the student masters that particular concept. I like how individual the program is. It really fits the needs of the students.</p> <p>The part of the program that I will really need to work on is hearing the exact sound the letter makes. For instance, when the student makes the "t" sound, usually the student will say "t-u." I need to make sure the student says the true "t" sound.</p> <p>For the most part, all the students worked well today. They are getting back into the swing of it. The student with EBD that meets before lunch (I'll begin to refer to him as Student B), came in with an attitude. He said he didn't sleep well last night and said he was just too tired to learn. It took some prodding, but he did get through his lesson, even though he tried to pretend to sleep several times during it. Again, his attitude is clearly his detriment. I will just have to keep building that rapport and encourage him. He will also need to know that even though he doesn't feel like reading, this is a class that isn't going away. He will have to try his best and learn that I am here to help him succeed.</p> <p>CEC 2.0, 2.1, 2.2., 2.3, 3.0, 3.2, 3.4, 5.1, 5.2, 5.3</p>	<p>So sad to have a student who continues to exhibit behaviors detrimental to his learning. I would be curious to know his home life to see if the etiology to his EBD stems from a very poor and dysfunctional home. All you can do is encourage and work with him to get his work done. Just keep on pushing him gently. Over time, you will see progress.</p> <p>School -wide PBIS is quite popular in schools today. As you indicate, the whole school and <u>all</u> the teachers need to be on board. The underpinning of PBIS is behavior modification, the model set up by B. F. Skinner. Applied behavior analysis (ABA) and functional behavior</p>
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	<p>September 16, 2015</p> <p>The morning started with a staff meeting describing the PBIS initiative that the school is beginning to undertake. This Positive Behavior Interventions and Supports system was led by a PBIS coach, Scott Wallace. He will be leading the district in this method of behavior instruction. He stressed this process, when implemented to fidelity, will take a 3-5 year commitment. This behavior system stressed data to make decisions. This coach gave three websites for the teachers to research: www.pbis.org, www.pbisassessment.org, and www.wisconsinpbisnetwork.org. I have heard of PBIS before, but am not familiar with all the details of the initiative. I do think the entire school needs to be on board with the concept and work together to make it effective (which is something the coach also stressed). I believe this school will follow through and work together because they understand the importance of teaching behavior strategies. At this point, I realize how blessed I am to be a part of St. John's. Our behavior strategy is centered around Christ and what He has done for us. We have the best model, one that doesn't change. He teaches us love and forgiveness. I know I still need to have "tricks" in my back pocket to help with behavior problems, but if the school/teacher is consistent and focuses on Christ, the behavior problems seem to be fewer.</p> <p>After the meeting, we began the Wilson Reading Program again. The first student to come in has EBD issues (I will refer to him as Student A throughout this journal). Today was the day he refused to work. He asked to do a hot lap (a lap in the hallway in the center of the school) until he calmed down. With all his refusals and hot laps, his lesson time was only 10 minutes. The 10 minutes were productive minutes, but in order to make</p>	<p>assessment (FBA) as well as antecedent, behavior, consequence (ABC) all flow into PBIS. I would be interested in your following how the implementation of PBIS is working.</p> <p>I agree, the base and underpinning for discipline and management is the Word of God. The motivation is the Gospel.</p> <p>As is indicated before, keep nudging gently and you will see progress. Sometimes, 10 minutes is the best you can do. Keep on encouraging your student to use his abilities.</p>
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	<p>progress in the area of reading, the lesson needs to take at least 45 minutes. I know there will be days like this while working with students with EBD, but it is disheartening because as an adult/teacher, I know what needs to be done, but having the student cooperate will be the challenge.</p> <p>I taught the Wilson Reading Method to several students. The 5th grade students were separated into 3 groups to really hone in on certain skills. I took the group that diagrammed sentences: find the digraph, welded letters, blends, circle the suffixes, and swooping phrases. It is interesting to see what each child struggles with and learn ways to better help them understand how to decode words.</p> <p>The last part of the day, I was with the 5th grade students to aid them in taking their social studies map test. The test consisted of naming all the states and answering 20 multiple choice questions. The map test was given first, then the multiple choice portion of the test. Since the classroom teacher did it this way, I spent the last half of the class running between 10 students reading their test to them because they all finished the map test at different times. I know the classroom teacher didn't think of the confusion that would occur when doing it this way. If the classroom teacher would have let me take the students to a different room, I could have read the entire test to the students at one time. It is accommodations like this that are easily overlooked. When having students with special needs, each time needs to be well thought out and planned. This process takes time and several tries. I'm sure the next time a test is given, the classroom teacher will either scan the test into a program that reads it to the students or allows time for the test to be read aloud all at one time.</p>	<p>Education is a learning process for the teachers as well as the children. The classroom teacher will likely learn that the way the test was given was not all that effective and efficient. Teachers need to make adjustments based on the needs of the children in the class. I think the next time testing is done, the teacher will make the adjustment.</p> <p>The importance of knowing the etiology of the behaviors of the child is enlightening. The children coming from such dysfunctional families will have ramifications on those children as well as the other children in the school. In the world today, with so much egocentrism for all people, often the children are overlooked or dispensable. How sad. I can</p>
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	<p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3., 3.4, 3.5, 4.3, 5.3, 5.4, 5.5, 6.2, 6.3, 7.0, 7.1, 7.2, 7.3</p> <p>September 17, 2015</p> <p>The day began with a class meeting. All the special education teachers met to discuss any new parent/child situations. I listened to three stories about parents who have problems with their lives. One parent was in a mental hospital to pull herself together. One parent refused to take care of his child because he simply can't handle taking care of a child with so many needs. One parent just refuses to see her son anymore. She has decided to chose drugs over being with her child. These are all horrible stories about parents who simply don't want to be parents. It broke my heart. These are the parents who have children in resource classrooms. These are the children who shut down when things get tough. But can you blame them? After hearing these stories, it made my heart ache that these children only have something normal at school. This is their safe place. It made me understand why these children want to just sit and take a time-out from learning. Their lives are just so stressful, they need time out to think. With this knowledge of their lives, I will remember to be even more patient with the students whose lives are so upside down. I know when bad/stressful things happen in my life, I don't want to work. I'm sure these children feel the same way...and their situations are worse than I have ever experienced.</p> <p>With that being said, Student A came in, worked for about 20 minutes and simply shut down. He wasn't one from one of the parents we discussed this morning, but I know his situation is just as bad. He will have to be taught behavior lessons. He will have to learn that he can't always run away when things get hard, but he will have to feel safe to learn these lessons. He will have to learn to</p>	<p>see why your heart was broken. Children are gifts that parents have the privilege of raising. When parents opt out of the raising of the child, that child will have externalizing or internalizing behaviors.</p> <p>Case in point. How can teachers expect children to learn when they are not feeling good about themselves because of such disfunction. True, the children have to rise above their pathological upbringing. However, learning that school is a safe place and a secure place to learn will really help with compliancy. This child is a year long project. Maybe, the child will not make progress this year but down the road. Finally, the child may never overcome the horrible upbringing. Teachers have to live with that fact :(</p> <p>You needed a positive and you got it with Student B. When a child does succeed and learn, what a neat</p>
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	<p>trust his teachers and know that he is in a safe place. This is not an easy process. In order for learning to occur, he will have to be willing to try, but that will be tough knowing what he has to deal with.</p> <p>The rest of the day went well. All the children came in ready to read. In fact, Student B came in down again, but he mentioned something about paper airplanes, so I told him that if he got through his reading lesson, I would teach him how to make a paper airplane. He was so excited. He breezed through his lesson. I showed him how to make a paper airplane and we flew it in the classroom. Tomorrow, I told him that we could decorate it after he finished reading. He was very excited! That is just another lesson. I have to make those connections with the students in order for them to trust me and want to learn from me. It was a wonderful day! I am understanding more of the concepts behind the Wilson Reading Program and am speaking with confidence while teaching the students. It is working nicely breaking the students into smaller groups to really work on the needed skills. The special education is taking one student and I am taking the other. I am glad I am able to see progress in the students. It was great hearing these students read and feel successful! It was indeed a great day!</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 4.0, 4.1, 5.0, 5.1, 5.2, 5.3, 6.1, 6.3, 7.0, 7.2</i></p> <p>September 18, 2015 I looked at a letter put out by the speech/language pathologist explaining teletherapy to parents. The letter was very well written. The district was worried that parents would be upset that they do not have a speech/language pathologist for their child. No one applied for the position, so an alternative solution had to be made. The</p>	<p>feeling. This child will make you want to come back the next day and be fired up to help the children. Glad you had a good ending to the day.</p> <p>Let me know if I can help. I am thoroughly enjoying your commentary on the children and environment. P.S. Saw your dad yesterday and he looked good. We talked briefly and he was in good spirits. We had grandparents day at MVL.</p> <p>I checked out the website. Wow, if this program is effective, the role of the SLP may change a bit.</p> <p>The innovations connected with technology are amazing. I am curious how teletherapy will work out and if the parents will be happy.</p>
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	<p>district has a couple speech/language pathologists that come to the school, but they are shared with other schools and there are about 75 children that need services at this school. The teletherapy was researched by the school (http://presencelearning.com/resources/videos/) and will begin implementation this week. The letter began: "I am delighted to inform you that your child has been selected to receive speech and language therapy through an innovative new service delivery method known as telepractice." It went on to describe the therapy and what it entails. I learned that when introducing new ideas, approach it as something exciting. This approach could have made several parents upset. Instead, they are excited to have their child be part of a new way of teaching.</p> <p>Student A came in ready to show the special teacher and I that he was in charge and would not be working. He was shown his letters. He was to name the letter and give that sound. He decided he would do this in a strange voice. Instead of telling him to stop, the special education thought back to her childhood and was reminded of listening to her cousin and her accent. She remembered trying to mimic her accent because she thought it was cool. The special education teacher told this story to Student A and then began speaking to him in a British accent. Student A smiled and turned his slowly turned his responses into his normal voice. The special education teacher taught the entire lesson using her "accent" and Student A kept moving through the lessons. He finished over half the lesson! This was the most progress he has ever done! Watching this lesson impressed me once again. I would never have thought about using an accent to turn a lesson around. It is just another thought to put away to solve student behavior problems. It might not always</p>	<p>Keep putting the techniques and strategies into your back pocket. What you saw in the lesson was what I would consider the "art of teaching."</p> <p>If a strategy works keep that strategy going. If the strategy is not as effective,</p>
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	<p>work, but it would definitely be something worth trying. Now, it will be interesting to see if this special education teacher will be teaching this child using her “accent” the entire year for Student A.</p> <p>The next student to come in began his lesson with me using the same procedure. Look at the letter card, say the letter, and produce the sound the letter makes. He did the first 3. Then, when he got to the digraph ‘th,’ he responded ‘tw.’ I said, “Let’s try that again.” When the student heard that, he burst into tears. I said that it would be alright and that he will get the letters. He just looked at me and said, “My dog ran away this morning and my mom and I can’t find him.” This poor child. The special education stepped up and went to the office to explain the situation and ask that if the mom happened to call about finding the dog, please inform the teacher as soon as possible so this child could be put at ease. The student took time to mourn, then went back to his classroom to be by his class. Again, home situations affect student learning. Sometimes children need time to mourn and regroup to function for the day.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 3.3, 3.4, 4.0, 4.1, 5.2, 5.3, 5.5, 6.2, 6.3, 7.2, 7.3</i></p> <p>September 21, 2015</p> <p>Student A was on the second half of his lesson today. He said he was too tired to work and put his head down on the table. He left his head there a good portion of the lesson, dragging his magnetic letters slowly across the board. He said he stayed up late watching the Packers play football, a game that lasted until 11PM. He did perk up when he remembered the accent that the special education teacher used. He asked for it again, then proceeded to finish his lesson. I’m curious how long this novelty will last. I know working with children with special</p>	<p>change. However, come back to that strategy that worked in the future, say three weeks. Sometimes the same strategy can be used over and over again, just at different intervals.</p> <p>Awesome! You have a gem of a co teacher and a gem of a principal.</p> <p>The multiple modality benefits all learners. The kinesthetic / haptic learner benefits especially from multiple modality lessons. Suggestion: one day when the child has a dirty desk, put shaving cream on the desk and let the child write the word in the shaving cream. When the child is done, wipe the desk with paper towel and your have a clean desk and the words learned.</p>
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	<p>needs requires lots of ingenuity.</p> <p>I had a brief meeting with the principal today. She wanted to make sure I was enjoying myself at her school. She also wanted to make sure that I had everything I needed in order to complete my Master's studies. It was nice that the principal took the time to check in on me. That shows that she cares about all the aspects of her school.</p> <p>The rest of the day, I taught the Wilson Reading lessons. I focused most of my time on spelling and dictation. With this part of the lesson, I need to remember to have the child repeat the word I would like them to write before he/she spells it. This way I know the child has heard the word. The other part that I found interesting in this section of lessons was the constant repetition of the words, especially the sight words. The teacher says a sight word. The student spells the word aloud, then writes the word saying each letter out loud as he/she writes. The student then underlines the word and reads it out loud again. When all the sight words have been written like this, the child writes the word with his/her finger on the table. He/she underlines the imaginary writing and says the word again. Last, the student repeats this writing on the desk/table with his/her eyes shut. What a great way to use all the senses to practice words we use everyday! The students didn't even complain. They especially liked the eyes closed part of the lesson.</p> <p>It is homecoming week this week, so schedules and attitudes might be different. I missed working with the last two children of the day due to an assembly in the gym to kick off their fundraiser. It will be interesting to see how well the children function this week. Most times, the students with special needs have a harder time with change.</p>	<p>Sorry to hear that Student A has those severe behavior issues. All those behaviors interfere with his ability to learn. I feel sad that he refused to work for you. The onus is on the student and not on your ability to teach.</p> <p>I think you have the right answer that the SPED teacher will take on the student and the process will be year long.</p>
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	<p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 5.1, 5.2, 7.2, 7.3</i></p> <p>September 22, 2015</p> <p>I helped out with recess duty this morning. The children get to play outside before school begins. I think that is a nice idea. This gives the children a way to run around, get exercise, and socialize with their friends before the school day begins. This way when school starts, they are ready to begin.</p> <p>The morning started out a little rough. Student A came in with an attitude and I began to work with him on dictation. I asked him to write the word mash. He wrote the word, but erased it several times. I then asked him to write another word, but he wrote the word with a backwards capital B. When I told him that this word is not a name, so we need to put a lowercase B with it, he became very angry and tried to stab my hand with his pencil. I moved my hand and the special education teacher asked if he needed a break. He said yes and walked into a different room (a room dedicated to behavior students). He stayed in that room for 15 minutes, then returned stating he didn't want to work with me anymore. The special education teacher took over and he worked better with her. This student has such severe issues and is not on this special education teacher's roster. She is helping the other special education teacher out with him because he refused to work with her in the area of reading. This student has many issues at home and is easily frustrated, but he has also learned that if he doesn't want to do something, he simply stops and walks away. This is a behavior I will not be able to change. This is something the special education teachers will need to continue to work on with him. It will require a lot of consistency and patients on their part. They have a</p>	<p>Cool to see the progress. Often, progress is in small, small increments. When a child moves quickly along, what a treat. Keep up your encouragement for your child who is homeschooled.</p>
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	<p>challenge ahead of them.</p> <p>The student who is currently being homeschooled came in to work on reading. She is on level 6 which is the highest level in this classroom. She reviewed all the vowel sounds and gave the rules for them (i.e., the teacher made a long ‘e’ sound, the student repeated the sound, then said, “Long e” and “E says e in a vowel consonant silent e syllable,” “E says e in an open syllable,” “Y says e in a 2 syllable word.”). It is amazing that this girl has come so far. I look at the students struggling with reading on level 1 books and I would love to watch them grow in their abilities. What a glimmer of hope!</p> <p>I did teach the Wilson Program with several students today. I worked with a child on dictation. He was supposed to write 3 sentences: 1. The bug fell in the web. 2. Did Chet get the red shell? 3. Jack had to sell his pig. These three sentences took the child over 30 minutes to write. He had lots to say and worked very slowly. Student B had the same experience with reading. He was still all “gloom and doom.” He came in upset because he had the sniffles. Then he was upset because he was missing math and he thought he would now become bad at math. When we would tell him how good he did, he would simply respond, “No I’m not. I’m awful at it.” He would just repeat the word awful over and over again. It is best to ignore the behavior and move forward.</p> <p>This day was a bit harder, but it is a day in the special education classroom. I know there will be good and bad days depending on the students.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 3.5, 5.1</p> <p>September 23, 2015 The day began with a large group staff</p>	<p>How to discern what is real and what is attention seeking is a trick for teachers. I think “planned ignore” is a good strategy.</p> <p>The meeting like the one in your writings is important for all to be on the same page. Being on the same page is hard to do for a larger faculty. However, if some teachers do not follow through with their responsibilities for discipline and management; the entire program may fail at worst and be ineffective at best.</p> <p>You work out the arrangements with the SPED teacher. Knowing the child and the situation, your</p>
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	<p>meeting. The meeting discussed several small items, such as fire prevention week, the salary rubric, etc.. The topic that caught my eye was the topic on “green slips.” This is documentation by a teacher on student behavior. The focus shouldn’t be on the green slip, it should be on changing student behavior. The student should not see the green slip (the note for the office file for documentation) or even be aware that it is being written. The focus should be: What was your behavior? What caused the behavior? How could you prevent the behavior? The sole purpose of the green slip is to change the negative behavior. In order for that to happen (or begin to happen) is having that discussion with the child. This is part of the PBIS behavior system being established in the school. The principal decided that she would change the color of the slips to change the stigma.</p> <p>After much thought last night, I have decided not to try to work with Student A at the present time. He has such severe behavioral issues that I asked the special education teacher if I could just observe this student at the present time. This might last a week or it might last the entire time I am here depending on his attitude. The purpose of this resource classroom is to develop reading skills. If this student refuses to work with me, how will he gain the knowledge needed to read? With behavioral issues, children need to establish a sense of trust. They have to be able to understand that the teacher is there to help them. Most times, there have been many issues in the past of adults failing them. Trust is a HUGE issue. Student A clearly doesn’t trust me. He doesn’t believe I am a certified teacher and knows that I will be leaving in a couple of months. He is beginning to trust the special education teacher though. If he is reading with her, isn’t that the most important thing? I want him to</p>	<p>judgment is clear. Make sure your decision is OK with your co-teacher, Ms. Adamovich and the principal</p> <p>Focus on the positives. What a thrill when you can see the child’ light come on when that child gets it!!!</p> <p>I am happy you can see the silver lining to your day. Ups and downs will happen. Keep working and be</p>
