



GCU

Canyon Professional
Development






CANYON

PROFESSIONAL DEVELOPMENT

PD WITH PURPOSE ➤



An aerial, black and white photograph of a university campus. The image shows various buildings, parking lots, and sports fields. A large, semi-transparent purple circle is centered over the image, containing the text "Implementing Universal Accommodations" in white. The background shows a cityscape and mountains in the distance under a cloudy sky.

Implementing Universal Accommodations



▶ Master's degree in Studio Art
Combined Media, University of
AZ

▶ Master's degree in Educational
Administration, Arizona State
University West

▶ Academic Coordinator, Glendale
Christian Academy for 27 years

▶ High School Teacher for 15 years

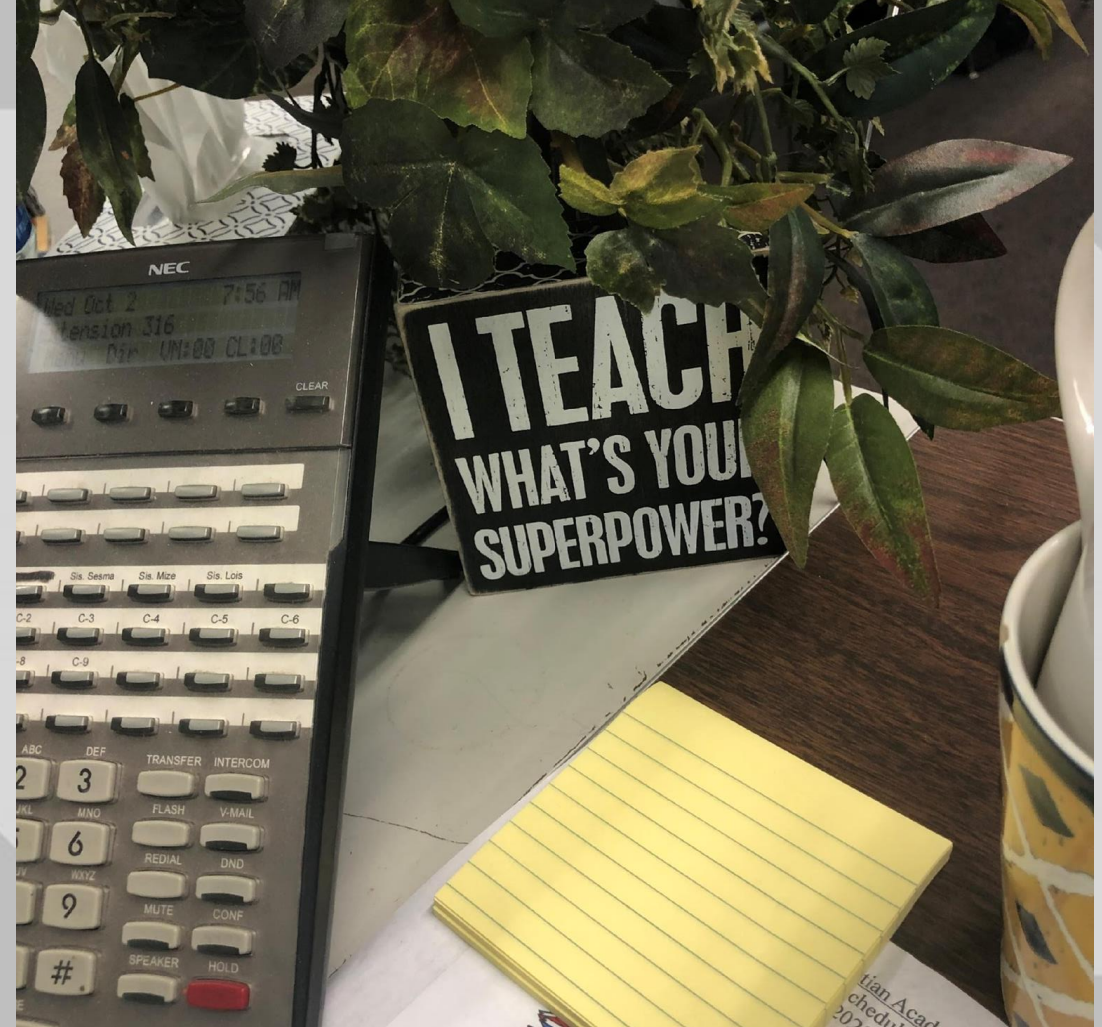
▶ Director of Special Education for
25 years





