



EXPLORING THE REVISED STUDENTS WITH DISABILITIES CST

**Dr. Jim Black, Nazareth College
cIcu Workshops
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AGENDA

- Entry Ticket, Introductions, and Goals
- What am I? Key CST Concepts/Vocabulary Activity
- What Goes with What? Performance Indicator Hands-on Sorting Activity
- Take a Sampler Test: Selected Response Items
- Small-group Poster Activity: Constructed Response
- Mapping Program Learning Experiences on the Framework/Performance Indicators
- Exit Card, Reflection, Sharing and Next Steps



DIRECTIONS FOR “WHAT AM I?”

- A warm-up guessing game using key vocabulary and concepts from the SWD Framework.
- Print and cut up cards. Take one to each participant’s upper back. They should not see their own card.
- Participants try to figure out their concept by asking YES or NO type questions until they figure it out, e.g., Does this have to do with ...?
- Participants can only ask each person one question



WHAT GOES WITH WHAT? SORTING PERFORMANCE INDICATORS BY COMPETENCIES

- Count Off... Form groups of 3
- Work together to decide which Performance Indicators best go with which SWD-Competencies. Discuss and reach consensus.
- If you are done before other groups – identify several Performance Indicators that are challenging for your students to do.



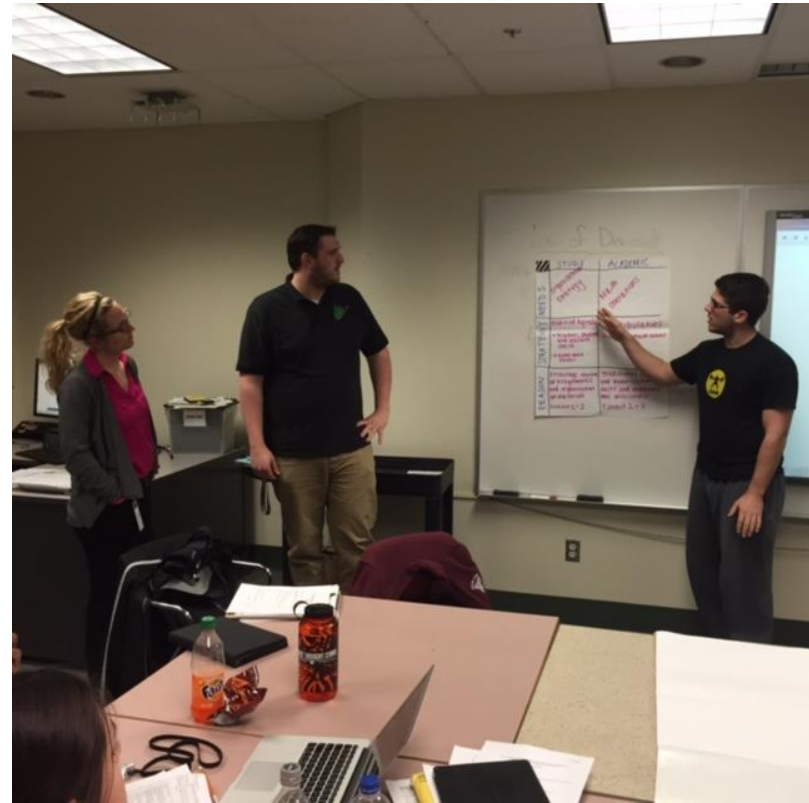
TAKE A SAMPLER TEST: SELECTED RESPONSE ITEMS (IS THAT YOUR FINAL ANSWER?)

Work on your own, answering the questions and responding to the prompts...

- Your Answer
- How confident were you?
- What did you (or would your students) need to know to get this correct?
- What program learning experience would they get this information or skill?



SMALL-GROUP POSTER ACTIVITY: CONSTRUCTED RESPONSE



SMALL-GROUP POSTER ACTIVITY: CONSTRUCTED RESPONSE

- Form new groups (2-4).
- One group member reads the constructed-response directions out loud. Discuss.
- Take 10-15 minutes to review the Exhibits.
- Work together to create a poster that responds to the directions in an abbreviated format.
- Prepare to share your poster with all members of your group involved.

TOTAL TIME = 30 MINUTES



KARL SUCCEEDS

Academics

address math
computational skills

· provide written
cues for student
to reference

ex) reminder to
use multiplication
chart

Study Skills

need to address
organizational difficulties

· Teacher will post
assignments on class
website so Karl can
easily obtain extra copies

· Class-wide color-
coded folders, written
key for all students
in classroom.

(reinforced in RR.)

	STUDY	ACADEMIC
NEEDS	Organizational Strategy	Math Operations
STRATEGY	Modified Agenda → Teacher, student and parent check → Home work Folder	Manipulatives → example: math blocks
REASON	Encourage review of assignments and organization of materials Exhibit 1 + 2	Traditional instruction and memorization of facts and vocabulary was unsuccessful Exhibit 2 + 3



KARL

Academics:

- ↳ Math (operational skills and multistep problems)
- ↳ Strategy: use of manipulatives which would help with attention but help with his need for visuals (help build basic math skills)

Study Skills:

- ↳ organizational skills
- ↳ use of daily planner with written directions, specific take home/HW folder and parent/teacher signature system.

MAPPING PROGRAM LEARNING EXPERIENCES ON THE SWD-CST FRAMEWORK



EXIT CARD, REFLECTION, SHARING AND NEXT STEPS...