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	<p>succeed and get as much practice as possible. This will not happen with me at the present time.</p> <p>During Student A's session, I looked at the reading program Great Leaps designed for students K-5. It is similar to the Wilson Reading Program. It is great to have another resource on hand to work with children.</p> <p>The student being homeschooled came in for her second lesson of the week. She learned about the suffix -ed. She learned that -ed makes three sounds: /ed/, /d/, and /t/. She struggled a bit recognizing these sounds. She practiced putting -ed words under their correct sounds. At first, she always said the word made the /ed/ sound. After a little practice, she could hear the difference. This lesson will need to be reviewed next week, but I am confident that she is understanding the concept.</p> <p>Another child I worked with had an amazing lesson! She did the entire lesson and had a little time to color her alphabet letters. She is a child who struggles with the digraphs -sh, -ch, and -th.</p> <p>The other students I worked with were a little off focused. One student's grandma is having her birthday today. This is his sole caregiver, so he was focused on a party after school. Another became upset and cried because she struggled writing the word 'what' and got her b's and d's mixed up. All in all, it was a good day. The students who were unfocused still had smiles on their faces when they left. I know they struggle with reading and sometimes it is frustrating for them, but they feel safe and secure in this classroom. Sometimes that is what make the difference in learning.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.4, 3.5, 5.1, 5.2,</p>	<p>encouraged that you are making a difference in the lives of the children you teach..</p> <p>Great Idea to have everyone circle the wagons and take account of all the children. Doing so avoids the tweeners who have a tendency to fall through the cracks. Reviewing the IEP periodically helps with what you term fidelity.</p> <p>Student A needs some serious help. I can see why the special education teacher wants to handle this case individually. I just hope the teacher will be</p>
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	<p>5.3, 5.4, 6.2, 6.3, 7.0, 7.2, 7.3</p> <p>September 24, 2015</p> <p>The morning began with a special education staff meeting. There was a discussion on making sure all the students who needed services were being served. There were concerns about a child who might have been missed. I'm glad they are having this discussion and verifying which teacher serves which student. An IEP is a legal document and needs to be followed to fidelity.</p> <p>Student A came into work with the special education teacher. Yesterday, both of us agreed that this child is a severe case and it would be best if he only work with the special education teacher. The day the child refused to work with me, he had become so angry that he tried to stab my hand with a pencil. Again, this is a severe case. Both special education teachers at this school will be spending lots of time on behavior issues with him. He wasn't very cooperative at the beginning of the lesson with the special education teacher today. He wanted breaks, drinks, and the bathroom. Over 30 minutes of the 45 minute session was wasted. He did work the last 15 minutes, but at this pace, this reading program will not have the full effect needed to improve his reading skills. What a sad situation!</p> <p>I worked with another child working on real and nonsense words. The child had to use magnetic letters to form the words. Using nonsense words really drives home the concept of decoding. I know parents look at the nonsense words and think it is a complete waste of time, but it is a valuable tool in reading. After seeing these children in action, I know that I will need to do this more in my own classroom.</p>	<p>safe.</p> <p>Persistence will pay dividends in the future. Keep plugging away with your student and you will see progress. Just be cheerful and encouraging. The facade the child has built will crumble with time and persistence.</p> <p>Cool idea. You can see the rate of reading continue to rise. Do you chart the progress on a graph or celeration chart. Graphing is a good way to let the child see the progress. Often times charting is highly motivating for children. Keep up you good work. Another strategy called Repeated Reading is a good way to work on fluency.</p>
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	<p>Student B came in with his “Eeyore” like behavior. The special education teacher and I think is the best way to describe it. He constantly looks at the glass half full. When you tell him he is doing great, he responds that it is awful. When you say you love to see him smile, he turns his smile into a frown. I have seen him happy, but it is rare. Attitude plays a HUGE role in reading. He is only hurting himself by his behavior. I did manage to ignore all the negative comments and push through the lesson. The more I do this, Student B will realize that he isn’t getting the attention from his behavior and may stop.</p> <p>I worked with two other students with dictation and cold reading of stories. The students had to read the story in their mind first, make a movie in their head, and tell me about it. This simple step tells me what they read about and where they struggle with independent, silent reading. After the cold reading, the students read the story aloud and we discuss the meaning sentence by sentence. It is fun to see the fluency grow in just this short of time! I look forward to seeing more progress.</p> <p>I also worked with a group of 5th grade girls cold reading, oral reading, and writing sentences. Even though they are in 5th grade, these girls still struggle with basic concepts of capitalization and end marks. Their sentences are basic, lots of CVC words. They all had very positive attitudes working with me. Their attitudes made them a joy to work with. Again, I love to listen to them read and get excited about doing things on their own!</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 3.3, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.0, 7.2, 7.3</i></p> <p>September 25, 2015 The morning consisted of a mini-parade for the school. Each classroom dressed up in a decade/period in time for homecoming. The</p>	<p>Good to have a fun day. I hope the weather and the enthusiasm cooperate today. Tell me how it went.</p> <p>Sounds like this child will be your special child for the time you are at Eagle River Elementary School. Keep working with him and you will see progress. This child need a special helper, one he can open up to and learn. You appear to be the special helper.</p> <p>You have your hands full with this one. He knows how to play the game and play it well. That is why you dictate the rules of the game and give him no leeway whatsoever. He has to know you are in charge and</p>
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	<p>whole district attended, three schools total. At the end of the parade, the school took a district photo. It was very neat seeing all those children in one place. It is a nice way to bring everyone together. Not sure how much work will get done because of the festivities. There is the big parade downtown right after school, so it might be hard for the children to concentrate today, but days like these are rare and are fun to do. The weather turned out to be just right for all the events! It was a great morning to be outside.</p> <p>After the parade and festivities, I worked with the little boy who had lost his dog a few days back. I will begin referring to this boy as Student C. This is a 3rd grade boy who is very shy. He struggles with decoding words. He hasn't even mastered his letter sounds yet. Today, he struggled with b's, d's, f's, and th's. He is such a sweet boy and tries really hard to read. I am excited to see the progress this child will make.</p> <p>Student B came in complaining again. I had to finish yesterday's lesson with him, write 3 sentences and read a short story (6 sentences long). It took him 15 minutes to write the first sentence. He was very non-compliant and thought of many excuses not to do work. By the third sentence, 25 minutes into the lesson, the special education teacher made a pretend phone call to mom leaving a message. This worked out well because I was working with the student and she had that idea to get him back at task. Student B questioned why his mom was called and suddenly began to work. He finished the sentence, read a story, and asked to read more stories to me (2 total) because "he loves reading." This little charade shows that Student B is capable of doing so much more, but his attitude is what holds him back.</p> <p>I worked on Comprehension SOS with the 5th</p>	<p>not him. I know this is easy to say but hard to do. Keep on top and do not relent if at all possible.</p> <p>A fun way to end a fun day. I hope the day went well with the parade and all. Good idea to make a special day for the children. Great PR for the school as well. Blessings to you this weekend.</p> <p>With the dysfunction of the family, extrapolating why the child is having problems is pretty easy. So sad that family life bleeds into his school life. I feel really bad for Student A.</p> <p>Working with a child with internalizing behaviors is pretty daunting. Those behaviors come out when the situation becomes untenable. Funny thing about internalizing behaviors. She keeps her feeling inside and will not likely talk about her true feelings. Then those feelings gush out when she cannot do the task at hand. I think she has some real deep-seated issues, one being a perfectionist, that</p>
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	<p>grade boys today. I read them the story <u>Odd Looking Animals</u>. We took the time to look up the animals on the computer and discuss each one. The boys loved the story and were very involved. They had made predictions as to the animals that would be in the story and were literally on the edge of their seats as I revealed the animals one by one. It was a very fun lesson. The students were very engaged which makes reading fun. Next week, they will read the story and work on fluency.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 3.4, 5.1, 5.2, 5.3</i></p> <p>September 28, 2015</p> <p>Student A came in 15 minutes late and said he had a bad weekend. The warden had given his family a fine for hunting outside the time allotted. After some prodding, he did his letters and sounds, read CVC words/sight words, charted progress and read 5 sentences. This wasn't bad for starting off a bit rocky.</p> <p>The next student to come in will be referred to as Student D. I have worked with her before. She is a third grade student who struggles in the area of reading. She also is a perfectionist and becomes very upset (cries) if she makes a mistake. She hasn't realized that everyone makes mistakes. Today, she cried at the first part of the lesson and became easily frustrated by her mistakes. When this happened, more mistakes followed, which made her even more upset. After some prompting and encouragement, she began to calm down and focus on the words. She pulled it together towards the end of the lesson and did a great job. She was able to write 3 sentences and edit them without any arguing. The special education teacher and I talked about her frustration before she came in for class today. We both</p>	<p>really haunts her life. No wonder she has a hard time during stressful situation.</p> <p>Good to have a success story for the day. Keeps you motivated to continue to care for these special children. Good for you!!</p> <p>I looked up Comprehension SOS and found out a little about how this works - cool! I can see how this process would help the child internalize the material presented in such a logical process. Glad you had a good day.</p>
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	<p>discussed times in our lives when a concept was difficult and how we felt. We both can't imagine going through every class in our lives with that feeling of not understanding. I also feel that because I struggles with a few concepts in my past, that helps me understand students who struggle. It just shows that every experience in our lives aids in teaching.</p> <p>Student B came in with a positive attitude and blew through his lesson. It was wonderful to see a smile on his face and eagerness to learn! I know he will have his ups and downs, but I love the ups!</p> <p>The second grade students came in a little late this afternoon. The student I worked with also came in with a bit of an attitude. Usually, he works so nicely, but today, he decided he couldn't remember the letters or their sounds. He also took some time to adjust to being back to school after a weekend, but after about 5 minutes, he pulled it together and began applying himself. It was nice to see that he was able to put the negative feelings aside so quickly and focus on what needed to be done.</p> <p>The 5th grade girls came in and worked with me on the story <u>Odd Looking Animals</u>. I will also complete the Comprehension SOS with them. They loved learning about all the odd animals too. At the end of the lesson, they wrote a sentence about the animal they thought was the oddest from the story. Watching them write the sentence and struggling with spelling was a good reminder of the help that is required for them.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.2</i></p> <p>September 29, 2015 Student A came in with an attitude. He said the work he was doing was for babies, so he</p>	<p>I have contended for years that behavior is one of the big hindrances to learning. With the right attitude and behavior, learning becomes much easier. Years ago, I saw William Cruckshank from the University of Michigan, Ann Harbor, and he said that children have to have four levels of readiness to learn: physical, cognitive, emotional, and social. If one of the areas lang, as in the case of Student A, learning is nearly impossible. I found that true. I have added the fifth element, Spiritual, to the model. Your girl who was homeschooled had all the levels of readiness pretty well across the board and therefore she could learn.</p>
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	<p>refused to work. He was sent back to his classroom early because of his refusal to work. Again, his lack of reading skills is due to his behavior.</p> <p>The girl who is homeschooled came in eager to work. She always has a positive attitude and that love to learn. With her attitude, she is the furthest in the the Wilson Program. These two children show that attitude shows the effectiveness of the program.</p> <p>I worked with a 3rd grade student who was a bit tired when he walked in. He stayed up late watching the Packer game, so he said he was too tired to read. I told him that I was tired too, but we still had to get some reading done. He had trouble with the welded sound /all/, the short /u/ sound, and bonus letters at the end of the words (ll, ss, and ff). He wanted to be speedy at first, to get through the lesson. I had to discuss accuracy instead of speedy. He slowed it down at the end of the lesson and did a great job.</p> <p>Student B came in with a poor attitude. He fell to the floor, covered his face, and cried a little. He said he was sad he was missing math. The special education teacher came up with a compromise, reading first, then math. He breezed through his reading lesson in 30 minutes and had 15 minutes left to work on his math assignment. Again, this shows that Student B is capable of making his choices on how his learning will take place.</p> <p>The second grade student that I worked with came in kind of goofy, but he pulled his lesson together also. He did a great job with his letters, sounds, CVC words, and writing sentences. He worked hard, listened to the rules, and applied them.</p> <p>The 5th grade boys worked on <u>Odd Looking Animals</u> again. I read the story to them and</p>	<p>What a mixture of children and abilities. You are getting a wonderful experience by having a variety of children who need your help. You are also learning the Wilson method which will be very helpful now and in the future. YEA!!</p> <p>Unfortunately, until the root of the problem is remediated, Student A will sabotage any help he could receive. His home life needs to be settled before he will be willing and able to learn. The battle is pretty much over until the root is remedied.</p>
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	<p>discussed the vocabulary. I handed the boys a copy of the story that was written a bit differently. It was written in a non-controlled decodable text. Each boy read a paragraph. They took turns and followed along as the other read. One boy came to the word <i>environment</i>. He read the word! He said he could read that word because he remembered what I read! What a great reminder to take the time to read to children and explain the meaning of text.</p> <p>The last child that came in was a 3rd grade girl. She did an amazing job also. She gets her b's and d's mixed up, but has a great attitude, so I believe she will understand the concept at some point.</p> <p>CEC 2.0, 2.1, 2.2, 2.3</p> <p>September 30, 2015</p> <p>Student A came in with the same attitude and determination not to work. He came in late, brought food and wanted to finish that, said he wasn't feeling well, and left from the room. It makes me sad thinking that he is just holding himself back. The more he does this, the further behind he becomes...which means the more frustrated he becomes....which leads to more behavior problems. It is just a vicious cycle. Until he sees that everyone is here to help him and actually accept the help, the behaviors will remain the same. This is just a sad a case.</p> <p>Student A is not the only one in this school that is causing problems in his learning environment. The classroom I am working in is next to the behavior classroom. There are a handful of children who have decided learning is not for them. They will do whatever it takes to get the attention brought to them, even if it is negative attention. Today a child was slamming doors, screaming down the halls, and yelling at his teacher.</p>	<p>The patience of a saint!! You are really seeing a very good example of how to handle children who are EBD. Sometimes, maybe it is the moon phase, children really get edgy and do not feel well. They then go off the deep end and exhibit big behaviors. A gentle hand is better than an iron fist and will yield better results. Learn from the great example you have seen.</p> <p>I am so happy you have a positive to offset the negatives. Cherish this little girl and she will win your heart.</p> <p><u>On a side note, we need to set up a conference call for your mid-term review. I would suggest October 8th or 9th as possible dates. Depending on your schedules, we can talk after school at a convenient time. The conference should be 45 minutes to an hour in length. Let me know what you think.</u></p>
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	<p>The special education teacher who works with the students who have behavioral issues has been running back and forth between classrooms. She has her cell phone with her at all times and has been receiving texts from aids and teachers needing help. What an exhausting job! This woman handles it well. I have never heard her raise her voice. She gently guides the students back to her classroom to discuss their behavior. With her guidance, the students settle down and return to their classroom. Even though I do not work with her, I have learned that patience and being calm handles more situations. What a great example!</p> <p>The homeschool student brought smiles back to the classroom. Her attitude is the complete opposite of Student A. She will succeed in reading because of this attitude. She is still working on -ed endings. When she masters this skill, she will move on to other suffixes.</p> <p>I worked with a 3rd grade girl again today. She is the one who struggled with digraphs and the letter b and d. I will refer to her as Student E because I will be working with her every day because she feels so comfortable working with me. She worked hard and did a great job with her fluency today. She did a better job with her digraphs. I taught her the trick for writing d's there is a c inside a d). She liked that trick and didn't confuse making d's the rest of the lesson.</p> <p>After lunch, I worked with a second grade boy who has trouble with the short sounds /e/ and /a/. He did his letters and sounds, read some real and nonsense words, and was progressed monitored on his reading. He did a much better job than last week because he slowed down and actually looked at each letter instead of guessing what the word was. The special education teacher has a rule: No</p>	<p>Cool. Any little help is a big help. See how she can generalize to another setting or another time with her.</p> <p>Celebrate the little victories. In special education, the victories come in little packages. However, when you look back in a couple of weeks you will see progress, success, and headway.</p> <p>Good idea to have the whole school get together and</p>
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<p>guessing allowed! She expects every student in her classroom to use the strategies she has taught them in reading and apply them. I am happy to say this student did just that! He also read the short story (5 sentences) <u>Cod Fish</u> to me. He really struggles reading this story. He had to sound out each word, which hurt his comprehension. I read the story back, sentence by sentence, and had him repeat it to me to practice his fluency.</p> <p>I worked with the 5th grade girls today reading <u>Odd Looking Animals</u>. I re-read the story to them and then listened as they read it to me. They also had the non-controlled decodable text in front of them. They struggled more than the boys did, but they also followed along and tried to decode all the words that were in front of them. They did a wonderful job!</p> <p>The last student I worked with was a 3rd grade boy. He was very distracted today and worked extremely slow. It took him 17 minutes to write the nonsense words poff, rass, rull, zuff and sess with magnet letters. With this distracted behavior, he struggled finishing a fourth of the lesson. He did his magnetic writing and the dictation portion of the lesson. Tomorrow, I pray he is more on task and able to read to me.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.5, 5.0, 5.1, 5.2</p> <p>October 1, 2015</p> <p>The morning started out with a Pines Pride Assembly. The assembly lasted about 40 minutes and gave awards to students for being the most cooperative. Natalie Decker (a NASCAR driver) came in and also spoke to the students. She stressed the importance of school.</p> <p>I worked with the 3rd grade boy again who</p>	<p>work together. Everyone counts in an assembly. Cool to have a race car driver give encouragement. Often the children will listen to an outsider more than the teacher.</p> <p>Good for you to get around to the other classrooms a bit. When a teacher has so many rules, he or she becomes a policeman rather than a teacher. With so many rules, the children will try to get between the cracks of the rules. The children will push the rules to the limits. A few enforceable rules are better than a big number of specific rules that are hard to enforce.</p>
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	<p>was very unfocused yesterday. Today was much better. He finished his lesson from yesterday (read <u>The Big Hit</u>; First, he read it silently. Then, he retold the story to me. Finally, he read the story aloud to me and we discussed it) and completed the lesson for today. He got a little distracted towards the end of the lesson. The part of the lesson where I said the sounds (he had to repeat the sound, point to the magnetic letter, and say the letter name), but for the most part, he really tried hard. This was great because he had just come from that assembly and hadn't had a break from that.</p> <p>While I had a break between students, I walked around the school to observe other classrooms. I observed a 3rd grade science experiment, but was disheartened by it. The experiment was adding vinegar to baking soda. The students loved what happened and became excited. The teacher than gave directions on doing the experiment in groups. This is where I became disheartened. There was a rule for everything. The rules literally took 10 minutes. If you do this....you will sit against the wall at recess. If you do that....you will sit against the wall at recess. The whole time, I was thinking, I wouldn't want to do this experiment because I would be afraid of losing my recess. That is a lot of expectations placed on those little children. I understand some boundaries, but there were just too many and the consequences didn't match the behavior. For instance, if some of the experiment landed on the floor, a child would lose recess time. I understand that if a child purposely pours the stuff on the floor and destroys school property, action should be taken, but what happens if it accidentally spills or some of the bubbling liquid overflows on to the floor. The consequence doesn't work with the behavior/attitude of the student. This was just another reminder for me to think of different ways to set boundaries for</p>	<p>So true! The child will continue the negative behavior when that behavior gets its way. Nudging will keep the child pushed into doing what is expected. Pushing too hard or too soft usually results in the child getting away with the behavior or rebelling. Use your "art of management" to keep the child on task.</p> <p>Any way at all to enhance the vocabulary :)</p>
