

# BEST PRACTICES

# Strength-Based Best Practices

Accelerated and enriched instruction

Intervention in areas affected by disability

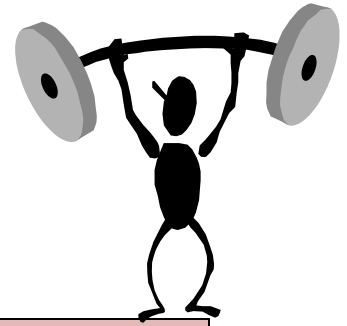


Adaptations and accommodations

Case management and social/emotional support

# Best Practice #1:

## Accelerated and enriched instruction

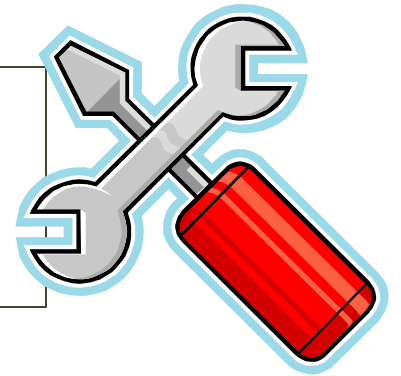


1. **CONTENT:** Say “YES” to advanced curriculum.
2. **PROCESS:** Teach using strength-based strategies.
3. **PRODUCTS:** Provide options for students to show what they know.

**Differentiation...it's as easy as 1-2-3!**

## Best Practice #2

Intervention in areas affected by disability



- ❑ High-low Double Dip, Wilson Reading, Corrective Reading, Fast Track, Read Naturally
- ❑ Small group or individual instruction in 6-traits and process of writing using technology
- ❑ Direct instruction/coaching in self-advocacy, organization and executive functioning

What interventions do your children receive?

# Best Practice #3: The WORMS!

## Adaptations and accommodations



### Writing

- Scribe, computer with Word Q, Inspiration, verbal conferencing, verbal elaboration, alternatives, copies of notes, voice recognition (Dragon)



### Organization

- Color-coding, breaking down tasks, checklists, extended time, reduced workload, devices



### Reading

- Human reader, Kurzweil/Bookshare, Word Q, audio materials (downloads, CD's)



### Memory

- Word banks, study guides & advance organizers, calculator, formula card, Livescribe pens



### Social & Emotional

- Strength and interest-based instruction, relationships, supports

What are your child's "top 5" accommodations?

# Best Practice #4:

## Case Management and Social/Emotional Supports

- Coordination of all the pieces to ensure a balanced instructional day
- Advocacy and teaching self-advocacy
- Communication with parents, teachers, student
- Relationship and understanding
- Time with 2E peers
- What needs does your child have?  
What supports do they receive?

# Programs and Services

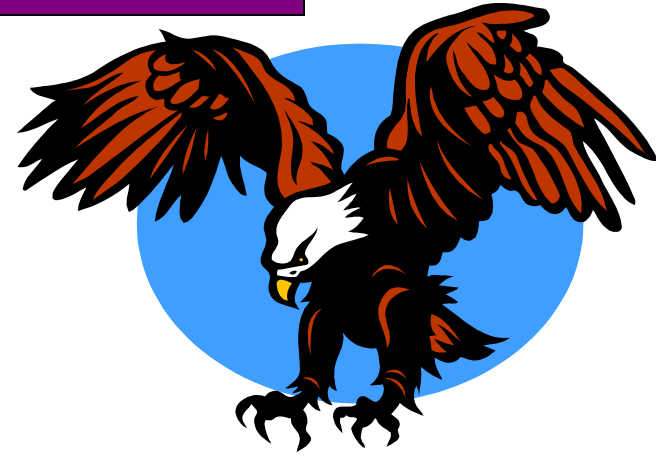
# Local School Services for 2E

- Designated case managers
- Designated general educators (cohort sched.)
- Supported advanced instruction (e.g. W&M reading group, Advanced/Honors Classes)
- 2E pull-out groups (elementary) or Advanced, resource class (secondary): multi-grade
- Technology and itinerant support
- Counseling supports/groups for 2E
- Consultation and professional development
- Where there is one who needs, there are many who would benefit



# WINGS Mentor Program

- What is it?
- Who is it for?
- What are the benefits?
- Show-Off Night, class sharing
- Coordinated by Betty Shevitz
- A video break...



<http://www.montgomeryschoolsmd.org/curriculum/enriched/mcpsprograms/wings/index.shtm>

# **GT/LD PROGRAM GOALS**

**Develop  
Strengths &  
Interests**

**Improve  
Academic  
Performance**

**Increase  
Organization  
and Study  
Skills**

**Strengthen  
Parent  
Partnerships**

**Develop Self-  
Advocacy &  
Leadership**

**Increase  
Access to  
Advanced  
Coursework**

**Develop  
Technology  
Skills**

**Increase  
critical and  
creative  
thinking**

# GT/LD Program Basics

- Elementary: Barnsley
  - Self-contained for most academics
- Middle & High School: Clemente, Lee, North Bethesda, Northwood, Walter Johnson, Watkins Mill
  - Supported Advanced/Honors courses
  - Cohort model
  - GT/LD Resource class
  - Dedicated case manager
  - Designated, trained teachers



# Placement Process

- GT/LD specialist provides consultation to schools to determine appropriateness and need for GT/LD program
- Students who:
  - Demonstrate superior cognitive ability and a need for above-level instruction
  - Have specific, significant academic deficits (reading or writing) and a need for more intensive services than can be delivered in the neighborhood school
  - Do not have significant interfering behaviors or social skill deficits
- Placement is an IEP team decision