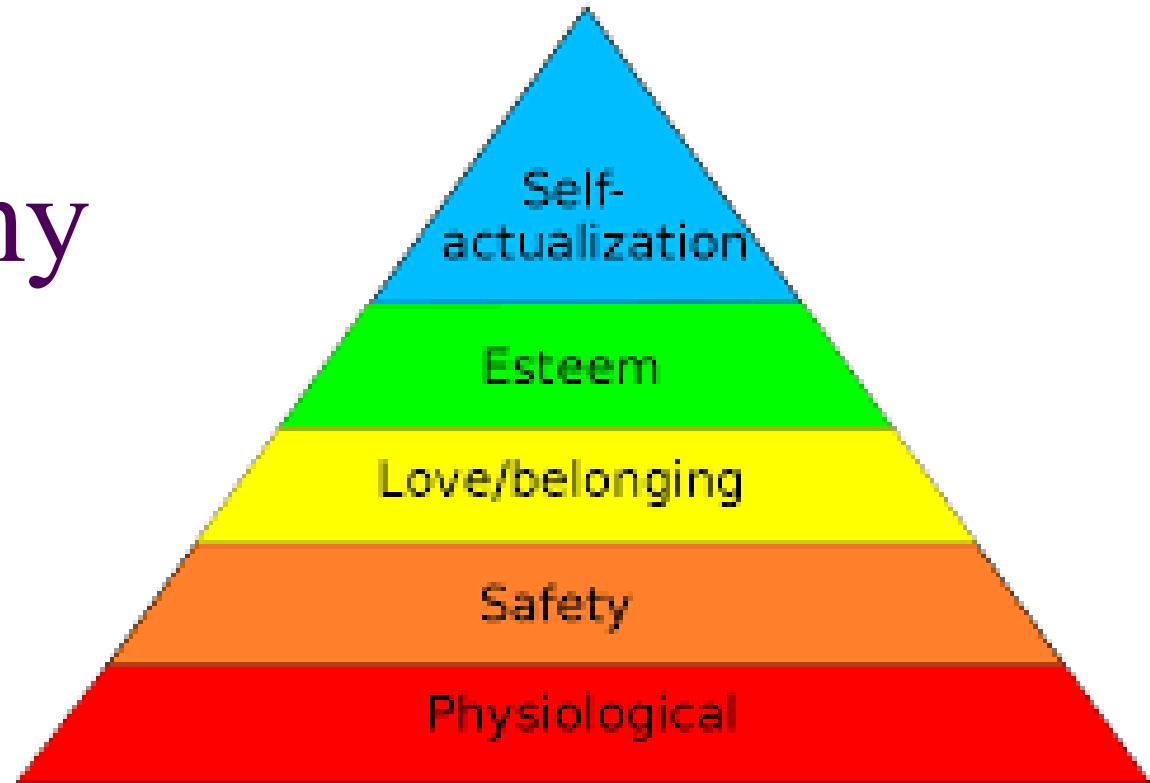
“But he that knew not, and did commit things worthy of stripes, shall be beaten with few stripes. For unto whomsoever much is given, of him shall be much required: and to whom men have committed much, of him they will ask the more.”