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	<p>students. Listing rule by rule by rule is simply ineffective. Thinking back to my first years of teaching, I am sure that I made the exact same mistake as this new teacher. Time has made me a better teacher. Learning by other teachers' examples have helped me too. I am sure this teacher will change as well.</p> <p>Student B came in with his typical behavior. He said he was too tired to work and that he had stayed up too late. I told him that happens sometimes, but we still have to work to become a better reader. His attitude remained the same throughout the lesson. He placed his head on the table and pretended to sleep. I just kept redirecting him and kept going with the lesson. I don't want him thinking that his behavior will end the lesson. If that happened, he would do that negative behavior every class time.</p> <p>After lunch, I worked with a second grade boy who arrived 15 minutes late due to tummy troubles. Even though his stomach was upset, he worked hard. He has trouble with the sound /qu/. When he writes that sound, he writes 'quw.' He also gets the sounds /sh/ and /ch/ mixed up.</p> <p>I worked with the fifth grade boys on the next Comprehension SOS story. This next story was entitled <u>Narwhals</u>. We had a great discussion about the story and had to look up more facts about the narwhals due to questions brought up by students. It was fun watching their excitement grow. They also learned the word elusive from the story. The boys liked that so much, they used it throughout the lesson. One boy even left the classroom saying he would now be elusive. This made me smile.</p> <p>The last student I worked with was Student C. After giving him four sounds, he started</p>	<p>Whew!! A third grader with limited reading skills is in real jeopardy. Third grade is when the books get bigger, social studies and science get harder, and the reading stories are getting tougher. In addition, word problems in math can be a real issue with limited reading ability. He needs to make big strides if possible. His brain is already pruning his ability to learn the fundamentals of reading. Some recent research indicates that a child by age 7 or 8 has significant pruning for these fundamental reading abilities. Yikes!!</p> <p>I know how hard it is to be away from home. I was an on the road supervisor and spent 10 weeks on the road each semester. Very hard to do.</p> <p>The Lord puts people in the right place at the right time. I am happy you had a chance to talk to the substitute even if it brought back many bad memories. Sometimes getting things off your chest may be therapeutic in some sense.</p>
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	<p>tearing up. He said it is just so hard. I gave him some words of encouragement and he gave it his all. He wrote 10 words, 2 sentences, and read the short story (5 sentences) entitled <u>Cod Fish</u>. I know that reading is hard for this student. He struggles with the vowel sounds and is still trying to learn all the consonant sounds. He must feel so lost in third grade, but I do know that if he remains positive and tries hard, he will be able to grow in his reading skills.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.4, 4.0, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 6.3</i></p> <p>October 2, 2015</p> <p>Yesterday, a substitute teacher was in the classroom. This woman did a great job. She was like a little grandma, so the kids loved working with her. The woman was a widow, just like myself. She had lost her husband only a year ago and needed someone to talk to. I shared my feelings and we talked about faith. It was difficult reliving some of my memories. The pain of being alone. It made me want to jump in a car and race home to my children. There are days when being a widow is just hard. Yesterday was one of those days. I am learning lots in this classroom and am very happy to be part of this environment. I am learning many reading skills to aid my school and fellow WELS schools, but being away from home is hard. I'm almost to the halfway point. I know the end of the Master's is almost in sight. I don't regret my decision of doing an internship because I feel this is the best way of learning for me, but I worry how I will keep my mind busy after this. I think I was able to function as a widow because I kept busy. I taught, raised four children, and worked on my graduate classes at night. I know this isn't your typical journal entry, but I want to write my feelings down because all of this affects my teaching. I come to school</p>	<p>So sad to have a student who is so oppositional. He may be heading for Conduct Disorder (click on the website) which has even bigger consequences (for the school and the child). He is one mixed up child who has learned the triangulation game, pitting teacher against teacher, teacher against parents, para against teacher, etc.</p> <p>You can only do your best with 110% effort. After that, the child has to suffer the consequences of his actions.</p> <p>Too bad the student sabotaged his opportunity to use the iPad. He needs to learn from his mistakes.</p>
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	<p>with these thoughts and feelings, then I have to put all of this aside and work with students. I come to school with my baggage and I know that a lot of these students have baggage (sometimes much worse) too. Maybe that makes me more sympathetic....I don't know. I know my experiences have changed the way I teach. I pray more teachers who have similar experiences continue to teach and use the experiences to better their teaching.</p> <p>Student A came in with his "typical" behavior issues. The special education teacher and I discussed natural consequences and homelife. She said the same things that Dr. Spurgin and I have written about: Nothing can be accomplished until his homelife becomes somewhat normal and he wants to learn. This student also came back into the room to ask to have his iPad hooked up to the internet. The special education hooked him up to the guest site (a daily log in and monitored site). Minutes later, the paraeducator that works with him came in and said that internet privileges have been taken from him because of inappropriate sites that he had been trying to look up. This will be hard to approach teaching this student with a fresh attitude each day...praying for new responses and attitudes. We just have to approach each day as a new day.</p> <p>I worked with Student E today. She was in a goofy mood, so the lesson took a bit longer. While reading, she guessed on a lot of words rather than "tapping" out the letter sounds. Once she slowed down, she was able to make the correct words.</p> <p>Student B came in with a better attitude. I even saw a smile! He worked well. He had trouble with the short sounds /e/ and /a/ and the sounds /f/ and /th/. This could be</p>	<p>However, he likely is rationalizing his behaviors in his head and he actually thinks he is not doing the wrong thing. Some children have their minds already made up and to change the mindsets is a yearlong challenge.</p> <p>Always good to have a positive happen during the day. Savor the moment.</p> <p>Good to get a pair of fresh eyes to observe the student. Having LD comorbid with EBD is a good step. So many times behavior gets in the way of learning. Maybe some of the strategies suggested under the LD hat will promote positive results under the EBD cap.</p>
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	<p>due to his speech. He has to watch my mouth in order to get the correct letter with the sounds.</p> <p>I worked with the 5th grade girls on the story <u>Narwhals</u>. I read the story to them and we discussed it. I showed them pictures on the internet for them to better understand some of the concepts of the story. The girls had some interesting questions they wanted me to look up. They wanted to know what a female narwhal looked like compared to a male narwhal. They also wanted to see pictures of narwhals “tusking.” They had a great discussion and wrote a sentence about something new they had learned about narwhals. The sentences were very thought out.</p> <p>I worked with a couple more students throughout the day. Both students were a little unfocused, but that can be expected on a Friday. All in all, it was a good day. The students, by in large, had a good attitude.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.4</p> <p>October 5, 2015</p> <p>Student A was observed by Pupil Services today. He is being re-evaluated to add LD (learning disabilities) to his IEP. He is being served right now under the classification of EBD, but because of his behaviors, his learning is being impacted. He did a good job following directions and reading for the special education teacher while being watched by the man from pupil services. Just by observation, the man could tell Student A is behind his peers in the area of reading. Student A will take some assessments to show how behind he is.</p> <p>Student D read two stories to me (<u>A Cut Lip</u> and <u>The Big Hit</u>). She had been working 2 weeks on the story <u>A Cut Lip</u>. Even though</p>	<p>The idea of looking for antecedents to a behavior comes to mind with your student. What was the trigger for the bad behavior of tearing up the story. One obvious antecedent is the inability to read and decode. Maybe another antecedent is her not wanting help or that she has her own way of trying to figure out reading. If you can help with the antecedents, you will make progress with the child. Previewing vocabulary, providing pictures for words (sort of like rebus) would be helpful. Maybe you could do paired reading with you and the child reading in unision. You may want to try neurological impress, wherein you sit behind or on the right side of the child and read into the child’s ear.</p> <p>The learning environment must be free of distractions for learning to optimally take place. OUCH!</p>
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	<p>this story was review, she still had to take time to decode some words. <u>The Big Hit</u> was a new story for her. She became frustrated when asked to read it to her herself. She began to tear up and said that it didn't make sense. I asked her what didn't make sense. She read the first sentence and I discussed it with her. She did the same thing with sentence two. I again discussed the sentence with her and thanked her for telling me that she didn't understand it. I told her that was a sign of a good reader, asking for help when needed. She read the rest of the story silently. She retold it to me and then read it aloud to me. I had to remind her that "tapping" the sounds out was good to do and that would help her understand the word better.</p> <p>After listening to Student D read, I did some dictation words/sentences with a 3rd grade boy. This boy was very unfocused. He stared at his pencil, his shoe constantly "fell off," and he falling off his chair. He needed constant redirection (verbal and simply touching his work to have him refocus). Within the 25 minute lesson, he wrote 15 words and 1 sentence.</p> <p>After the two lessons, I walked the hall for a brief moment. The classroom that remains in the dark had an unusual sign posted on the door. It read "This room will be cold bring a sweatshirt or jacket if you do not like being cold." It is 46 degrees today and this teacher decided to have all his windows open for the day. I am concerned that the children's basic work environment it being tested. The students work in a dark classroom and now have to find ways to be warm while working. What kind of a work environment is this? It makes me think of the times I open the window in my classroom to air it out. I have to remember all the children in my classroom and when one child says it is too cold, I must</p>	<p>The difference between empathy and sympathy is empathy is a feeling like the other person, but not actually having the experience. Sympathy is when you have already experienced what the child was experiencing. In the case of the "tireds" (I just coined a new word), you can definitely sympathize with the children. Let them know you are experiencing the same thing and that you are truly human. Empathy and sympathy are always a good way to connect with your children.</p>
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	<p>respect that, and close the window. I need to remember that the classroom is not only my room, but the students' as well.</p> <p>Student B came in with a wonderful attitude today. He had gone on a train ride on Saturday and was excited to tell us all about it. He worked extremely well and even had time to work on a little math. I challenged him to come in tomorrow in a good mood as well.</p> <p>After lunch, I worked with a 2nd grade boy who was struggling reading digraphs and the letter sounds /f/ and /v/. He was also a little distracted. He tried more at the beginning of the lesson to read his words, than at the end. He was excited by his stack of "tappable" words. It made him feel like a reader!</p> <p>The 5th grade boys came in after him. I read the story <u>Narwhals</u> to them, then they read it to me. Last week, they were so excited by this story, but today, they were less thrilled. One boy spoke of having trouble sleeping this weekend. The special education teacher said there was something going on with him this weekend. His grandma (the one who takes care of him) was gone and step-dad was taking over. He had his routine changed, so he probably didn't get much sleep this past weekend. The other boy had helped at the Cranberry Festival this past weekend, so he was tired as well. I know when we have a new story Wednesday, the two boys will be back on track and excited. Some days are just like that. I get tired too, especially on a Monday, so I can't fault the boys for being tired too.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 3.5, 4.0, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 7.0, 7.3</p> <p>October 6, 2015 The morning was very slow. It is fire</p>	<p>Congratulation, you are now a Wilson teacher. Great for you!</p> <p>Two students in a row! Some days just work out that way, and positives abound. However, look out for tomorrow or the next day!</p> <p>Three in a row, you are on a roll. Making sure the child was ready to learn was a great idea. If you did not address his issues, he would not have learned well. I think your kindness helped his get ready to learn. Even</p>
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	<p>prevention week, so the classrooms went to the fire house. With this schedule, I did not see any children until after lunch. I did keep busy in the morning. I worked on my journal adding the CEC standards. I also explored the Wilson Reading Program site. Since I am certified in the Wilson Reading System, I have a lifetime membership to the reading site which offers several printouts, articles, and training. I believe this site will be a great asset for any place that I teach.</p> <p>After lunch, it was back to the schedule. I worked with a second grade boy who has usually been very distracted, but today, he was on task. We reviewed the suffix ending -s that he learned yesterday. He did his letters, sounds, “tap,” and “trick” words. He also finished up two workbook pages that focused on decoding and putting sounds together. It was a great lesson!</p> <p>I worked with the 5th grade girls finishing up the Comprehension SOS lesson. I read the story <u>Narwhals</u> to them and then they took turns reading it to me. They took turns reading paragraphs. While one was reading, the other two followed along using their finger as a guide. I didn’t have to remind them to follow along. They did it automatically. Since they did such a great job of reading and listening to each other read, there was time at the end for them to work on their projects for science class. They had 10 minutes to work on their powerpoint presentation of biomes. Each student had a biome that they needed to work on. I helped them with editing when needed. They had fun doing their projects and did a great job!</p> <p>The last child I worked with was Student C. He came in and cried a little bit. He said his throat was sore. I told him that since school was almost over and he should make sure to tell his mom and dad about his throat. This</p>	<p>if he did not do a particularly good job, he still was able to learn.</p> <p>How is the substitute supposed to build rapport with the child? I have a soft part in my heart for the sub.</p> <p>This child was not willing to learn today. His belligerent behavior was to get him out of something today. You did what you could. Do not blame yourself. The child has to shoulder the responsibility for his behavior.</p> <p>I would be in favor of having the child placed in an</p>
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	<p>way his parents can check to make sure all is fine. He dried his eyes, smiled, and said that was a good idea. I asked if he could do some reading with me and he said yes. He also did a great job. I know reading is hard for him. He is still struggling to recognize letters, but he is getting better at it. This will be a slow process. He did his letters, sounds, and some nonsense words. I charted his progress and finished the lesson with him reading the story <u>Cod Fish</u> (which he had been practicing for the last couple of weeks). He had been working on phrasing the story (reading the story fluently). You could tell he had been practicing because he moved his finger in a swooping motion and read the words without hesitation. I know he had memorized it, but he felt good about reading it. Sometimes little accomplishments are just what some students need. We finished the lesson up with reading the story <u>Sid, Meg and Ben</u>. He read the story silently, retold it to me and then read it orally so we could discuss it. Again, he did a great job!</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 5.1, 5.2, 6.3</i></p> <p>October 7, 2015</p> <p>Student A came to the classroom with an attitude. The special education teacher is gone for the remainder of the week, so a sub was brought in to work with him. With every direction, Student A became more defiant. The directions were given very kindly by the sub. For example, she said, "Would you please read these words to me?" When Student A said no. She didn't prod or push him. Student A just started yelling at her. I told him that we would just wait for him to do the work. He became even more upset, threw the pencil at me, and started yelling. After some prompting by the aid, he left the room to another classroom. After he left, I reflected on this incident. Could something had been done differently? I just don't see</p>	<p>alternative school if one exists in the area. He will hurt someone, then matters will be out of the child's hands and in the hands of the authorities.</p> <p>Cool to have the Wilson reading as your main resource for children who have a specific learning disability (SLD) in reading.</p> <p>Learn all you can about Wilson and start using the model as much as possible right now.</p> <p>You cannot compete with food. I think you did the right thing by letting the child go early.</p> <p>Repetition, repetition, and more repetition. The child must learn the right way, tapping out the words;</p>
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	<p>anything done incorrectly. The direction was given in a soft voice. A reminder to do the work the correct way was given and he was told that we would simply wait until he was ready to begin to proceed. Student A just didn't feel like doing it. His destructive behavior must be addressed before someone gets hurt. He simply cannot lash out because he doesn't feel like doing something. I think this behavior will not be able to be addressed here. I foresee a different school that will address his behavior in his future unless something drastically changes.</p> <p>The student who is being homeschooled did not come in today. She will be out the rest of the week because the special education teacher is not here. This girl is on Book 6 and this book is different than Books 1 and 2. I am not sure how this lesson works. There are many new concepts that need to be taught a certain way to go along with the program. When I use this program in my school, there will be help available on the Wilson Reading Program site which give video tutorials of future lessons. This will be a great resource that I am sure I will be using. Her time will not be wasted, her mom is going to take the time to get caught up with some lessons with her.</p> <p>I worked with student E and charted her progress. She did much better today than she did last week. She had fewer mistakes because she took the time to tap out her words and say them in her head before telling me the word. She became very unfocused towards the end of the lesson, the last 10 minutes. This was due to the 5th grade students having a bake sale to raise money for the Agents of the Earth Ropes Course field trip. This took place right in front of the classroom door. Who can focus with baked goods in front of you? She read her last story and I let her go 5 minutes early. She ran to</p>	<p>therefore, the child must repeat until the skill becomes second nature.</p> <p>Well, after student A things got much better. Focus on the things you can change and student A is not likely to change. Enjoy working with the children who are willing to try to learn.</p>
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	<p>her classroom, grabbed her money, and went right to the bake sale to buy cookies.</p> <p>After lunch, I worked with the other 2nd grade student. This student struggles with digraphs, b's, and d's. In the lesson, he started guessing at words instead of tapping out the words. I reminded him about the rule of no guessing. He smiled and started taking his time and tapping out the words.</p> <p>The 5th grade students came in and worked on their science biome projects. They had to finish them today to present Monday. We worked on editing their powerpoints. They just needed a couple of reminders to stay on task, but all in all, they did a good job.</p> <p>The last student I worked with was the 3rd grade boy who has been unfocused many of these lessons. (I will refer to him as Student F.) He has ADHD, so unfocused is his life. He bounces, gets distracted easily, and talks a lot. Working with him requires many times redirecting him. With that in mind, his lesson went rather well. He did have stories. He did bounce around, but he did a great job reading. I charted his progress from last week and he did slightly better. He would do even better if he would slow down and tap his words, but that is a lesson he is slowly understanding. It will just take more time learning. I just have to keep reminding him to slow down and tap before I chart.</p> <p>CEC 2.0, 2.1, 2.2., 2.3, 3.0, 3.1, 3.2, 3.4, 3.5, 5.1, 5.2, 5.3</p> <p>October 8, 2015 Student A went with the teacher from Pupil Resources again for more testing/interviews. I pray more can be done for him. I know the help is there. The question is, will Student A be accepting of the help? The ball is in his court. I pray for this little guy each night. I</p>	<p>You and I have been teaching long enough to know the likely outcome for Student A. As you say, the spiral descends until he is in juvenile detention or later in jail. So sad. The progression is ODD, then CD, and finally ASPD. When he gets to ASPD, then he has huge problems. He will likely pass those problems onto the next generation.</p> <p>Keep on praying for your student.</p> <p>So cool when you make progress or better put your child does better. I like your "yoga" inference. Cute.</p> <p>Yikes, a second grader! When will the child be like</p>
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	<p>pray that his attitude changes. If it doesn't, someone will end up getting hurt and authorities will be called in. It will just be a downward spiral...and he is only in the 3rd grade. I also pray that I have a positive attitude each time I come in contact with this young man. It is so hard to have a positive attitude due to his actions, but I must remember that I too have failed in my behavior at times. Granted, not to this extreme, but all of us can say that there are times in our lives when our attitude hasn't been the best. Our Lord has forgiven us, I need to learn from Him, and forgive and begin anew too. If I don't, the situation between Student A and myself will not improve, but will get extremely worse.</p> <p>I worked with Student D on learning the suffix -s. This was the first time learning this concept. Usually, she gets frustrated by new concepts and begins to cry, but today, when she got frustrated, she closed her eyes, took a deep breath, and tried again. It was wonderful! I told her that I loved her "yoga like" moves to handle being frustrated. She smiled and said that she had started practicing it last night. I gave her a high five and I told her how proud I was of her. I also reminded her that everyone makes mistakes and that this was a great method to handle her mistakes. This was a HUGE breakthrough for her!</p> <p>While working with Student D, a student from the behavior classroom entered the room because there was a meltdown happening next door. This was OK to do because I was just finishing up the lesson and there was a 30 minute break before the next student came in. This child, a 2nd grader, was also having a meltdown because he couldn't make the word 'sit' with his magnetic letters. He just kept screaming at the paraeducator. The paraeducator was</p>	<p>in 5th grade?</p> <p>I agree that getting on the same level as the student is unwise. Be like a duck, calm on the surface but paddling like crazy underneath.</p> <p>One of the authors of Parenting with Love and Logic was part of my dissertation. Dr. Foster Cline helped me with my dissertation by looking over my survey as well as self-training materials. He worked with children with RAD many years ago and many therapists today use the seminal work of Dr. Cline in their practices. Along with Jim Faye, they really put forth good strategies and insights into working with children.</p>
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	<p>very calm and reminded him that if his attitude didn't change, he would receive a "red." The boy just looked at her and yelled, "I don't care! My mom will just cross out the red and change it to a green!" With that outburst, I could tell what the problem was- no home support and no consequences for his actions. I had recently watched the Love and Logic videos again. The founder warned of "helicopter parents." Parents who swoop down and handle all the problems for their child. He warned that children won't understand how to solve their problems on their own. Children must be held accountable for their actions, but support must be given at home and at school. Everyone must be on the same page. I also was reminded of the importance of not engaging in the behavior. No matter what is shouted, a teacher must remain calm and quiet. The student yelling is trying to get attention, negative attention. When the teacher answers back, the student has won. This is hard to do at times, but this is the easiest way of getting the behavior to subside.</p> <p>Just as I wrote the last paragraph, Student B's teacher came in with Student B. Student B was having a melt down because he was struggling with writing a paragraph. Student B was showing his typical signs of behavior. He kept saying he was dumb and that he was too stupid to do this assignment. Instead of ignoring the behavior, this teacher kept engaging him, which caused him to continue. It was the teacher and the student going back and forth. After a short time, I simply said, "It's time to work. Please get your binder and let's start." Student B made some comments, but he got his binder and sat down. I told him to let me know when he was ready to work. After a short time, maybe 1 minute, he said he was ready and we started our lesson. He read his words and sentences, did his letters</p>	<p>I can see why Sara is so happy with your teaching. You do things intuitively as a teacher. I think that being a Mother is also cool You have a knack of what is appropriate when helping a student. When children know that you are willing to help themselves. When they are successful, then you will get the apologies and hugs.</p> <p>The Wilson Reading has such a rich background into what helps children read. The tapping idea is a tactile piece to reading -- cool idea. Your learning the Wilson will help you for years to come in helping the children learn to read. What a neat tool in your toolbox. Hope your weekend went well. I look forward to progress this week as well. I do not have classes on</p>
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	<p>and sounds, and was progress monitored. For being upset, he did well on his monitoring. He read all of his words correctly! When the reading lesson was complete, I helped him with his writing. He had the ideas, but he was frustrated with the spelling. I asked him if he would like to tell me what to type and I would type it. He said that would be nice. He had some great, detailed sentences about going to the fair and going on the rides. After he dictated, he asked me to read it back to him. He did some editing and said it was done. When he was done, he looked down and said that he was sorry for his attitude. I told him that I forgave him and reminded him that we are all there to help him, but he has to ask for the help. I also reminded him that no one wants to help him if he yells at them. When he asks politely, the help will be available....all the time. He apologized again and went back to his classroom. I understand the frustration, but he cannot lash out when things get tough. Part of teaching is teaching children how to cope when things get tough.</p> <p>The rest of the afternoon, I worked with children on dictation and spelling using the Wilson Reading Program. The second grade boy had a little trouble understanding -s endings. I had to break it down to spelling the base word first, then adding the suffix -s. When I did that, he understood it better. Student C did a great job reading his story. Even though he struggles a lot, he gave it his all. He did a great job tapping the sounds to spell everything correctly.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 3.4, 4.0, 5.0, 5.1, 5.2, 5.3, 6.2, 7.3</p> <p>October 12, 2015 Student A came in 15 minutes late for his lesson. Once he came in, he said he had to use the bathroom. That took another 10</p>	<p>Thursday and Friday this week. However, I will keep up with your posting as best as I am able. Blessing on your week.</p> <p>What a manipulator! He thinks he needs to be in control or he will probably die. How sad! Unless he has help and pretty soon, his behaviors will be so ingrained in his head he will be in serious trouble the rest of his life. Good to have such a patient and resourceful SPED teacher.</p> <p>You are wise in not pushing the child. Many times the child who is pushed will simply shut down. I had a first grader who would simply shut down like a shade was drawn when pushed. He could be gently nudged but not pushed. I learned pretty fast just how hard to nudge. Sounds like you nudged today and that is all you can do.</p> <p>I looked at the articles and found them very interesting. Difference in brains makes good sense when it comes to dyslexia. The issues is not that the child is not smart,</p>
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	<p>minutes, which left only 20 minutes for his lesson. During the lesson, he found ways to try to take control of the lesson. For example, the special education teacher was showing him letters and he was to say the letter and give the sound. He would do a few letters, then stop and say he didn't know. The special education told him to use his references, but he said he didn't know how. The letters he did this to were letters he did know, but it was his way of trying to be in control. The rest of the lesson went the same way. The special education would ask him to do something and he would find ways around the work. The special education teacher was very patient and said many times that she would wait until he is ready to do the work.</p> <p>Student F came in to work very unfocused today, more so than usual. He was having trouble answering questions and asked to have things repeated several times. I was only able to accomplish the writing portion of the lesson with him today. The writing portion consists of writing 5 letters, 15 words, and 3 sentences. This small portion took the entire 45 minutes. When a child is this unfocused, you simply cannot push. It doesn't do any good to tell him to focus because that just doesn't work. Get what you can accomplished, give a gentle push, and give constant encouragement. Some days are like this.</p> <p>After Student F, I looked at several articles given to me by the special education teacher on dyslexia. The articles were entitled <i>Understanding Dyslexia and the Reading Brain in Kids</i> (http://ww2.kqed.org/mindshift/2015/10/01/understanding-dyslexia-and-the-reading-brain-in-kids/) and <i>Dyslexia Language Processing Problems and Reading</i> (http://decodingdyslexiaoh.org/dyslexia-language-processing-problems-reading-1-of-</p>	<p>the child's brain functions in such a way the child has a specific learning disability in reading, thus dyslexia.</p> <p>The chromebook is a very reasonable accommodation for this student. Why not make the necessary arrangements to help the child be successful.</p>
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	<p>4/). Here are a few take away points I learned from the articles: 1. “While classified as a ‘learning disability,’ dyslexia is not a brain disorder or a disease, nor is it flipping letters backwards.” 2. “It seems that the common underlying theme is that dyslexia is a problem in reading and spelling. To complicate matters, the symptoms of dyslexia vary from person to person which seems to justify the belief of many in the educational system that dyslexia is a vague term.” 3. “There are three subtypes of dyslexia: 1. deficit in phonological processing and impacts the ability to decode words. 2. deficit in rapid naming and impacts their fluency and comprehension; also has problems with word recall. 3. double deficit (deficits in both phonological processing and rapid naming; this is the least common and hardest to remediate).” 4. The speech language pathologist is vital in the classification of student with dyslexia.</p> <p>Since Student B had difficulty writing last week, the special education teacher worked with him on setting up Read & Write for Google on his chromebook. This will enable Student B to do his work without being frustrated by not being able to express his thoughts in writing. This will enable him to be more independent in his class. At the end of the lesson, he hugged the special education teacher and said thank you! What a great moment!</p> <p>After lunch, I worked with the 2nd grade student who struggles with b’s, d’s, and vowel sounds. I let him use a fidget gadget today. I thought that might help him focus more on the letters. It worked for the first part of the lesson, but towards the end, the last 10 minutes, it seemed to be more of a distraction. I had him put it up while he worked on more decoding. I like working with this boy because he has a wonderful</p>	<p>Savor the little things.</p> <p>So how does Comprehension SOS actually work? If you could give me a thumbnail sketch of how this works, I would be appreciative.</p> <p>Reading to the children is a good idea. Often times, children can comprehend when read to in contrast with the children struggling with the words and do not comprehend. Good idea.</p> <p>Thanks for your explanation of Comprehension SOS. When the material can be made meaningful, the children can grasp much easier. When the students create a mental picture, content is easier to grasp.</p> <p>I also like the way you can read the students’ expressions to see if they are mastering the concepts and events of the story. Giving the students a visual of the female narwhal is a great idea and will stick with the children for a long time.</p>
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	<p>personality and always smiles when he understands something and gets it correct.</p> <p>After the 2nd grade boy, I worked with the 5th grade girls on Comprehension SOS. I was supposed to read <u>Zombie Ants</u> to them, but I decided that this story is a little too complex for them. It has to do with fungus, spores, manipulating brains, etc.. I spent more time explaining concepts to the boys that it was hard to get through the story. I decided to read <u>Spider Brains!</u> to them instead. The girls had a lot of questions and we looked at spider diagrams on the computer. We also looked up some spider facts as questions came up. When the story was finished, the girls wrote one spider fact that they learned from the story.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7</i></p> <p>October 13, 2015 Comprehension SOS (Stop-Orient-Support) is a way to delve into the text to help students create a movie in their mind of the story. On day one, I read an enriched text (printed from the Wilson Academy Site) and read the story to the students. I talk about the story, sentence by sentence, and discuss vocabulary words. While reading, I ask questions to gauge comprehension. I bring in my knowledge/memories of things to make those mental images. When I bring up my memories, the students always have something to add, knowledge about the topic or their memories. It always leads to a discussion. As the discussion grows, I show pictures from the computer. For instance, when I read that male narwhals have an 8 foot tusk. One student asked, "What about females?" This led the students to predict and discuss with each other the concept of tusks. I looked up images on the computer</p>	<p>What a case study Student A is turning out to be. Keep on praying.</p> <p>So cool when a child is willing to work. Many times, children who have disabilities learn very early to be helpless (learned</p>
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	<p>for them and we could instantly see the difference between a male and female narwhal. Day two, I reread the story from the enriched text again. After the second reading, the students take turns reading the story aloud using the non-controlled decodable text also printed from the Wilson Academy site. With me reading and discussing the story two previous times, it amazes me how quickly the students are able to decode some “harder” words. The Comprehension SOS is fairly easy to teach. I learned most of this while attending MLC from Dr. Wendler. The part I really love about doing this is working with the student to get them to truly understand the reading. I am going off their facial expressions and what they tell me. So far, the discussions have been great. The students know me and do not have a problem giving “guesses” to meanings and talking about the story.</p> <p>Student A came in for a short time. He said he didn’t want to do anything, so he didn’t. When the special education teacher asked him what a letter was, he simply responded, “The dog poops on the toilet.” He repeated that several times. The special education teacher just said that she would wait until he was ready to work. He threw the magnet letters and decided he was going to leave. The special education teacher told him the letters would be here for him to clean them up later. Student A grabbed the letters and cleaned them up. He still said he was done and went back to his classroom.</p> <p>The student who is homeschooled came in next. She is still working on suffixes. She always does the base word first, then adds the suffix to it. This helps her decode the words easier. She practiced reading and writing words with suffix endings. She ended the lesson by reading a story, first silently, then aloud. I always love listening to her</p>	<p>helplessness). Thank God she is willing to work.</p> <p>Take the joys when you can get them. Try to build on the positive today if possible. Realistically, you know this will not be long.</p> <p>Pull strategies out of your bag to try different ways to teach this idea. He will get it over time with repetition.</p>
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	<p>read because I know she has worked hard to achieve her success. Her attitude has taken her far.</p> <p>I worked with Student D on dictation and spelling. She became frustrated when she didn't make her letters correct the first time. The more frustrated she got, the sloppier her work became and the more mistakes she made. I reminded her to slow down and not race, but she just didn't take the reminders today. She wanted to be the first one done with her work. At the end of the lesson, I reminded her again that she needs to slow down. When she slows down, she makes fewer mistakes. I'm not sure if she will ever understand that lesson.</p> <p>Student B came into the classroom in a great mood! He had just taken his vision and hearing test and passed. Apparently, that made him very happy! He was a joy to work with. He took his time writing what I dictated to him. He tapped out his sounds and checked all the words to make sure everything was spelt correctly. I told him how much I appreciated working with him today and what a joy it was to see a smile on his face. I know this won't last long, but I will cherish this teaching moment.</p> <p>I worked with a second boy who had just learned the suffix -s. He had some trouble writing words with suffix -s. I reminded him to write the base word first, then add the -s. This helped him understand the concept better. He will still need practice with this concept before moving on.</p> <p>The 5th grade boys worked on Comprehension SOS. I read and discussed the story <u>Spider Brains!</u> with them. It was a great discussion. One boy even had the question, "Do spider have more than one web? Do they have a hunting web and a</p>	<p>I wonder why? Maybe it is Friday the 13th or something like that.</p> <p>AH HA, you found the root of the issue. When children are ill, that is the main focus. If you get anything out of the child when they are ill kudos to you. Blessings to you.</p> <p>Neat to see a child with a</p>
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	<p>home web to just sleep in?” We did some research, which led to a deeper spider discussion. It is nice when these stories become alive for the students. It helps with comprehension. After the story, the boys wrote about an interesting fact they learned from the story. Both wrote that they learned that spiders have enormous brains! (I loved the vocabulary word.)</p> <p>I finished the day working with Student E. She was not her happy self today. She was a bit more defiant and unhappy. She just didn’t want to do the work today. I asked her what was wrong a few times, but she said nothing. Finally, at the end of the lesson, she said that her stomach hurt and began to tear up. I asked her if she needed to see the nurse, but she said no. School is almost over, so I pray she feels better tomorrow. It has been a few weeks since she has acted like this.</p> <p>CAEC 2.0, 2.1, 2.2, 2.3, 3.4, 4.3, 5.1, 5.2</p> <p>October 14, 2015</p> <p>Student A came in for class for the last 10 minutes of the time due to a fire drill and classroom activities. Even though it was such a short time, he still found ways to waste time. He doesn’t like the procedure of Wilson Reading. Since he doesn’t like the procedure, he refuses to do the work. With this attitude, it is hard to figure out the root of his reading difficulties.</p> <p>The student who is homeschooled had her first lesson in consonant -le words. She learned how to divide the word to follow the rules she has previously learned to decode the words. For example: maple; it is divided ma ple; because ma is an open syllable, it has a long /a/ sound; the last consonant goes with the -le when it is divided. The division really helped her decode the words. She practiced with a few words, but had the skill</p>	<p>better disposition. Funny how the attitude affects the ability to learn. Rejoyce on the days when things go right. In addition, the homeschooled girl made significant progress as well. YEA!</p> <p>School wide positive behavior intervention and support has good literature to support such an initiative. I am glad you are seeing how SWPBIS works. I know the SWPBIS has its foundation in behaviorism. Contrast SWPBIS with shaping behaviors using God’s Word.</p> <p>Overall, you had a really successful day.</p> <p>You did have a good day and a lot to say following what the WELS teachers said. I</p>
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	<p>mastered after a couple of examples. The rules to the Wilson Program really do follow through all the lessons.</p> <p>Student E came in with a smile, a hug, and a much better attitude. She did her whole lesson and even had time to read two stories to me. She did an amazing job! She paused at the end of sentences, swooped her phrases, and tapped the words she was stuck on. What a difference a day makes!</p> <p>While I was working with Student E, the fourth grade classroom teacher came in to and asked for help designing a behavior chart for a student. The PBIS coach had come to her classroom yesterday to observe and give suggestions. With those suggestions, she wanted to design a chart that would show how her student could improve his behavior in the classroom. The special education teacher used some of the charts she had and helped design a new chart for the needs of this student.</p> <p>I worked with a 2nd grade student who is testing out of Book 1. He did a post test with me today to evaluate his progress to determine if he should indeed move to Book 2. He did a great job! He did a lot of word work. Even with a different type lesson, he was able to work with me and show progress. It was fun watching his reading skills grow.</p> <p>The 5th grade girls worked with me on Day 2 of Comprehension SOS. I read the story <u>Spider Brains!</u> to them and then they read it to me. They came across some vocabulary words that we needed to review (ex. vast, complex), but they still did a great job! We had another wonderful discussion and even had 10 minutes to work on a page in their Student Booklet.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.4, 3.5,</p>	<p>know the paradigm exists that WELS schools cannot accommodate certain children from the congregation. I also know that the teachers have heard a number of times that help does exist and with a little inquiry. Each WELS District has a parish schools coordinator. The parish schools coordinator has a committee including a person with expertise in SPED.</p> <p>Each student for the last 12 years have been told of special educators who are experts in their area from behavior management to reading. I am not sure why the teachers seem to want to have an excuse not to get off square one and consider taking children with special needs.</p> <p>Principals have been exposed to special education topics for a long time. SPED teachers and professors have been on the docket for teachers' conferences for many years.</p> <p>I agree that a list of SPED teachers in the WELS would be good to have. How to disseminate the list would be another issue. I will talk to Professor Hanneman to see if he has some ideas for the development and dissemination of the list.</p>
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	<p>4.0, 5.0, 5.1, 5.2, 5.3, 7.0, 7.3</p> <p>October 15, 2015 My co-teacher decided I should visit the area WELS schools around here to discuss reading. She said that would be a beneficial day because they have the same type setting and we could discuss concerns that we encounter. With that being said, I visited a WELS school not far from here. I had a great discussion with a couple of the teachers about reading, especially the <u>Superkids</u> series, and special education in our WELS schools. There is still concern that our schools are not capable of handling children with special needs. The excuses are the same: not enough time, too many classes, too much extra responsibilities. I assured them that it is possible to teach children with special needs, accommodations would just have to be made. The discussion then came back to the lack of knowledge of accommodations. Where to look to find workable accommodations. After the visit, I think it is vital that the WELS have something sent out to schools for teachers with resources. By that, I mean, a list of teachers who would be willing to be a sounding box and give suggestions on helping students with special needs. I know I would love to be on that list. I am sure there are other teachers with a greater knowledge that could help. My point is, there is help available in the WELS, we just need to get that to our teachers. We shouldn't have to rely on the public school to handle children with special needs. Our schools are more than capable of teaching children with special needs. We just need to get our teachers "on board" and grow their confidence. Don't let the IEPs/504s and other special education terminology scare us!</p> <p>CEC 6.0, 6.2, 6.3, 6.5, 6.6, 6.7, 7.0, 7.2, 7.3</p> <p>October 19, 2015 Student A is being given the Woodcock</p>	<p>How can the results be valid when the child did not put forth any effort? When testing, the person giving the test must report if he or she deems the test valid. If not, the results are not valid. So sad:(</p> <p>What was the basis for such a focused student? If you can find the formula, bottle it up for later.</p> <p>Good for you.</p> <p>What volatility for a student who seemed to be on top of his game today. I can only</p>