Luke 12:48



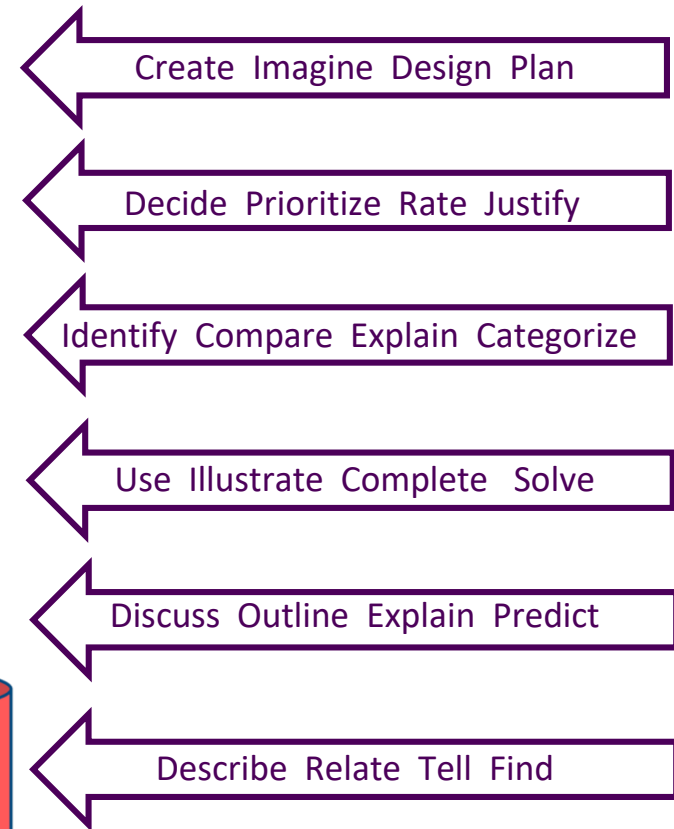
Educational Theory, Terminology and Labels

Maslow's Hierarchy of Needs



Educational Theory, Terminology and Labels

Bloom's Taxonomy



Accommodations vs Modifications

Classroom Instruction

Accommodations

Accommodations can help kids learn the same material as their peers. This allows them to meet the **same expectations**.

Modifications

Kids who are far behind their peers may need **changes to the curriculum** they're learning.

Accommodations vs Modifications

Classroom Instruction

Accommodation Example

A student with dyslexia, might listen to an audio version of a book. But it's still the same book that the rest of the class is reading. Or, a student who has trouble focusing might get seated next to the teacher, but still has to do all the regular class assignments.

Modification Example

A student could be assigned shorter or easier reading assignments, or homework that's different from the rest of the class. Kids who receive modifications are not expected to learn the same material as their classmates.

Accommodations vs Modifications

Classroom Tests

Accommodation

Accommodations for testing can be different from those used for teaching.

Modification

Modifications in testing often mean that a student covers less material – or material that is less complex.

Accommodations vs Modifications

Classroom Tests

Accommodation Example

Using spell-check might help a student with writing difficulties take notes during class. However, it wouldn't be appropriate during a weekly spelling test. At the same time, this student might benefit from having extra time to complete the spelling test or using a keyboard if the physical act of writing is difficult.

Modification Example

A spelling test may require the class to study 20 words. However, a student with modifications might only have to study 10 of them. Or there might be two different lists of spelling words. With a modification, what the student is tested on is different.

Accommodations vs Modifications

Standardized Tests

Accommodation

Statewide tests allow some accommodations like extra time or taking a test on a computer. It's best if these are the same accommodations a child uses to take class test.

Modification

Some students may take an alternate assessment. This state test include modifications to the regular test. Questions might be fewer or not cover the same material as the standard exams. Also, the results are interpreted differently.

Accommodations vs Modifications

Standardized Tests

Accommodation Example

Using spell-check might help a student with writing difficulties take notes during class. However, it wouldn't be appropriate during a weekly spelling test. At the same time, this student might benefit from having extra time to complete the spelling test or using a keyboard if the physical act of writing is difficult.

Modification Example

A spelling test may require the class to study 20 words. However, a student with modifications might only have to study 10 of them. Or there might be two different lists of spelling words. With a modification, what the student is tested on is different.

Research & Resources

“Therefore I take pleasure in infirmities, in reproaches, in necessities, in persecutions, in distresses for Christ’s Sake: for when I am weak, then am I strong.”