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	<p>Johnson Test of Achievement 4 Form A to be assessed for his IEP re-evaluation. The special education teacher had to break this test into several parts. She is on day 3 of this test. Today, he took the writing portion (He had to write a sentence about a picture he was shown. He did 3 pictures/sentences), then he took a break. After his break, he read some nonsense words (6 words), then he refused to go on. The special education teacher moved on to the next section. This section was the portion of the test where he had to read a sentence and circle Y if it is a true sentence and N if it is an incorrect sentence and was timed for 3 minutes. He began the test, but said he was done after a minute. The special education teacher pointed and whispered just keep going, you are almost done, but he got up, walked to the clock and said that was it. The last portion he did was the timed (3 minute) math portion. He completed his 3 minutes and then was done with the test for today. It will be interesting to see his score. I don't think this is a very accurate score because I'm not sure if this truly shows what he knows. He doesn't want to do it, so he just stops taking the test. It will be hard to find any reliable test for him to take to show if he has a true learning disability.</p> <p>I worked with Student F on his lesson. He did a great job! This was the most focused I have ever seen him. He even slowed down when tapping out his nonsense words. I charted his progress and he got 100% of the nonsense words correct. I'm not sure why he was so focused today. Usually, he has stories and finds different things to fixate on. So today, I will smile that I had a good day with him and cherish the learning that took place.</p> <p>I learned how to write a Wilson Reading lesson plan today. I like all the resources available to write the plans. It will take some</p>	<p>imagine how his self-esteem is on very shaky ground. Until he can get his emotions in control, he has a poor outcome in the future. Does the school psychologist work with students and counsels them for EBD? Does the school district contract outside counselors for their students? I would think this child would really benefit from good counseling, especially for behavioral issues. As I said, his future is bleak.</p> <p>What a neat idea. Quincy does not criticize, only listens -- way too cool.</p> <p>More schooling for you, but it is for the children. Please consider becoming certified. Blessings to you.</p> <p>What was the trigger for his</p>
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	<p>time writing them, but after I write them longer, it will become second nature.</p> <p>Student B came in with a positive attitude. He had walked 3 miles the other day with his boy scout troop, so he was feeling good about himself. He asked for help reading his math test. I told him I would help him when his reading lesson was complete. He did an OK job on his lesson. He got a little goofy and somewhat disrespectful. I gave him a reminder about showing respect to adults and others. After the reminder, he was fine. When the lesson was complete, I began reading his math test to him. He was fine until he came to a couple problems he didn't understand. He became frustrated and started throwing his books and pencil. He cried and began pounding his head. The special education teacher and I encouraged him to take a break from the problem. I told him that he could return after lunch and I would finish reading the test to him. He returned after lunch, apologized, and worked hard to finish his test. I reminded him that even when things get tough, he can't throw things in this classroom. That is not a good way to handle frustration. We also discussed that sometimes we just need breaks to refocus. That is a good way to handle frustration.</p> <p>After lunch, I worked with the second grade boy who has ADHD. I will refer to him as Student G. This student moved to book 2 today. 11 welded sounds were added (am, all, an, ang, ing, ong, ung, ank, ink, onk, and unk) and we discussed them. He drew pictures of the key items in his reference book to help him get that visual cue. After the lesson, he took the TOWRE assessment to gauge progress.</p> <p>The rest of the day, I listened to readers prepare to read to Quincy. Quincy is a</p>	<p>good mood today. Did he get enough sleep, did he eat right this morning, did he have an actual positive experience at home, did he have a good ride to school???????</p> <p>Successive approximation - just a little at a time. Gently nudging as I indicated before sometime is the best you can do. Look at how things are in a week and then evaluate the progress. Better yet, go back four weeks and see how much better she is doing. Just a little at a time!!</p>
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	<p>therapy dog that comes in once a month to listen to the students read to him. The children were so excited to read to him. They remembered him from last year and worked to find books that Quincy hadn't heard before. It was so sweet!</p> <p>I finished with writing one more lesson plan for Student F. I was given the Instructor Manual to learn the progression of concepts. It gives clear examples of the lesson, what is required on each one, and explains clearly how to teach the lesson. I know I will be purchasing this manual to have as a reference to teach reading in the future. I also discussed the Wilson Program with the special education teacher. She encouraged me to get certified in the Program. In order to be certified, I need to take a 3 credit online course and do a practicum worth 6 credits. I am going to get the information from her and look into this. I think this could only add to helping more students.</p> <p><i>CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 5.0, 5.1, 5.2, 5.5, 6.0, 6.4, 6.5, 6.6, 6.7, 7.2</i></p> <p>October 20, 2015 Student A came in and finished his Woodcock Johnson Test of Achievement. He came in late, but he was actually ready and eager to work. He did the timed portion of the writing test. He was given 3 words and he had to write a sentence using those 3 words. He did it in the allotted time AND when the time was up, he asked to keep writing! The special education teacher and I know that extra time doesn't count in the score, but the child was allowed to keep on writing. How can you refuse? I'm not sure why this child felt like doing his work today. Nothing new happened in his home environment. I guess God just decided that the special education teacher and I needed a good day with this</p>	<p>A novel idea for many students who have not had to suffer the natural consequences of their actions. When they are constantly bailed out and do not have to accept consequences, they learn to cheat the system. You just did not let your student cheat the system. Good for you. Teach natural consequences - the children will be much better off in the long run.</p> <p>Overall a good day and pretty typical. Focus on the positives for the day and then come back tomorrow for more of the same. Is it really the same? NO! Each day is unique in and of itself - that is the fun of teaching, nothing boring or the same.</p>
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	<p>child. God is good!</p> <p>The student who is homeschooled continued to work on the suffix -le. She completed the dictation/writing portion of the lesson. She also read the story <u>Tod's Best Moment</u>. As usual, she did a great job! She had a positive attitude, which makes for a productive lesson.</p> <p>I worked with Student D on dictation/writing. She becomes easily frustrated when making mistakes. When she gets frustrated, she makes even more mistakes, which in turn makes her more frustrated. She became confused with b's, d's, g's, and j's which made her frustrated. She started to shut down: make illegible letters, cover her face, and not answer questions. I reminded her to use her references as tools to aid her in writing. She calmed down a bit, but never really fully gave her full attention to the lesson. I will just have to keep reminding her that everyone makes mistakes and guide her to properly deal with frustration.</p> <p>Student B came into the classroom in a "down" mood. During the lesson, he would put his head on the table, cover his face, and close his eyes. He did this the entire lesson. I ignored the behavior and kept plugging away at the lesson. We did finish the lesson. After the lesson, he asked for candy. I asked him why he should get candy? He responded, "Because I tried hard." I told him that he didn't try hard. I also told him that his attitude was poor and gave the example of him closing his eyes during the lesson. He just looked down and said, "I probably won't get candy later." I told him that depends on him and his attitude. He is in charge of his own behavior. He understands this concept, but needs practice with the skill.</p>	<p>Good to see you have the experience of a large faculty meeting. At Sleepy Eye, faculty meetings comprised of just a couple of teachers.</p> <p>The SWPBIS is an interesting concept. I am happy this initiative is</p>
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	<p>I worked with a semi-new 2nd grader today. I say semi-new because this student has been in here, but he hasn't worked with me in a while due to family issues. This student struggles with all the vowel sounds, b's, d's, and ch's, so reading is a chore for him because he has to sound out each letter sound to form the word. Since he does this, he struggles with comprehension when reading things to himself. He had a great attitude while working on his reading. I did some progress monitoring on him today. He did make progress, even though it was small. This shows that this technique is making an impact on his reading skills.</p> <p>I worked with the 5th grade boys on their Comprehension SOS. They listened to me read the story <u>Spider Brains!</u> and then they read it to me. Since this was a short story, they had time to work on their student books for a short time. Their student books worked on blends and putting syllables together.</p> <p>I finished the day working with Student E. She also came in with a positive attitude and worked hard. She tapped all her letters and read two stories to me. With each word she didn't know, she tapped out the sounds for the letters to figure it out. I was so proud of her! I charted her progress and this was the first time she got only one word incorrect! She left with the biggest smile. She was proud of what she accomplished today.</p> <p>During the day, I received more resources from the special education teacher. She gave me Fry phrases for grades 1-5. She uses this phrases to work with students on making complete sentences. The students must take a phrase, read it aloud, and use the phrase in a sentence. I haven't seen this procedure used by students yet, but I know I will use these with students at my school to work on non-decodable words and sentence structure.</p>	<p>pervasive throughout the school and the school day. I have a link from Pacer here in Minnesota on SWPBIS http://www.pacer.org/pbis/infoparents.asp .for what it's worth.</p> <p>Good to see that the top 3-5% of the children are being addressed. Often the children who are G/T are left out.</p> <p>Once children get it, they are usually intrinsically motivated to keep on moving. I know, watching the lights come on is highly motivational for teachers. Kind of ironic, student success = motivation; teacher seeing the bulb turn on = motivation</p>
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	<p>I also ordered part of the Wilson Reading Program for my students. The special education teacher showed me the very basics of what is needed. I had the order shipped to the school so that when the internship is complete, I can use the tools I learned how to use to enhance the reading curriculum in my classroom. I believe using the Wilson Program along with the Superkids program will help the student that is struggling with reading. The special education teacher has also designed supplements for the Superkids program. She calls it SuperSonic Kids. She gave me copies of the supplements that she created. I will also use these supplements to aid my classroom teaching. I am truly blessed to be working with this teacher. She is teaching me a lot! I have all these ideas swarming in my head to help my students in the area of reading.</p> <p><i>CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.1, 3.2, 4.0, 5.1, 5.2, 7.2</i></p> <p>October 21, 2015</p> <p>I began the day attending a faculty meeting. The faculty discussed behavior issues-the PBIS model. There has been some incidents on the playground and the principal told the teachers to speak to all the students about safe playground behavior. Even though it is recess, the PBIS behavior must be followed. The next item discussed was the Gifted and Talented Program at school. The child can be referred by a teacher, but testing must be done to determine eligibility. The testing must be an IQ test (provided by the school; IQ 130 or higher) and the Woodcock Johnson Test of Achievement. The teachers were encouraged not to inform parents that their child is GT until proper testing has been done. The last item discussed was the upcoming parent/teacher conferences. The principal led the discussion with an article from</p>	<p>God gives you those good days to help you be motivated. Kind of a theme today.</p> <p>Have you covered all the standards yet? You sure have documented a ton.</p> <p>Collaboration between the SPED teachers and the regular education teachers is essential. I like the idea of the questionnaire to see what gen ed teachers know about SPED. However, I am not comfortable with the directive from the state mandating such a questionnaire and subsequent collaboration. If the questionnaire practice is good, go for it. Other ways to collaborate can be done rather than a questionnaire.</p> <p>How much interest in an alternative school has been considered for Student A? I have a nagging sensation that Student A will someday soon lash out and really try to hurt or harm someone, especially the SPED teacher. I was just reading about the mental health of students in the US today and little is being done to address the behaviors associated with these mental health issues.</p>
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	<p>www.teachervision.com. The principal found an article discussing ways to have better conferences. She suggested 4 items to work on during conferences: 1. Share the needs of the student and the next steps that will be taken. 2. Suggest at least one parent support that can help students succeed. 3. Follow-up with parents after the conference. 4. Have the child list 2-3 things he/she is good at and 1-2 things to improve on. Bring that list to the conference to talk to the parents about what their child sees as his/her strengths and weaknesses.</p> <p>Student A worked on another assessment for his re-evaluation. He completed the WIST assessment for writing. He was fairly compliant. He did find excuses to quit, but he managed to work on the assessment for 15 minutes.</p> <p>I got to work with Student G with the beginning of Book 2. He learned his 11 welded sounds and did an amazing job of decoding these sounds! It is fun to watch him catch on to decoding. You can just see that light bulb come on. I told the special education teacher to let me know what book he ends on at the end of the year.</p> <p>The other children impressed me as well. The 5th grade girls read <u>The Giant Eyeball</u> and had a great discussion about what giant eyeball could possibly wash on shore and how that could happen. As the girls came up with different animals, I would show the animal on the computer screen. Student F was focused and did his writing neatly and correctly. He tapped and edited his own work!</p> <p>This was a pretty good day. The children showed progress and that is always promising to see.</p>	<p>The DSM V has some information as well as PL 105-17. If I can get a copy of the article on mental health, I will ship it your way.</p> <p>Children find matters a bit awkward when they see themselves on video doing bad things. I can see why the students put his head down. The human reaction to embarrassment or not knowing the answer is to look down or as LaVoie would say, "The student had a sudden interest in his shoelaces." However, video tap is especially good for children to monitor their own behavior. They can see what they did right and what they did wrong. Parents need to see</p>
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	<p>CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.4, 4.2, 4.3, 5.2, 7.0, 7.1, 7.3 October 22, 2015</p> <p>The day began with a special education meeting. The special education teachers met to work on a questionnaire they will be giving to the general education teachers to see how their department can improve. They are required to do this each year for the State of Wisconsin to prove teacher effectiveness. I found some of their questions interesting. They asked the question, what does IEP stand for? The other question I found interesting was, what is your role in the IEP process? These are questions, a few years ago, I would not have been able to answer. I think these questions would really make a general education stop and think about their role in special education. In order for special education to work, it needs to be a collaborative process. This questionnaire will help begin a discussion.</p> <p>Student A refused to do the WIST assessment today. The teacher initiated a break. He left the room very upset because it was a teacher initiated break. When a student has a teacher initiated break, he/she is not allowed to use any electronic devices. The student is only allowed to sit in a designated area to calm down. Student A came back 10 minutes later with a stick. He said he wanted to use it as a fidget stick. The special education teacher was uncomfortable allowing this. She told him that if he kept both hands on it, she would allow it. Within 2 minutes, he had the stick on the table and was becoming upset. The special education teacher requested him to take another break. He became upset, pounded the stick on the table, but thankfully left without using the stick as a weapon. He came back with 2 minutes left to class time. He said he wanted to work, but once the work came out, he again refused to do it.</p>	<p>their child in action. Sometimes the parents need to see the proof. Kind of fun to see you write as I was writing. I am sure you can see all the errors I have to correct as I go along. Spell Check is a blessing.</p> <p>I am glad your day went well. I did some digging for the state of Wisconsin and alternative schools. I called FACETS Wisconsin and talked to a very nice lady who gave me quite a bit of</p>
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	<p>Student D is coming to the end of Book 1. She wants to move on to Book 2. She has a dictation/written portion of the book to do. She must also take an assessment at the end of Book 1 to prove she qualifies moving to the next level. While doing the written portion of her work, she became frustrated and began to shut down again. In her mind, she thought that if she did even one thing incorrectly on the written work, she wouldn't move on to Book 2. It took time to explain the whole process to her, but at the end of the lesson, she finally understood and was more relaxed.</p> <p>Student B came into the classroom in a mood. I had observed him in his classroom 20 minutes prior to him coming here and he was laughing and playing the computer. I asked him what was the matter. He just said that he doesn't want to do reading. I told him that we all have to do things that we don't want to do at times, but this will help him in life, so this is something that we will have to do. He complained the entire lesson. He kept saying that this is a waste of time. He only wrote 15 words the entire 45 minute lesson. The special education videotaped the lesson. After the lesson, she showed Student B the video. As soon as the video began, he put his head down and said that he didn't know he was being videotaped. He quickly apologized for his actions. The special education teacher had a discussion with him stressing the importance of coming in with a positive attitude.</p> <p>After lunch, I worked with the 2nd grade student who I just started working with. He came into the classroom extremely happy! He had just written 2 pages in his reading journal in response to the Henry and Mudge story that was read to him in class. He wrote everything by himself! He was super proud! He read his journal entry to me and repeated, "I did it all myself!" He had another great</p>	<p>information concerning alternative schools. Alternative schools do exist in Wisconsin, but Wisconsin is very firm on having the local school district handle the situation through the IEP.</p> <p>She directed me to the DPI in Wisconsin and they have information on alternative schools and procedures. The lady indicated that the Teachers' Union may also have a say in the matter. I probably got more information than I intended. Just some thoughts. I hope you get the article I sent. Blessings to you.</p> <p>You have the patience of a saint. I wholeheartedly agree with your tactic. If he gets his way, the next time</p>
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	<p>lesson. He looked at his reference book to help him distinguish between his b's and d's. I charted his progress and he only got one word wrong. He was even more excited than before! What a great lesson!</p> <p>I worked with the 5th grade boys on their Comprehension SOS. I read the story <u>The Giant Eyeball</u> to them. We had a great discussion. They thought of lots of questions and had me look up things up on the computer to answer their questions. One question was, what animal has the biggest eye? The answer is the giant squid. Another question that showed they were really thinking about this story was, when an animal keeps regenerating an eye, will their 3rd eye be as good as their 2nd eye? We never did find the answer to that one. We just predicted that it would be less and less strong as it regenerates. The boys really got into this story! It was a lot of fun teaching it to them.</p> <p>I finished the day with Student E. She had to be reminded to use her resources to distinguish between her b's and d's. Some days, she can tell the difference between them, other days, she really struggles with this concept. She did an amazing job too! I charted her progress and she only had 3 nonsense words incorrect.</p> <p>The last part of the day, I worked on writing Wilson Reading lesson plans for the students for tomorrow. The day started out a little rough, but it slowly got better. It is amazing how their attitude affects my attitude too!</p> <p><i>CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.4, 3.5, 5.1, 5.2, 5.3</i></p> <p>October 23, 2015 Student A did finish his WIST assessment this morning, but that is all he accomplished. The</p>	<p>would be much harder for you. I am glad you set the agenda and then kept with it. In the long run, the child is much better off than if he would have gotten his way.</p> <p>He really wanted to get things done and he felt he could not get them done the way you outlined it for him. You stuck to your guns and the child succeeded. YEA!!!!</p> <p>Humming and rocking are some signs of Autism. Just curious.</p> <p>Sometimes you can only do what you can do.</p>
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	<p>WIST assessment took a mere 5 minutes. After the assessment, he asked if he could be done. The special education teacher told him he would need to work on his reading lesson because he has missed so much work. From that moment on, he was upset. He was given a choice to either do the work or return to his classroom. He chose to go to the behavior room instead. He came back later and said he was ready to work, but then thought of excuse after excuse not to work. For example, his hands were sticky from eating an apple; he put soap in his hair while washing his hands and wanted to get the soap out; he simply didn't feel like doing it. The special education teacher remained calm and firm. She asked him what made the /s/ sound. He replied, "Poop." She kept repeating herself. He then replied, "T." This child knows how to manipulate the system and knows the difference between right and wrong. He refuses to learn, so the learning will never be accomplished. It's just so sad.</p> <p>I worked with Student E on the dictation/writing portion of the lesson. This section dealt with spelling nonsense words. She still struggled with her b's and d's, but she used her reference book as a guide. Today, she also struggled with /th/. She usually doesn't struggle with this sound. She also used her reference book for this digraph as well. Her reading has also improved. She is pausing at the end of sentences and is really trying to work on her phrasing.</p> <p>I had to go get Student B from his classroom because he refused to leave. He was struggling with math and writing in the classroom, so he didn't want to leave without it being done. The teacher kept saying, "(Student's Name) you have to leave," but he just sat there. I walked over took his paper and started leaving the classroom. He followed me out of the room....very upset, but</p>	<p>Yikes! Enough said.</p> <p>I hope she passes the test and can go on to book two. If not, back to the drawing board and more time will be spent to get her to book two.</p>
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	<p>he followed me out. When he got to the classroom, I told him that we would do reading first, then I would help him. He began to argue, but I just kept repeating reading first, then other. He tried to avoid the work by asking questions, but I just stuck to the lesson. Slowly, his mood changed and the lesson got done. I helped him read his math assignment and he dictated his sentences to me on his writing. He said that the computer wasn't writing what he said (he has a bit of a speech problem), so he was getting angry. I reminded him that there is other ways to handle his anger. I also reminded him that there are a lot of people around to help him. He just needs to ask. He apologized for his behavior and went back to his classroom for lunch.</p> <p>I worked with Student G on the dictation/writing portion of his lesson. He had some trouble with the -ng welded words. He didn't want to use his references because he just wanted to know them, so his lesson took a bit longer. At the end, I reminded him that smart readers look things up. I also told him that he just started learning the welded sounds and that he will understand them the more he practices them.</p> <p>I worked with the 5th grade girls on the second part of their Comprehension SOS story, <u>The Giant Eyeball</u>. I read the story to them, then, took turns reading it to me. They did a great job decoding many of the words.</p> <p>I worked with Student F on the dictation/writing portion of his lesson. He was very unfocused today. He did a lot of humming and rocking on his chair. I worked with him for 45 minutes and he was only able to write 5 sounds and 15 words. It was very hard to keep him focused on work.</p> <p><i>CEC 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 5.2</i></p>	<p>Great to know of the counseling services provided by the school. I sincerely hope Student A can avail himself of the services and make progress. He needs lots of prayers.</p> <p>Without the parents in counseling, Student A will make progress, but at an alarmingly slow rate. He is likely to wash out before he has his issues under control. Then, the parents will have nothing to say. How sad:(</p>
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	<p>October 26, 2015 Student A came in for class 10 minutes late. When he sat down, he thought of many excuses not to work (i.e. have to go the bathroom, have to hang up sweatshirt in locker, etc..). He finally began working 30 minutes into the lesson. Again, the lesson is only 45 minutes, but at least he worked on some reading today. Unfortunately after 5 minutes of working, he started becoming argumentative and said he wanted to be done. He began whining when the special education said that they would work until the time was up. After ignoring the behavior, the special education teacher did manage to keep him working.</p> <p>Student D seems to be ready to move on to Book 2. Before she can do that, she must take a Posttest verifying that she can move on. I gave her part 1 of the Posttest. Part 1 is naming the letters and their sounds, reading magnetic words (words from all the lessons), read 1.6 word cards, and chart progress of review real and nonsense words. Student D became frustrated during the charting. She wanted to get all the words correct without following the strategies she learned. When she got one word incorrect, she shut down and got the rest of the words incorrect as well. I went back, had her reread the words to me, and chart the progress that she had only one wrong. She just needed time to “cool off” to chart the rest of the words. In the last page of the student book, there are steps for the real and nonsense words that the student has to follow (i.e. swoop the base words and circle the suffix -s). She followed all of the steps correctly. She will finish the posttest tomorrow.</p> <p>Student B was absent today. So, I worked on writing some Wilson lesson plans and I read the article <u>Meeting the Mental Health Needs</u></p>	<p>So true, in southern Minnesota I would imagine farming would take center stage. However, the discussion was super.</p> <p>Whew! Discretion is the better part of valor sometimes. If the situation is untenable, then try tomorrow. Blessings to you. BY THE WAY: I did get your videos and looked at a couple. I will look them over tomorrow and will get my thoughts back to you soon. BY THE WAY #2: I would imagine you have off Thursday and Friday. Do the teachers from Eagle River go to the teachers’ conference in Milwaukee? Just curious. If they do, you have a choice to go to Milwaukee or not. I will not require you go the the conference if you do not want to go.</p> <p>Teaching is so fun. You do not know what will happen day to day. No boring</p>
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	<p><u>of Youth with Emotional and Behavioral Disorders</u> by Kutah, Duchnowski, and Green (2015). The key points I took away from this article are: 1. In order it to be effective, there has to be an effective collaboration between the mental health and education systems. 2. It is challenging to implement in the schools because of the sheer number of children who have EBD (½ students have EBD; ¼ of those have severe EBD). 3. Youth who are aggressive can also be depressed. 4. Very small number of parents engage in services provided for EBD. 5. Know your families to properly help students with EBD. After reading this article, the special education and I discussed Student A. The school provides Options Counseling Services. This is a mental health outpatient counseling that takes place right at the school. Student A does attend these services. The school seems to have the resources available for this student, but just like the article suggests, the parents have to be “on board” with the counseling also. This child is hearing one thing at school and another thing at home. There is an alternative school in the area. Student A’s brother already attends that school. He had taken a scissors and tried to stab a teacher. I pray Student A is more receptive to the help provided by the school and mental health department. This might be his only help in life.</p> <p>After lunch, I worked with the 2nd grader again on dictation/writing. He is doing so well. He is beginning to understand the sounds a letter makes and is able to tap out some words to spell things correctly. It is fun working with him because he always has such a positive attitude.</p> <p>I worked with the 5th grade boys on Comprehension SOS day 2. I read <u>The Giant Eyeball</u> to them, then they read it to me. They had many questions during the story that we</p>	<p>moments when teaching. Just thank God for a good day.</p> <p>What a blessing you have been for the children. I know the SPED teacher will do her best with the time she has. Just think the difference you made in teaching children</p> <p>Sounds logical. However, the English language is not logical. Sometimes, a student just has to accept the fact that certain letter combinations makes a certain sound, period.</p> <p>I hate snakes!!!!</p>
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	<p>had to look up on the computer. For example, how many eyes can a squid grow back? What is the life expectancy of a squid? They also concluded that the fisherman in the story must have caught the swordfish illegally because he cut up the swordfish right on his boat. They told me that only happens when someone catches something illegally. What a great discussion! I found the discussion interesting because if I read this story at my school in southern Minnesota, I believe it would have been a different discussion-farming community vs. fishing community.</p> <p>I worked with Student E with reviewing sounds, reading nonsense words, and charting progress. She had a harder time concentrating today. She had forgotten her glasses and there was a student next door having a full meltdown (screaming, pounding the walls, throwing things). She didn't do as well on her charting as she had in the past. I attribute that to the chaos going on next door. The special education and I decided to end our classes early (her student and mine) and send them back to their classrooms because it would be impossible to keep their focus due to the circumstances. I will try the lesson again tomorrow.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.4, 3.5, 4.0, 4.2, 4.3, 5.0, 5.1, 5.2, 5.3, 7.1</i></p> <p>October 27, 2015</p> <p>*To answer your question #2-I do not have off Thursday and Friday. I will be here teaching on Thursday and attending a webinar on Friday.</p> <p>Student A came in with his glasses on and a very positive attitude. He completed his whole lesson! He even did the lesson with the rules-tapping, putting his finger under the words, repeating sounds, etc.. It was incredible! I am not sure what inspired this</p>	<p>Two days in a row - wowie!!! Could it be the child has turned over a new leaf? I hope so</p> <p>Confidence is a wonderful thing. I hope this young lady has some confidence in herself so she can move forward. Encouragement builds confidence.</p>
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	<p>great change. I know it will last only today, but the special education teacher and I will rejoice with God's blessing of a studious student!</p> <p>The student who is homeschooled came in and worked on the second portion of her lesson. She reviewed the suffixes -le and -ed. Her progress was charted. She did so well, she has one more lesson to go and then she moves to Book 7 (the soft sounds /g/ and /c/)! It just shows what determination can do.</p> <p>Student F is doing the posttest for Book 1 to see if he can move to Book 2 also. I know it helps having two teachers in the room teaching the lessons. The children are moving at a great rate because they are getting a lesson in every day. When I leave, the special education teacher will have a lesson with one student, the other one will do Mindplay. Reading practice is still taking place in Mindplay, but it isn't the lesson itself.</p> <p>Student B is doing the posttest for Book 1 also. Unlike the other students, he was not thrilled about moving on. He didn't want to work on reading today. He closed his eyes, turned around in his chair, and kept asking, "Is this wasting my time?" I told him that I would wait for him to be ready to work. He finally got himself ready, but clearly did not give it his all. He will have to finish the test tomorrow.</p> <p>After lunch, I worked with Student G on his new welded sounds. He still struggles with the welded sounds ending in -ng. He doesn't understand why he shouldn't make the hard /g/ sound..."there is a g there"... "why can't I make the sound?" This section might take a bit longer to get that concept across. I charted his progress with these new welded sounds. Not surprisingly, he got all the -ng</p>	<p>Therefore, encourage every chance you get. If the encouragement is forced or the student knows he or she did not deserve the encouragement, then the teacher becomes a phoney and the children know it.</p> <p>Sometimes the learning environment is not conducive to learning. In the case of an overly loud and active room, learning is difficult, therefore, go with the flow.</p> <p>I did get through your video. You are a saint. St. Lori sound pretty good. I will send you the rubric I filled out by the end of the week.</p>
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	<p>words incorrect. He just kept saying that those are just too hard words. I reminded him that the more he practices, the better he will get.</p> <p>I worked with all the 5th grade students today, the boys and girls. The discussion for the new story just started and everyone got involved. The new story is about snakes. The students starting guessing what the snakes in the story would be, then it turned to different snakes in Wisconsin. We discussed venomous vs. non-venomous. We looked up snakes on the computer to get the visuals. The discussion lasted 35 minutes. I believe the background knowledge was firmly established.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.4, 3.5, 5.1</p> <p>October 28, 2015</p> <p>Student A came in ready to learn again! The special education teacher and myself were discussing the sudden change yesterday. She brought up the fact that his peer have become part of the “code cracking club.” This means that they have passed Book 1 and have moved up to Book 2. When this transition happens, the special education teacher takes their picture with their new book and gives them a card with their picture on it. The card says they are part of the code cracking club. Student A has seen the pictures of others in the room smiling with their new book. This must of been the motivation he needed. He wants to have his picture taken and is determined to do his work to have this done. During the lesson, he does try to stray a bit from the lesson...just a bit, but all in all, he is doing a great job. He is even following the rules of the lesson. The most surprising thing is the amount this child really knows. It has been such a trial finding out what he knows because of his behavior, but he truly knows the strategies to read. I am curious how long</p>	<p>How old is Student A?</p> <p>Almost a split personality. He is going beyond expectations one minute and sabotaging the next minute.</p> <p>The note is really an issue. When he does something like passing an expressively signific note with sexual overtones, the situation has just elevated to another level. Yikes!</p> <p>Any little tips and hints to get the children back on track after an emotional episode are good to know. Write them down so you can resurrect them again.</p>
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	<p>this new behavior will last and what he truly knows.</p> <p>The student who is homeschooled came in and worked on Book 7. This book studies the soft 'c' and 'g' sound. She learned that when 'c' and 'g' are followed by 'e,' 'i,' and 'y,' it makes the soft sound. She got a little overwhelmed by this lesson. She stated she wasn't sure she would get this rule. The special education teacher assured her that they would continue to practice this rule and she was sure she would understand the rule. This lesson, just like all the other new concepts, will take a little bit of review to master. I am confident this student will understand the concept and will grow her reading skills.</p> <p>I didn't work with Student E today because there was something going on in her classroom. Students from some of the surrounding schools will be attending this school every other week. This was the first day in this third grade classroom. When I went to pick up Student E, the teacher was a little overwhelmed by the number of students in his room and asked if we could please skip the lesson today. I am sure he will get things worked out, but he just needs a day to run through the change and adjust accordingly. There were a substantial amount of students in his classroom!</p> <p>I worked with the 2nd grade student on his new lesson. He learned the bonus letters 'ff,' 'll,' and 'ss.' He also learned the welded sound 'all.' This student still struggles with vowel sounds, b's, d's, ch, and sh, so I thought this lesson would be more challenging for him. I was wrong. He did an amazing job! I even left the bonus letter off some words at times (on purpose) and he smiled and said, "Miss S., you forgot something." I did his first monitoring for this concept and he only had 3</p>	<p>If mom does not see the issues, you are fighting city hall. How sad for the mom to be so blind to her own child.</p> <p>Good to have a fun day once in awhile.</p>
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	<p>words incorrect.</p> <p>After the 2nd grade student, I worked with the 5th grade girls on Comprehension SOS. I read <u>Snakes, Snakes, and More Snakes</u> to them. We looked up the snakes from the story on the computer. At the end, they wrote about one fascinating thing they learned from the story.</p> <p>I worked with Student F at the end of the day to administer his Posttest to finish Book 1. He kept the humming to a minimum and left all but 2 stories to the end of the test. He really wanted to become a member of the code cracking club. What a great motivator. I am happy to report, he too moved to Book 2!</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 5.2</p> <p>October 29, 2015</p> <p>Student A came in with a button shirt and a tie. He sat down and got right to work. He made it through 20 minutes of his lesson, then he started complaining that his stomach hurt. He was sent to the school nurse. The nurse told him to drink lots of water. He came back to the classroom and said he didn't want to work anymore. He was sent back to his room. The special education teacher went to speak to the classroom teacher to explain the situation. The classroom teacher (a sub) said there was another matter concerning him that she needed to discuss. Apparently, Student A had slipped a note to one of the girl's in his class saying, "Do you want to have sex with me? Circle yes or no." There are no words to describe my feelings right now. I will pray harder for Student A.</p> <p>I worked with Student D on her first lesson in Book 2. She learned to tap all the welded sounds. She got a little frustrated at the beginning of the lesson. She kept saying the sound /sh/ for the letter 's' and /x/ for the</p>	<p>I am so happy you had the opportunity to complete your Wiscon Training. What a blessing to have such a great teacher to help you finish. A BIG thanks to Sara.</p> <p>You are biting off a big chew by doing your 6 hour SPED law and advocacy training. You will get valuable resources as well as learning a lot about SPED Law. Too bad the speaker was so dry. Oh well, I am sure you got some salient information to SPED Law.</p>
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	<p>letter 'f.' She knew this was wrong and started crying that it was just too hard. I reminded her to take a breath, close her eyes, and try again. She did this throughout the lesson when she became frustrated. This helped a lot with her frustration.</p> <p>Student B came in upset because they were doing "something fun in class." He hit the wall and slammed down his binder. The special education teacher pulled out her phone and began videoing my lesson. Student B stopped hitting things and reluctantly did his lesson. He finished his Posttest 1 and will move on to Book 2. Most children are excited about moving on to the next level, he was not. He got his books and his picture taken, but he didn't smile. I have never seen a child so upset and down before. The special education teacher and myself discussed mental health issues because he is just never happy. Apparently, this issue was discussed at the last IEP meeting, but mom does not see an issue.</p> <p>Student G worked on the decoding/charting part of his lesson. This lesson was video taped to hand in. I believe the lesson went well. He was engaged. He still struggles understanding the welded sounds. He really needs to think about the sounds and how to pronounce them. I should have had the word cards and chart on the table to get right into that part of the lesson. I had forgotten to have them ready, so when I got to that part of the lesson, I had to quickly grab them. Other than that, I believe the lesson moved quickly.</p> <p>I worked with the 5th grade boys on their Comprehension SOS story. I read the story <u>Snakes, Snakes, and More Snakes</u> to them. They were very engaged and talked about each of the snakes I read about. I showed them pictures on the computer, so they would have visuals to aid their</p>	<p>Tons of information can be found in Wright's Law. Keep the book and remember the website for future reference.</p>
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	<p>comprehension.</p> <p>Student E finished the dictation/writing portion of her lesson. She got a little goofy and had to be reminded to write the words, but for the most part, she worked well. She even had time to read a few of her workbook pages to me.</p> <p>I finished the day writing the lesson plans for Monday. The students have a Pine's Pride Day in the morning (an assembly) and a Halloween Party in the afternoon, so tomorrow the special education teacher and myself will be taking a webinar course on advocating for special needs children.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 5.1, 5.2</p> <p>October 30, 2015</p> <p>The beginning part of the morning, I finished my Wilson Training. I learned how to do the lesson planning for the spelling and Comprehension SOS portion. It really helped watching the special education teach a few of these lessons and then teaching them myself before I had this third part. I understood the training and the reasoning behind it. I did have a couple of questions that the training was able to answer. For instance, what happens when the student doesn't know how to spell the high frequency words. I need to have the student write the word in their reference book or look it up using their "fat stack." I have been telling them the correct way to spell the word. I also need to say the phrase "tap what you see." I have been saying "tap it out to see if you are correct." They might just tap what they were supposed to write instead of what they really wrote.</p> <p>I have my certificate in taking the first part of the Wilson Program. I will be looking into taking the other trainings available. When you do the other trainings, you are given a</p>	<p>Funny how such a little items like a finger in a door can upset learning. Until the physical issue is healed, your student may be off the whole time. I think I mentioned Cruckshank earlier in my comments.</p> <p>Again, the other things that are in the child's life take precedence. You can stand on your head and the children will still struggle with learning.</p> <p>Go figure, another distraction that interferes with learning. If the situation is not a hurt finger or a bummed students who is hated by peers, a fire drill interrupts learning.</p> <p>Quincy has come to save the</p>
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	<p>wealth of resources. That alone will be worth the training.</p> <p>The second portion of the day was spent doing the Wrightslaw Special Education Law and Advocacy training. This is a 6 hour webinar. With this training, I now have a copy of the laws for special education. The instructor had us highlight the laws that would be most useful to us. The instructor wasn't the most dynamic speaker. The instructor was a lawyer who specializes in special education law. He speaks like a lawyer, giving facts. I had hoped he would have highlighted some of the laws and gave us more practical advice how to use it. This was just too much at one time. I do intend to read through the Advocacy book I purchased for the class. This might be more helpful than the class itself.</p> <p>CEC 3.3, 4.2, 4.3, 5.3, 6.0, 6.1, 6.2, 6.3, 6.4, 6.7</p> <p>November 2, 2015</p> <p>Student A (a third grade student) came in ready to learn yet again! He was a little tired from the weekend, but he worked hard the entire lesson. What a transformation!</p> <p>I worked with Student F on his new welded sounds. He wasn't in the best of moods because over the weekend he got his finger pinched in a door and his finger was still sore, so this was the perfect lesson to begin the week. We talked about the sounds. He had to draw pictures in his reference book to help him remember the welded sounds. After he was done drawing, he did his letters/sounds, magnetic words, and read some words with the welded sounds in them. I charted his progress and he only got 3 wrong, not because he didn't understand the welded sound concept, but because he rushed over the words. I don't think he will be on this</p>	<p>day. Neat idea to have a dog to read to who does not evaluate or talk back.</p> <p>Check with Professor Hanneman to see if he has the test or can get the test. He has taken over the assessment course.</p> <p>Confidence. What confidence can do for the child. When the child has confidence, then he or she can say, "I can!"</p> <p>How about that ----- no more syllabi that looks like a mountain. You are just about done!!!</p>