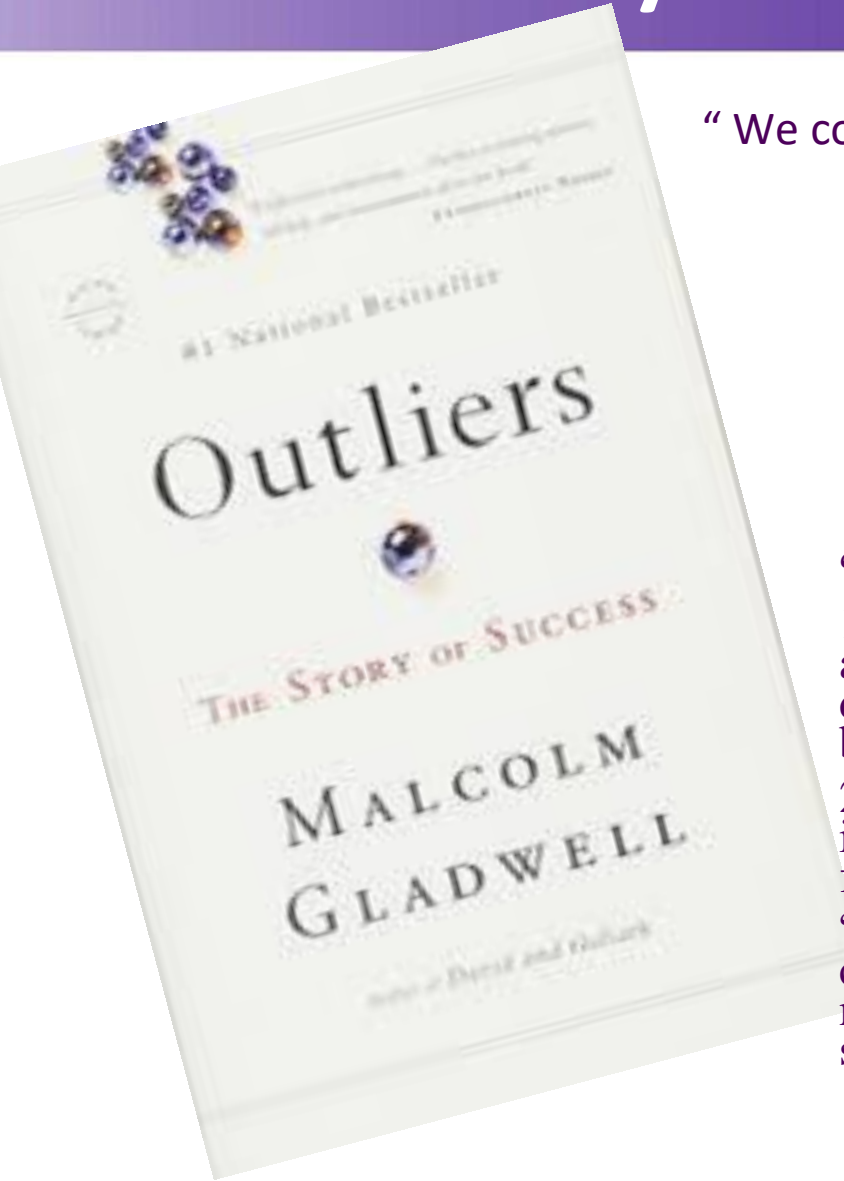
II Corinthians 12:10

“Thou therefore which teachest another, teachest not thyself?”

Romans 2:21



The Story of Success



“ We confuse maturity with ability”

“Practical intelligence”

“Social Savvy”

“ **Outlier:**

1. Something that is situated away from or classified differently from a main or related body.

2. A statistical observation that is markedly different in value from the others of the sample.”

“When the classroom is a community of belonging we give more students the opportunity to succeed.”

“My wish for Outliers is that it makes us understand how much of a group project success is. When people become outliers it is not just because of their own efforts. It’s because of the contributions of lots of different people and lots of different circumstances. We have more control about who succeeds and how many of us succeed than we think. That’s an amazingly hopeful and uplifting idea.”

“When the classroom is a community of belonging we give more students the opportunity to succeed.”

Accommodations in a Combined 1st/2nd Grade Classroom



- Break large tasks into smaller, attainable pieces. (e.g., hand out one task/paper at a time, reward with a special sticker or stamp, praise, cut their load giving them only the “meat and potatoes” of the daily requirements, mark off quantity and look more for quality)
- Allow student to stand at their desk if necessary
- Allow another student to assist them
- When noticing that a student is struggling (head down, obvious frustration, etc.) get them up and out the door to run a lap
- Offer extra charts, displays, manipulatives, examples on the chalkboard
- Change their seating arrangement
- Play soft music
- Allow them to work at the “teacher desk” ...they feel privileged when in reality I’m just bringing them closer to me.
- Offer unexpected hugs or pats on the head
- Allow that student to “help” – I will ask them to please help our other students, when in reality I am wanting them to hear the lesson/concept again
- Special pencil for the day
- Special hat, cap, glasses, etc. to make it fun

Research & Resources

Perceptual–Motor Development



The Program

“This program is a non-drug solution for the child or adult who is struggling with learning disabilities or difficulties.

The program includes a series of activities and exercises that can be done at home or in the classroom. Each exercise only takes 1 – 2 minutes.

The exercises are designed to improve Perceptual-Motor Development connections in the synapses. Once the connections are made, they are permanent.”

Presented By
Linda Thompson PMT

www.improvelearningskills.com
improvelearningskills@cox.net

Direct: (602) 843-8485
Cell: (602) 501-5784

Perceptual-Motor Development

Be Alert for behaviors that may indicate a student has a Perceptual-Motor problem:

- Constantly in motion
- Seems to be in a dream world
- Reverses letters or words
- Cannot remember instructions
- Very tight grip on pencil
- Resists reaching across body
- Tense shoulders while writing
- Resists trying anything new
- Always clowning or giggling
- Wraps legs around chair
- Easily distracted
- Inconsistent
- Keeps hands tense
- Falls down often

- Clumsy, bumps into things
- Copying from the board difficult
- Has an unusual walk or run
- Leans head on desk when writing
- Can't find objects in plain sight
- Difficulty following instructions
- Keeps arms in contact with body
- Difficulty reading
- Difficulty spelling
- Difficulty with math
- Difficulty completing paper-work