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	<p>lesson very long.</p> <p>Student B came into the classroom in tears. He had a tough time in math and he brought that attitude with him for reading. I assured him that reading would be a bit different today. All he had to do was draw pictures in his reference book (he also began Book 2 today) and that Quincy (the therapy dog) was coming later this afternoon. This didn't cheer him up. He talked about how his friends all hate him and how he bonked his head. He asked to have a 5 minute break. I gave it to him and he worked on his pictures.</p> <p>I worked with the second grade student who I just began working with. I didn't do much with him today. He was late coming to the classroom because he had to use the bathroom. He wrote 15 words and 3 sentences. I was just about to listen to him read, when the school had a fire drill. The drill usually lasts a few minutes, but today, they had trouble with their walkie-talkies, so the drill took over 10 minutes. By the time we returned to the classroom, class time was over.</p> <p>The rest of the day, the children took turns reading to Quincy. They were all excited to see the therapy dog again. Quincy had come in with his Halloween costume on, so the students were even more excited to read to him. What a great way to get the children motivated to read!</p> <p>While the children read to Quincy, I looked over the WIST assessment. This was used on Student A, so I wanted to see how this could be used in my school to evaluate the students. It seems easy enough to follow. I will have to investigate MLC resources to see if this assessment is available. It wouldn't be feasible for our little school to purchase this test. Maybe sharing with a few schools would</p>	<p>Stick to your guns. She needed to internalize how she acted and how she should have acted, and not just to get the gummie.</p> <p>I agree, I think the child's answers to your questions really helped her internalize what happened and why the situation happened the way it did.</p>
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	<p>work better.</p> <p><i>CEC 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1</i></p> <p>November 3, 2015</p> <p>Student A had another good work day. He started to stray from following the rules of the Wilson Program, but the special education teacher reminded him that his behavior chart would show that he was not following directions. As soon as she said that, he straightened up and did what he was supposed to do. I just watch him do his reading and wonder, who is this child? He is a completely different child! I keep wondering when he will revert back to his old ways. This has been almost a week of learning behavior. Could it just be the thought of moving to a new book that is keeping him motivated? What happens when he moves to the new book, will he revert to his old ways until all the children move to Book 3? I just cannot pinpoint his behavior. I will just praise God for another good behavior day.</p> <p>I read the article <i>14 Phonics Rules for Reading and Spelling</i> by Ginny Osewalt (https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/14-phonics-rules-for-reading-and-spelling?view=slideview&cm_ven=ExactTarget&cm_cat=Phase+1+EM24+-+Content+Shared+with+a+Friend&cm_pla=Triggere+Send+Managed+Subscribers&cm_item=%%3dRedirectTo(%40URL)%3d%%&cm_ainfo=&utm_campaign=outreach&utm_source=share&utm_medium=email&utm_content=11/3/2015&&&). The special education teacher shared this “rulebook” with me to put with my Wilson materials. I found it interesting all the rules of the English language. I do agree that sometimes we just</p>	<p>Three out of four is not bad. Students B, G, and the fifth grade girls were all positives (except I cannot handle snakes). Student E had to sort of end the day on a sour note. Not bad at all.</p> <p>I had seen the video before and found the contents fascinating. The leap from</p>
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	<p>spell the words because that is how it is spelled. There just simply isn't a rule for that particular word. This guide will help me explain to a struggling student the basic rules of writing. I will just have to also explain that there are always exceptions to the rules...just like in life.</p> <p>The student who is homeschooled did a review lesson on the soft 'c' and 'g' sounds. She did the writing portion of the lesson and did a great job! Even though the lesson was overwhelming last week, she is catching on to the rules this week. She just needed time to process all the new information. She is typical of anyone who gains new information. I know I had her same response with every new graduate class I took. I would read through the syllabus and right away shut down. I would say that this is going to be too hard. Once I calmed down and started getting into the class, I understood the lessons and approached the class with an "I can" attitude. That is exactly what this student has done. She just needed to step away from it for a while and approach the lesson with an "I can" attitude.</p> <p>Student D was easily frustrated and defiant during her lesson today. She had to complete the writing portion of her lesson and she wanted to do it her way. She didn't want to follow the rules or listen to any help I tried giving. She only wrote 15 words and 1 sentence during her lesson. At the end of the lesson, she asked for a piece of candy (It is a brain gummie. The teacher asks, "How did you grow your brain today? The student responds by telling the teacher what he/she learned.). Instead of asking how she grew her brain, I asked her how she could have made the lesson better. Student D hung her head and responded with ways the lesson could have gone better. She said that she could have listened to me. I told her that we</p>	<p>the bicycle to managing the behavior of children is not all that great. The teachers came up with good answers and applications to the video.</p> <p>The concept of apology and forgiveness is very appropriate for any dealing with a child's behavior. Apology and forgiveness obviously has Scripture backing as well.</p>
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	<p>would try the lesson again tomorrow. I think she actually reflected on the lesson and gave some good reasons as to why the lesson went poorly. I feel this approach works better than just telling the child, "You should have done this....or why did you do this." When you ask the child to reflect, it leads to a better understanding of the behavior.</p> <p>Student B came in with a positive attitude for the lesson today! He was respectful, happy, and willing to work. He gave his all for the lesson! He did have quite a few stories about his RC (remote control car), but I didn't care. In between his stories, he did his work. It is so rare for him to be in a good mood, I listened to his stories and complimented his behavior. After his lesson, I met him in the hall and he was smiling. He even danced down the hall with me! What a different child today!</p> <p>Student G also came in with a positive attitude. He worked did the spelling/writing portion of his lesson. This was the first time he wrote neatly! Usually, he hurries through things and it is almost illegible. He wrote his first letters and I praised him. I told him that the special education teacher is going to think I wrote his work. He smiled and tried to write his next letters even neater. I had him hold up his paper to show the special education teacher. She praised him too. This inspired him to write his entire lesson neatly! He was so proud of himself.</p> <p>The 5th grade girls worked on the 2nd part of Comprehension SOS. I read <u>Snakes, Snakes, and More Snakes</u> to them, then they took turns reading it to me. It was neat listening to them read words like Madagascar and venomous without even tapping it out. They knew the words because they were listening to me read first.</p>	<p>A positive start to the day. Then, the ups and downs came. I guess you have to look at the ups and feel good about Student A and the fifth grade boy. If the whole day went well, you would want to say home because the children all got it. Unfortunately, not all the children will retain what was done. However, the focus has to be on the positives. Nice work on your teaching.</p> <p>I am a little behind in my analysis of your work on your Journal. I am catching up.</p> <p>What up with the PBIS coach? Children can, indeed, get zeros if the behaviors are bad enough. Unless the decision is made from on top, the teacher should have latitude to give a zero when a zero is</p>
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	<p>At the end of the day, I worked with Student E. She was very unfocused! She crawled on the floor to pick up her cards. She threw the cards. She kept falling off her seat. She said she wanted to waste time because she didn't want to get to the reading part of the lesson (the story). I told her the more time she wasted, the longer I would keep her in the room. She slowly started to focus again. I am happy to say that we did make it to the reading portion. It took time, but we made it. I'm not sure why she was so unfocused. She usually works very well with me. I just smiled a bit because Student A and B had a productive day, but Student E didn't. What a backwards day!</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 5.1</p> <p>November 4, 2015</p> <p>The day began with a all elementary school faculty meeting. The meeting was focused on behavior issues and PBIS. The principal showed the video The Backwards Brain Bicycle-Smarter Every Day 133 (https://www.youtube.com/watch?v=MFzDaBzBIL0). I loved this video! With this simple demonstration, this man showed how long it takes for a brain to process something new. It also showed the importance of learning new concepts at an early age-early intervention. After watching the video, the staff discussed how this video applies to behavior. Some of the behavior issues that the children face have greater issues at home. So, the school environment struggles with teaching correct and proper behavior, then the student goes home to an environment that undoes all that behavior progress. Thus, the behavior issues continues because it is not consistent. One of the teachers also brought up how important the apology and forgiveness is. When the student comes to apologize, it is important that the teacher accepts the apology and forgives the student.</p>	<p>warranted. The decision that comes from the board or administration does trump the classroom teacher.</p> <p>One wonders about the situation at home when the child does a 180. Unless the home situation stabilized, the volatility of the student will likely be present. So :)</p>
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	<p>It is hard to do because of the nature of the behavior. Feelings are hurt, but teachers need to give that forgiveness so the child will “get back on that bike” and try to change the behavior. This will be a long process. What a great reminder!</p> <p>Student A did another great job. He kept asking when he will be able to get to Book 2. If he continues progressing and actually staying in the lesson...he will move to Book 2 next week. What a change in attitude!</p> <p>Student E came in upset again today. She was doing the writing portion of her lesson and only wrote 15 words. She usually breezes through this lesson and has time to read a story to me at the end. She was just so sad. I asked her what was wrong. She just looked down. The special education spoke with her too. She reminded her that we can't help her if she doesn't share what is wrong. All I can do is just encourage her to share her feelings. The rest is up to her.</p> <p>The second grader that I just began working with came in to work with me. He too was “off.” He didn't want to do his reading, so he did everything that he wasn't supposed to. For instance, he drew pictures instead of writing his words. Something must be going on at home.</p> <p>The 5th grade boys were a breath of fresh air. They were excited to read about the snakes and were engaged in the lesson. I needed that little boost to get through the rest of the day.</p> <p>I finished off the day by working with Student D. I finished working with her on the writing portion of the lesson from yesterday. She became frustrated again by her mistakes and became somewhat defiant, but after some prompting, she calmed down and finished the</p>	
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	<p>lesson.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 4.1, 4.3, 5.2, 7.0, 7.1, 7.2, 7.3</p> <p>November 5, 2015</p> <p>In the morning, I worked on Wilson lesson plans. These are getting done faster, so I must be catching on.</p> <p>The special education teachers came in to meet this morning also. They discussed the upcoming PST (Problem Solving Team) meeting scheduled for tomorrow. They also discussed some concerns they had with speech. Some children haven't had service yet and the trimester is almost done. Minutes will need to be made up, but who will be responsible for this and when will all these minutes be made up? The missing speech minutes are due to the new computerized speech system. The group also discussed the PBIS coach that has been hired by the school district to help with behavior problems. The coach recently got into a disagreement with one of the special education teachers over the behavior sheet she uses for data collection. The special education teacher had given the student a couple of zero's (out of 3) because he refused to go to class. The PBIS coach told her that she needed to redo that because no child should ever receive a zero. The PBIS coach insisted that a child should receive a score no lower than a one because a child should receive credit for just being in the school. The special education teacher did not agree with this because this did not hold the child accountable for his actions. This is something that really is disheartening for me. A child needs to be held accountable for his/her actions now. What kind of message are we sending children when they are getting whatever they want? I must say, I also disagree with the PBIS coach. Is this the new behavior system being taught? It is just</p>	<p>Wow!! Take the little victories to heart.</p> <p>Early intervention wins the prize. The earlier the intervention the better. Many longitudinal studies like High Scope Chicago Parent-Child Centers Research, and the Abecedarian Study points to early intervention being the best.</p> <p>You can truly sympathize with these children. You know how tough life can get. Your heart is big and goes</p>
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	<p>like the theory that everyone gets a trophy because we don't want anyone to feel discouraged.</p> <p>Student A got into a fight with his classroom teacher this morning, so he came in very upset. The behaviors reverted back to disrespect and not caring about learning. He went back and forth between the behavior classroom and the classroom he is supposed to do reading in. He had some outbursts (i.e., He yelled down the school hallway, "Hey everyone, I suck!") and tried to switch subjects throughout the lesson. It is strange to me how a child can change that dramatically back and forth with behaviors. The special education just ignored the behaviors and continued to move forward with the lesson. She was only able to get 10 minutes of the 45 minute lesson in.</p> <p>The special education teacher and myself were unable to meet with Students D and F. They were finally being taught how to use Read and Write for Google. The special education teacher was upset because she had wanted this done at the beginning of the year. Now a whole trimester is almost done and it is finally being implemented. The special education teacher also spoke about meeting with one of the 5th grade teachers yesterday about progress on some of the students' report cards. She was concerned that some of her students had comments like: need to work on memorization skills, unable to focus, etc.. These comments should really not be placed on a child who has special needs report card. This just emphasises that this child struggles. The parents know their child struggles. The teachers know this child struggles. The school knows this child struggles. The child even knows he/she struggles. Report cards should reflect progress. When there are special circumstances surrounding a report card (i.e.,</p>	<p>out to these children like Student E. How sad to have to go through the turmoil of life, especially without Jesus.</p> <p>I am not sure a person can dissect if the home life causes the disability or if the disability resides outside the family issues. Regardless, the child cannot learn well. The issue is how to intervene to help the child.</p>
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	<p>special needs) a report card should should be revised just a bit. By that I mean, make appropriate comments. No need to point out the obvious.</p> <p>Student B was sick today.</p> <p>I worked with Student G on welded nonsense words. I charted his progress and he got 100% of the words correct! He has mastered this lesson and will move on to the next lesson next week. What a joy to see the progress in all of these children!</p> <p>The 5th grade girls began their next Comprehension SOS story. I read <u>Not So True Animal Facts</u> to them. We had a great discussion and looked up the different animals and facts on the computer. It is nice to have that technology right at our fingertips.</p> <p>The special education teacher and I discussed why most of the children being identified are in 3rd grade. Why aren't these children being identified earlier? Interventions take time and in some cases, isn't it just a "wait to fail model?" The children have to fail the interventions in order to qualify for special education. In some cases, the learning difficulties are so severe, the children should have been identified back in kindergarten...sooner than later. The director of pupil services came in and discussed this dilemma also. It was quite the discussion of trying to help students feel successful sooner.</p> <p>Student E came to the classroom with a happier attitude. She gets to see her dad tomorrow and go hunting with him. Her dad lives far away and she rarely gets to see him. I think that had been why she was so sad these past few days. I know I have stated this before, but it is worth stating again. Most of the children in this classroom have been</p>	<p>What a contrast between Student A and Student D. Seems like the problems go with the days. Some good and some now good at all.</p> <p>ELA assignments, I am not sure what ELA assignments are all about.</p> <p>Such a waste of time. Maybe other students could use the time Student A wasted.</p>
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	<p>through so much. When my husband died, I found it hard to function. I don't know how some of these children function with the lack of adult authority in the home. This girl also told me that her mom will be getting married again. She said that her mom had been married twice and now she is probably going to marry her boyfriend. I can't even imagine the homelife. I should be thankful that most of the children come into the classroom with a smile on their face ready to learn. I need to be more patient with their "off" days. I need to give them time to be sad, upset and angry. After all, these are just children trying to accept their parents lack of judgement.</p> <p>November 6, 2015</p> <p>In the morning, I attended a PST (Problem Solving Team) meeting. The team (principal, Title teachers, 2 special education teachers, director of pupil services, and general ed. teacher) met to discuss the concerns with 2 students. The discussion centered on environment vs. learning disability. Is the child's home life deterring learning or is it truly a learning disability? I heard stories of a disturbing home life. It makes my heart sad hearing how this little girl has to live. How can someone be functioning in school with such dysfunction at home?</p> <p>After that meeting about dysfunction, Student A came into work. Well, he came into the classroom. He had gotten into another altercation with his classroom teacher. Apparently, he had taken another student's computer and typed in "sex" in the search box. This was flagged on the school site and had to be addressed. He came into the classroom in a fighting mood. He did absolutely no work. He yelled at the paraeducator. He kept leaving the room and he said, "I don't want to work." He left the classroom and went back to his general education classroom.</p>	<p>Any follow-up on his missing spelling at recess? Children have to learn they will suffer the natural consequences of their actions.</p> <p>You are far enough along to see progress. I am happy you are able to see the difference from the beginning of the year until now. I wish you could see a video from the beginning to actually see much progress.</p> <p>A breath of fresh air at the end of the day. Enjoy.</p>
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	<p>I worked with Student D today on letters/sounds and decoding her welded words. I charted her progress and she did better than last week. Last week, she got 5 out of 15 words incorrect. Today, she only had 2 words incorrect. She came with a positive attitude and it showed in her progress. This just shows you that attitude plays a big part in the learning process.</p> <p>After lunch, I worked with Student G on the writing portion of the lesson. He was a little on the distracted side, but he managed to finish his lesson. I liked that when he was stuck on spelling a trick word, he used his references to help him. That is a step towards independence!</p> <p>At the end of the day, I was going to work with the 5th grade boys with their Comprehension SOS, but they all came in with folders filled with ELA assignments. I spent the entire class time getting them caught up on assignments.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 4.0, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 7.0, 7.1, 7.2, 7.3</i></p> <p>November 10, 2015</p> <p>Student A said he was too tired to work. He told stories, left the table a few times, etc.. The special education tried to get the lesson back on track, but he only spelled one word the entire lesson-shut. The special education teacher let him go back to his classroom when the lesson was completely over (after the 45 minutes).</p> <p>The homeschooled student was sick today.</p> <p>Students F and D worked on their student books with me and did letters and sounds. We weren't able to do too much class work because a student in the behavior classroom</p>	<p>I hope and pray these children still can live in the land of the free and the home of the brave. So many gave so much so we could be free. The way the country is going, I am not sure these children will have the freedoms we have experienced.</p> <p>I am happy you got off to a good start with student E and the 2nd grade student.</p> <p>I like your conclusion. Bringing technology to bear to help this child could be a game breaker. By the time a child is in 5th grade, bypass strategies would be in order. Using technology as a bypass strategy will be helpful for this child.</p>
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	<p>started pounding the walls and yelling. This distracted the students. We did what we could do, then I just had them go back to the classroom. It doesn't pay to try to have a lesson when there is so much of a distraction taking place.</p> <p>Student B came in depressed. He had spelling words to write and he didn't want to stay in for recess to do that (even though his teacher said he would not be in for recess to do the task). He said his eyes hurt, so he couldn't read fast. He was just in one of his moods where he thought he was horrible at everything and couldn't do anything. He didn't get very far in his lesson because of his attitude.</p> <p>After lunch, I worked with Student G. He was learning the new concept of blending. He did a great job! He even understood the difference between a digraph and a blend. I charted him reading these new blended words and he got 100% of the words correct! It is so fun watching him grow in his reading skills. I think, of all the students, he is the one catching on the most to the Wilson Reading Program.</p> <p>I read the story <u>Not-So-True Animal Facts</u> to the 5th grade boys. They had another great discussion. Before the story, they made some predictions of the animals they thought would be in the story. After the story, they brought up some animal facts that they had heard and are now wondering if they are true or not. I told them to write down what they wanted to look up and next time we read the story, if there is time, we would look up the facts on the internet to see if the facts were true or not.</p> <p>I finished the day working with Student E. She was back to her old self. She was eager to work and tried her best. She reviewed bonus</p>	<p>Hope you got off to a great start today.</p> <p>I did not read far enough ahead. Kind of a bad day for Student A. I wonder how long he will be able to attend Eagle River Elementary School.</p>