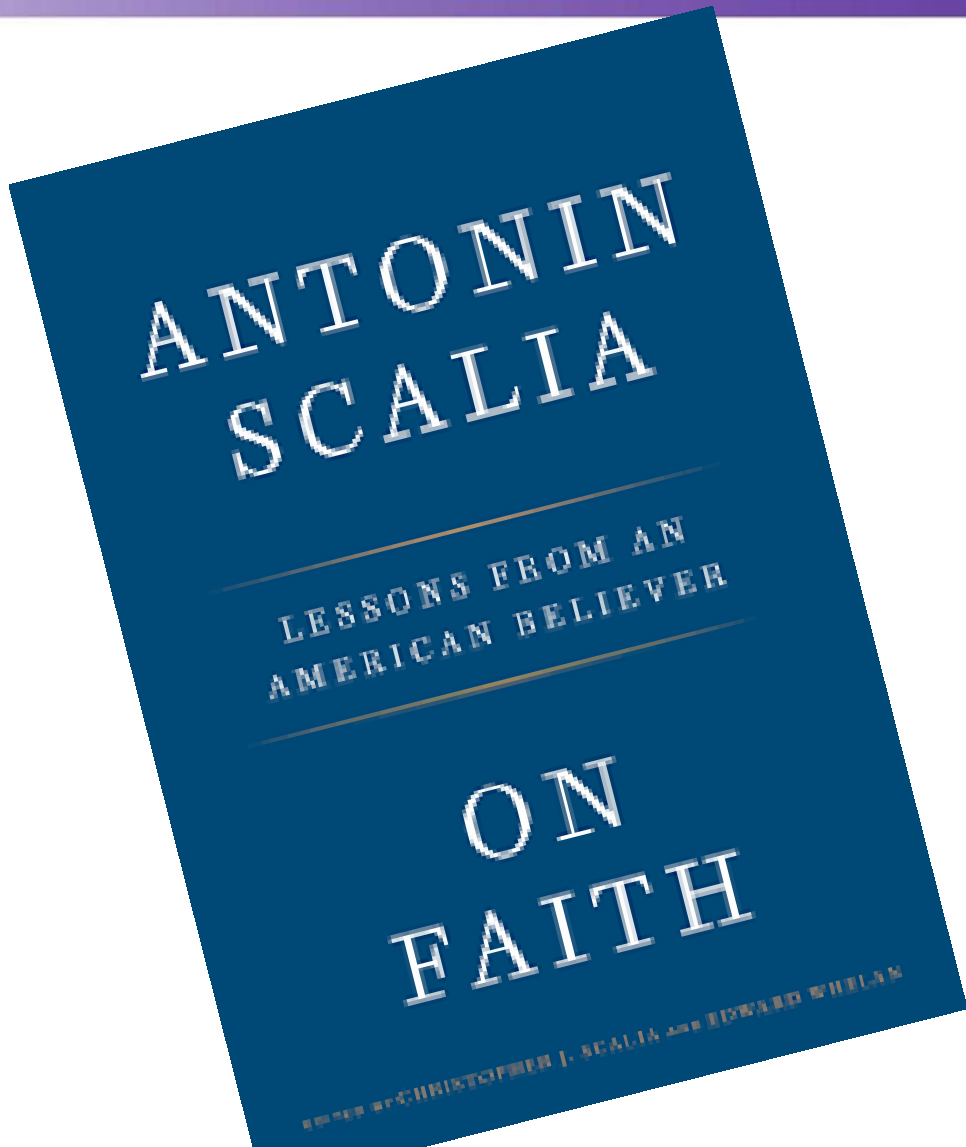


WALK OF THE DAY

1. Arms straight out front
2. Hands on front person's shoulders
3. R arm R leg / L arm L leg
4. Pat legs while walking
5. Arms straight out sides
6. Snake follow teacher
7. Backwards
8. Backwards on toes
9. Backwards on heels
10. R toe to l heel
11. L toe to R heel
12. Line between feet
13. R foot leading
14. L foot leading
15. R foot over L

16. L foot over R
17. R foot behind L
18. L foot behind R
19. Hands on head
20. Tip toe
21. Walk on Heels
22. Duck Walk
23. Crisscross
24. Step / together
25. Hands on hips
26. Knees stiff
27. Pigeon-toed
28. Arms flapping
29. Knees high
30. Skip

Reason and Faith



“ He was devout to reason and faith”

“Stood for teaching morals and the importance of instructing students in ethical decisions using reason and faith.”

Conscientiousness

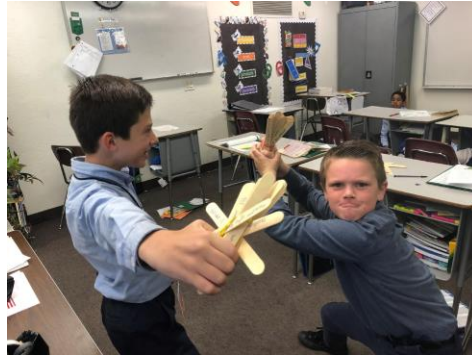
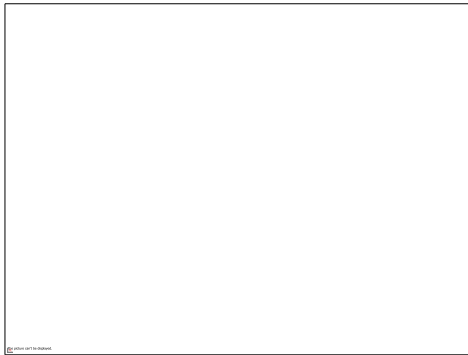
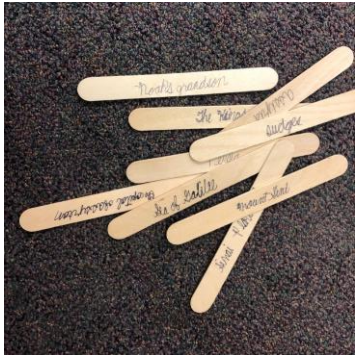
- ▶ “People high in
- ▶ conscientiousness get better
- ▶ grades in high school and
- ▶ college; they commit fewer
- ▶ crimes: and they stay married
- ▶ longer, they live longer, and not
- ▶ just because they smoke and
- ▶ drink less. They have fewer
- ▶ strokes, lower blood pressure
- ▶ and a lower incidence of
- ▶ Alzheimer’s disease.?”

“Conscientiousness is emerging as one of the primary dimensions of successful functioning across the lifespan. It really goes cradle to grave in how well people do.”

Brent Roberts on the value of conscientiousness in *How Children Succeed, Grit, Curiosity and the Hidden Power of Character* by Paul Tough



Sharing Stories & Toolboxes



“God gave them knowledge and skill in all learning and wisdom: and Daniel had understanding in all visions and dreams”

Daniel 1:4 and 1:17

Character

Chris Peterson, who wrote *Character Strengths and Virtues*, helped quantify character with these essential character strengths in Paul Tough's, *How Children Succeed*.


- Grit
- Self Control
- Zest
- Social Intelligence
- Gratitude
- Optimism
- Curiosity

Josiah's Story



Once upon a time there was a hungry bear who lived in the woods. It was time to hunt for dinner. The bear was walking when he heard a noise. He stopped to see what it was. It was a huge elk. The big bear snuck up on the elk but the elk saw the bear. The elk tried to attack the bear. The bear threw a flying paw. The elk tried to back up. But the bear bit the elk's neck and the bear had a good dinner. The end.

Emotional Intelligence



“Childhood and adolescence are critical windows of opportunity for setting down the essential emotional habits that will govern our lives.”

Daniel Golman, PhD, Emotional Intelligence, Why it Can Matter More than IQ.

What to Put in a Calm Down Box

Items that provide proprioceptive support

- Weighted lap cushion or weighted stuffed animal
- Weighted vest or pressure vest
- Stretchy resistance bands
- Sensory tunnel
- Mini massager
- Body Sock
- Small Blanket

Items to squeeze & keep hands busy

- Fidgets like Tangle Jr. or puffer ball
- Rubik's Cube
- Play dough or silly putty
- Pipe cleaners
- Stress balls
- Bubble wrap
- Bag of tissue paper to rip
- Scarves or fabric scraps
- Spinning top

Items to visually calm

- Visual calm down cards
- Sensory bottle or calm down jar
- Light up toys
- Flashlight
- Plastic snow globe
- Kaleidoscope
- Hourglass
- Eye mask

Items to support breathing & relaxations

- Bottles of bubbles
- Pinwheels
- Straws and cotton balls or pom poms

Items to for olfactory sensory support

- Calming essential oil spray
- Smelling bottles
- Scratch and sniff stickers

Items to get kids moving

- Book of yoga poses or yoga activity cards
- Skipping rope

What to Put in a Calm Down Box

Items that give kids a brain break

- Puzzle
- Books to read
- Blank notebook and writing utensils
- Scratch art doodle pad
- Coloring books
- Small Chalk board, Magna-Doodle, Etch-a-sketch, or Boogie Board
- Activity books
- Photo album

Items for oral motor sensory support


- Chew toy or chew necklace
- Chewing gum, hard candies, or lollipops
- Snacks with a variety of textures
- Whistle, harmonica, party blowers, or similar
- Rescue Remedy Spray

Items for auditory sensory support

- Noise cancelling headphones
- MP3 player with music
- Audiobooks

Teachers are Servant Leaders



- 
- If serving is below you, leadership is beyond you.
 - Go the extra mile, it's never crowded.
 - Great leaders don't set out to be a leader...they set out to make a difference. It's never about the role – always about the goal.



PRINCIPLES *Making a difference* PURPOSE
FOUNDATION Security
SAFETY VISION CONDUCT
COMMITMENT
MORALS Curiosity Honesty ACCOUNTABILITY
RESPONSIBILITY TRUTH
ETHICS IN
CHRIST CENTERED
EDUCATION HONOR
EXPERIENCE BALANCE EXCELLENCE
PEACE CHOICE Harmony DISCIPLINE TRUST BELIEFS
ATTITUDE BEHAVIOR PROTECTION
RESPECT RIGHTS
CHARACTER CONVICTION
VALUES CONSCIOUSNESS INTREGITY



**Thank you for attending this
Canyon Professional Development
Event**

**Please complete the following
evaluation**

<http://bit.ly/CanyonPD>