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	<p>letters, did her letters/sounds, read sentences, and 2 stories. She even asked me to photocopy one of the stories so she could practice it at home. I charted her progress today and she read all the words correctly! What a great way to end the day!</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5, 5.1, 5.3</p> <p>November 11, 2015 The morning started with a Veteran's Day Program for the entire district. I sat and watched the veterans of Eagle River get recognized. What a blessing to live in a country that truly is free! I understand what a sacrifice they have made for all the citizens of the USA and especially for their families.</p> <p>Student E and the 2nd grade student that I work with sometimes did an awesome job today! They both came in, sat down, and went right to work. They both worked on the writing portion of their lessons, so they tapped their words to check every word. I was so proud of the way they worked. The 2nd grade student still fragments every word that he reads, so that slows him down, but he really gives reading his all. Both lessons were extremely fun to teach!</p> <p>I worked with the 5th grade girls on day 2 of Comprehension SOS. I read the story to them, then they read the story to me. One 5th grade girl is more hesitant about tapping her words. She reads a bit more choppy which hinders her comprehension, but when things are read to her, she understands everything. Technology will be very useful for this student to succeed at school.</p> <p>I ended the day with Student F. The entire lesson, he worked on 3 sentences and wrote 5 "trick words." The trick words are high frequency words. Student F was determined to do things his way. He wanted to sing</p>	<p>The importance of sleep. Lots of studies, especially by Mary Sheedy Kurcinka, indicate sleep helps the child academically and behaviorally. Kids simply need enough sleep.</p> <p>Sometimes, children are really proud of their small accomplishments, and so can we.</p> <p>Hope you had a great end to the day.</p> <p>When conducting a functional behavior assessment (FBA), the teacher looks for the reason behind the behavior.</p>
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	<p>during the lesson. I told him that this is very distracting to the 3 other children working in the classroom and that sometimes he has to think of others. He didn't like the idea that I was "picking on him." I offered suggestions as to other things he could do to "help him concentrate," but he didn't like any of the suggestions. When it came to the lesson, he was very stubborn and wouldn't do the steps required by the Wilson Program. He has been stubborn these past 2 weeks. The special education teacher hasn't been backing down on the requirements, so I wouldn't back down either. Like I said, he didn't get much done, but yet he did. He had to relearn the rules and understand that he can't do things his way. He needs to listen to the teachers who are trying to help him succeed.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 5.1, 5.4</p> <p>November 12, 2015 The morning began with a special education staff meeting. They discussed the survey that was sent out this past month and the results of that survey.</p> <p>Student A did not come in for his lesson today. He had gotten into trouble on his bus ride last night and was told that there would be some consequences regarding the incident. He didn't like that idea, so he began throwing items, kicking doors, swearing, etc.. His temper was so explosive that he broke the wooden classroom door.</p> <p>Since he was not going to be in the classroom, I took the time to do some Wilson Reading lesson plans for the rest of the students.</p> <p>Student F was much more focused today. He did his entire lesson! He hasn't been able to do that for over 2 weeks. He didn't sing or hum. He used his references to help him with the welded sounds. He worked extremely</p>	<p>Therefore, antecedent behavior and consequence (ABC). The antecedent is what you are referring to in your post. What leads up to the behavior? What triggers the bad behavior? When the antecedent, then look at the behavior itself. What happens? Does the child tantrum? Does the child hurt himself or others? Finally, look at the consequence of the behavior. What does the child get from behaving in a certain way? What does the child receive? Attention. Getting out of something. Getting into something. Avoiding embarrassment. Impressing friends. Getting self-satisfaction. Whatever, the child has as a motive for the behavior needs to be figured out.</p> <p>Once FBA is done, then PBIS is put into place to change the behavior. The column in the new referral form is really part of the FBA.</p> <p>For most children with behavior disorders, token economies are not successful. The teacher can bribe the children from now to eternity and the child will not accept a reward. Sad to say, the majority of schools today have some form of token economy. For the neurotypical child, the</p>
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	<p>hard! What a change from yesterday when it took him 33 minutes to write 3 sentences!</p> <p>Student B came in depressed. He said he had stayed up too late and is too tired. Even though he was sad, he managed to get through his lesson. I am glad that I have a lunch break after working with him. I need a break to walk around and get energized before working with the other children in the afternoon.</p> <p>Student G was a little distracted today. He had trouble focusing on his new lesson of nonsense blended words. He got through the lesson, but not without climbing all over his chair, spinning his notebook, and other such distracting behavior.</p> <p>The Book Fair has come to the library this week and the 5th grade students got to pick books right before they came in for class. They were so excited by their books, the special education teacher decided they could just read their books to a teacher in the room. One 5th grade boy read to me. He read the entire 45 minutes and only got 2 chapters read, but he was so proud of what he accomplished and was excited to take the books home and read them tonight.</p> <p>I ended the day working with Student E. She did another amazing job with nonsense bonus letter words. I charted her progress and she only had one word incorrect. After tomorrow's lesson of writing, she will move on to the next lesson 1.5. I am happy she is finally making some progress and the letters are beginning to make sense to her.</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.1, 3.5, 4.3, 5.1, 5.2</p> <p>November 13, 2015</p> <p>I began the day in a meeting discussing PBIS. This was a meeting with the PBIS (principal, guidance counselor, 1 special education</p>	<p>rewards are usually effective so that is why token economies are used.</p> <p>Great you were able to attend an IEP Meeting again. More meetings more learned in the IEP Process.</p> <p>Changes in the IEP will benefit the child in the long run..</p>
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	<p>teacher, and 5 general education teachers). They discussed the new referral form. This form contained a column that listed the motivation behind the child's behavior. I loved this idea because this helps with finding out the reason behind the behavior. I will take this idea to my principal at home to see if we can implement this on our behavior sheets.</p> <p>Student A came in ready to work. He was polite and very studious. I can't believe the day to day change with this student. I know his mom meets with the school to discuss the bus incident he was involved in. He also has his IEP meeting today. I had hoped to go to that meeting, but because of the behavior of this child, there will be 12 additional people attending this meeting (this doesn't include the IEP regulars). One more person attending this meeting might send mom over the edge. As curious as I am, I believe mom has some decisions that have to be made. Now is not the time to aggravate an already tense situation.</p> <p>Student E came in and had another great lesson. She did the writing portion of 1.4. This writing lesson focused on writing several nonsense words and 3 real sentences. She went right to work and did a fabulous job of following the rules.</p> <p>Student B came in all depressed again. I told him that if he worked hard and finished his lesson (I showed him the lesson), he could earn an Eagle Ticket. An Eagle Ticket is a ticket the students at this school earn to buy things from the school store. I had thought this would inspire him to get right to work, but instead, this slowed him down even more. It took him 18 minutes to get through his letters and sounds. This task should have taken only 3-5 minutes. The entire time he complained. He complained that his hand</p>	<p>I do not think I can answer your question about accommodation boxes on the Minnesota IEP. Keep your copy and use it for IEP Meetings in Minnesota.</p> <p>Choose your battles and win them at all costs. You absolutely did the right thing. Give an inch and the child will take a mile. Stay with your plan. She really did learn a lesson. Hopefully, the other teachers will not give in or your work is for naught. Collaboration is the key.</p> <p>Share when you can. You have the resources to share with the others in your school and beyond. You are a valuable resource to others. You are almost a Master Teacher!</p> <p>Giving some children accommodations helps them to be successful. A regular education teacher has to work closely with the SPED teacher. Sometimes,</p>
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	<p>hurt and he kept calling himself stupid. He tried to hit his head and pull his ear, but when he saw that I wouldn't respond to such behavior, he stopped. This child didn't want to do the work, so he simply refused to move at an acceptable pace.</p> <p>The rest of the day, I worked the 2nd grade students with their student book. When I had gone to get them from their room, they were doing something special. I had told them they could remain in their classroom. I walked down the hall and the two boys ran after me. They said they wanted to read instead. This made my heart happy! I gave them both high-fives and praised them for their choice of reading over the party. We came to the room and they went right to work on their student book. The student book had the students making lots of new words. They each had their own page to work on (different levels), so their words were unique to their learning abilities. Each child read their words to me after they finished making them. They did a fantastic job!</p> <p>CEC 2.0, 2.1, 2.2, 2.3, 3.2, 3.3, 3.5, 4.0, 4.3, 5.0, 5.1, 5.2, 7.2, 7.3</p> <p>November 16, 2015</p> <p>In the morning, I attended an IEP for one of the 5th grade boys that I work with. The meeting went very well. The mother showed up a bit late, but she was very pleasant and cooperative. The team (principal, special education teacher, and general education teacher) shared some positives of the student. The student isn't a behavior problem. He just has confidence issues, which lends to his reading difficulties. It was decided to keep moving at the same pace for reading and making the same accommodations for his general education curriculum.</p>	<p>regular education teachers are pretty territorial. Sometimes regular education teachers say that this is the way I teach. If the child does not learn the way I teach, tough. So sad:(</p> <p>Yea, makes you want to come back tomorrow.</p> <p>Hope you got my email about the meeting tomorrow. Talk to you at 3:00 pm. Call me at 507-217-7859.</p>
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	<p>I did see something new on the IEP. The state of Wisconsin has a whole page of accommodations that is added to the IEP. The special education checks the box for each accommodation provided to the child. The state of Iowa did not have this in connection with their IEPs. I'm wondering if Minnesota has this on theirs. I think this really spells out what the student needs to be successful in their classroom. Great idea! I already have a copy of this form to add to my references to help with future IEPs.</p> <p>Student D really had her heart set on working with the special education teacher, but it wasn't her turn to work with her. Instead, it was her turn to work with me. Needless to say, she was not thrilled to be working with me. She cried and slammed her pencil down. She kept saying she didn't know how to spell words. I told her that she obviously isn't ready to work with me and to tell me when she is. She sat there the remainder of the lesson. You can't really give in to the behavior because a lesson has to be made that she needs to work with everyone. She can't always get her way. Even though reading wasn't accomplished, a lesson in life took place.</p> <p>The special education made me a copy of a dyslexic simulation activity to use with my faculty or other teachers (conference time perhaps??). There are disks for teachers to watch and activities for teachers to perform that will make them more aware of how a student who has dyslexia learns. This is a great resource I know I will be using!</p> <p>The special education and I also discussed issues with the 5th grade students (the ones on her roster) and the science teacher. The science teacher sent the special education an email stating that her students still had not turned in their writing assignment that had</p>	<p>I see you are back online and adding to the Journal. I thought you would finish your Journal when you got back to New Ulm.</p> <p>I never heard of Class Dojo before. Why not track the negative behavior. If the teacher is tracking behavior, a paper trail of both negative and positive behavior would be good to have.</p> <p>When a child is sick, staying home is the best option. Why spread the germs or viruses around? Come back to school when the child is not contagious</p>
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	<p>been due. The students were to write a paragraph about pollution using their notes. I have seen these students struggle writing a sentence about a topic when we work on Comprehension SOS. The special education teacher and I believe that these students never took notes on the movies that were watched in the classroom. This assignment will clearly need to be modified to fit the needs of these students. Our reading time will probably be used to accomplish this.</p> <p>Student B came in depressed again. He didn't want to do reading, so he purposely went slow with whatever I asked him to do. He only got through half of the lesson. God willing, we will finally finish the lesson tomorrow.</p> <p>After a rough morning, the afternoon group came in ready to learn. The 2nd grade boys did a fabulous job with their lesson. They did writing and reading. Above and beyond their lesson! Quincy also came in to save the day and cheer everyone up. The children spent the rest of the afternoon reading to Quincy. Even though the morning was rough, it ended on a positive note.</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.3, 4.3, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 6.5, 6.6, 7.0, 7.2</i></p> <p>November 17, 2015 Student A was absent today. I worked on 3 Wilson Reading lesson plans for students. I am understanding the lesson plans more, so they are not taking as long to accomplish. I love seeing the progress of each child in this room.</p> <p>The child who is homeschooled worked on Comprehension SOS today because the special education teacher had a doctor's appointment this morning. I read <u>Odd Animals</u> to her. We discussed each animal,</p>	<p>Learn as much about Wilson as you can. I am sure you will be a master Wilson teacher when you are completed your Internship. YEA!!</p> <p>See my note above.</p> <p>I am happy you are done with snakes!!!</p>
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	<p>then she read the story to me. She loves animals, so she really enjoyed this story.</p> <p>Student D came in for only a 15 minute lesson. Her class had gone to do reading buddies, so she came in later for her lesson. I told her that she would need to work with me again because of the tantrum she threw the other day. She still needed to complete the lesson from yesterday. She was a bit upset by this news, but in the end, she pulled it together and finished the lesson. Again, the life lesson had to be learned and I couldn't break down. She needed to learn that the work doesn't disappear because she doesn't want to do it.</p> <p>Student B came in happy! He was very polite and finished his writing lesson. He even had time left over to read 2 stories! I asked him why the sudden change in attitude. He said that he woke up in a happy mood, so he was in a good mood. Since he had such a positive attitude, his lesson went well and progress was made.</p> <p>Student G had a little trouble with blends today. He worked hard, but he will have to have a bit more practice learning how to combine blends. He worked on the writing portion of the lesson. He needs to work on tapping to check what he writes during the editing process. I am sure he will not have any trouble with this concept. He will just need to practice this skill to make it automatic.</p> <p>The 5th grade boys worked on day 2 of Comprehension SOS. I read the story <u>Not-So-True Animal Facts</u> to them, then they read it to me. Both boys did a great job. We did look up some facts on the computer that came up during the lesson.</p> <p>I ended the day working with Student E. She</p>	<p>He should have been absent before so he can get over his issues.</p> <p>You are really doing him a favor by being insistent he follows what you and the other SPED teacher says. The payoff is down the road so he will not acknowledge he is learning a valuable life lesson.</p> <p>Again, I am happy you are</p>
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	<p>learned the suffix -s. She did another amazing job! I love working with her and watching her grow in the area of reading. She keeps asking when my last day is. I keep telling her that it will be Friday. She always gives the same response, "I don't want you to go." It is nice that for the most part, the children don't mind working with me. They have welcomed me into their classroom and have allowed me to work with them. What a blessing to have such an amazing experience!</p> <p><i>CEC 2.0, 2.1, 2.2, 2.3, 3.4, 5.1</i></p> <p>November 17, 2015</p> <p>The day began with a faculty meeting. The faculty discussed the implementation of the program Class Dojo (www.teach.classdojo.com). It is a free program to document behaviors. The teachers will use this to track Eagle Tickets. I can see using this program in my classroom to track behavior. It looks fun and easy. There is an app that can be downloaded right to your phone or iPad. The faculty here decided that they wouldn't use the negative behavior tracking with this program, but I think I would use both. The child can see what he/she did in the classroom, but I believe the child should see both the positives and the negatives. Otherwise how can change take place. I also wouldn't hand out rewards with this either. This would just be a program to document the behaviors of the day.</p> <p>Student A came back to school today, but he was very sick. It is his birthday today, so he wanted to be here to celebrate. With him being so sick, it would have been better for him to remain at home. He did do his lesson though. I just wish more parents would allow children to stay at home when needed. I understand the challenges of this being a single parent, but more children will get sick</p>	<p>done with snakes.</p> <p>You certainly did make it in flying colors. Many thanks to all the people up at Eagle River Elementary School for their wonderful help. Sara is an angel. The rest of the staff was so supportive. Well done all around.</p> <p>God does work in mysterious ways, His wonders to behold. Just the hint of light is all that is needed to guide you on your way. On a pure pitch black night a person should be able to see a candle at 30 miles. God can do so much more with His light. God promises He will guide you in all your ways. He has</p>
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	<p>in the process.</p> <p>The student who is homeschooled came in and worked on the /dge/ sound. She had her progress charted with this new sound and didn't do that badly. She will need to review this lesson for accuracy. All in all, she is moving at a fast pace.</p> <p>I worked on some Wilson Reading lesson plans for tomorrow. I can't stress enough how much I love watching all the children grow in their reading skills. I wish I would have videotaped some of the children at the beginning of the year. What a change!</p> <p>Student E came in ready to work. She reviewed reading suffix -s words. She did the written portion of the lesson and had time to read two stories to me. She did an amazing job!</p> <p>I worked with the 2nd grade student monitoring his fluency. This is something the special education does for each student to document progress. I used the Wilson Fluency Basic. The student reads a passage from a story for 1 minute and I record the number of correct words/errors. This is the baseline. I then have the student read a page of words (4 times/timed 15 seconds) from the story. Next, the student reads phrases (4 times/timed 15 seconds each) from the story. The student then reads the passage with marked phrases (2 times/1 minute each). Last, the student reads the unmarked passage again (2 times/1 minute each). The progress is documented and graphed. This particular 2nd grade student was excited by his short amount of growth. Each time he read, he read more words. This made him excited to read more. At the end of the lesson, I asked the student how he grew his brain. He said, "The more I read, the better I get."</p>	<p>done just that for you. Praise the Lord.</p>
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	<p>I worked with the 5th grade girls on Comprehension SOS. I read <u>What's the Deal with Seahorses?</u> to them. We discussed vocabulary and the major concepts in the story. Again, the computer was used to look up some facts that the girls wanted to know. It was also used to provide immediate visuals.</p> <p>I ended the day working with Students F and D. Both students worked on their student workbooks. They had to make new words and do some cloze reading. With each page, the students had to read the words/sentences to me. It's a great way to review reading concepts.</p> <p><i>CEC 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.4, 3.5, 5.1, 5.2, 5.3, 7.3</i></p> <p>November 19, 2015 Student A was absent today.</p> <p>I worked with Students F and D. We began the lesson with the letter/sound drill. They still struggle with the welded sounds and both needed their reference book to help them. We also did their "fat stack." These are the high-frequency words and tappable words they have learned. Both did a great job with these words. We ended the lesson by individual student workbook work. Student F is a bit more argumentative and wanted to do things his own way again. He began crying when he had to follow the rules of the book. He has been struggling with this concept for a couple of weeks. The special education teacher and I are both enforcing the way things have to be done. Another life lesson of following rules.</p> <p>Student B came in with a positive attitude. He did his entire lesson without complaining and was a joy to work with! Since he had such an amazing attitude, he did a great job</p>	
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	<p>reading. He read 2 stories swooping phrases and pausing at the end of sentences.</p> <p>I gave Student G the Wilson fluency assessment. This was the same assessment the other 2nd grade student did yesterday. Student G began with reading only 33 words in a minute, but ended the assessment reading 64 words per minute. What a nice tool to document progress.</p> <p>I worked on Comprehension SOS with the 5th grade boys. I read <u>What's the Deal with Seahorses?</u> to them, then they read it to me. Usually, this is a two day lesson, but because this is my last day with the boys, I had to get both lessons in. They did a great job discussing seahorses and reading about them. I used my computer for looking up facts and visuals. We even had time to look up frogfish. (Something that came up in our discussion of seahorses.)</p> <p>I finished the day working with Students C and E. They worked on their student workbooks as well. They went right to work and did their best.</p> <p><i>CEC 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.4, 3.5, 5.1,</i></p> <p>November 20, 2015</p> <p>Today is my last day! I made it! There were times of extreme homesickness. Those were the times I wanted to give up and just head home to my children. The Lord knew my struggles and always sent someone to encourage me. God is good!</p> <p>I had an amazing experience working with this teacher. I feel I have learned so much. I can't wait to head back to my school to put this learning into place! This special education teacher will continue to be my resource and encouragement. May the Lord</p>	
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	<p>continue to bless her!</p> <p>Throughout the process of me getting my master's, I have seen the Lord's hand. He has led me through some of the toughest times in my life. I know there were many times of desperation and sadness for me. I once commented to a friend, "I wish the Lord would just shine a spotlight to show me the way." My friend responded, "Sometimes you have to just follow the bic lighter He has in the distance. The Lord doesn't always show you His plan in your time. You have to wait for Him to show you His plan for you in His time." I have always remembered him telling me that. Those simple words of wisdom have gotten me through a lot.</p> <p>Since this was the last day of school before the Thanksgiving break, I didn't see any children this day. The students remained in their classroom for parties and special activities. The students I worked with did manage to throw me a surprise going away party. Again, many thanks to this wonderful school for allowing me the opportunity to grow in my teaching!</p>	
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