

Problem Solving in the Classroom with Students with Disabilities

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Objectives:

- ❑ To provide strategies for classroom management of students with unique learning challenges
- ❑ To explore novel and alternative ways for students to engage with academic material
- ❑ To deepen our individual practice and reflect on our course work in order to be more aware of the challenges faced by our students

Agenda

- Breakout Session #1
- Multi-sensory learning
- Classroom Behavior Management
- Challenges and Considerations
- Breakout Session #2
- Questions/Sharing

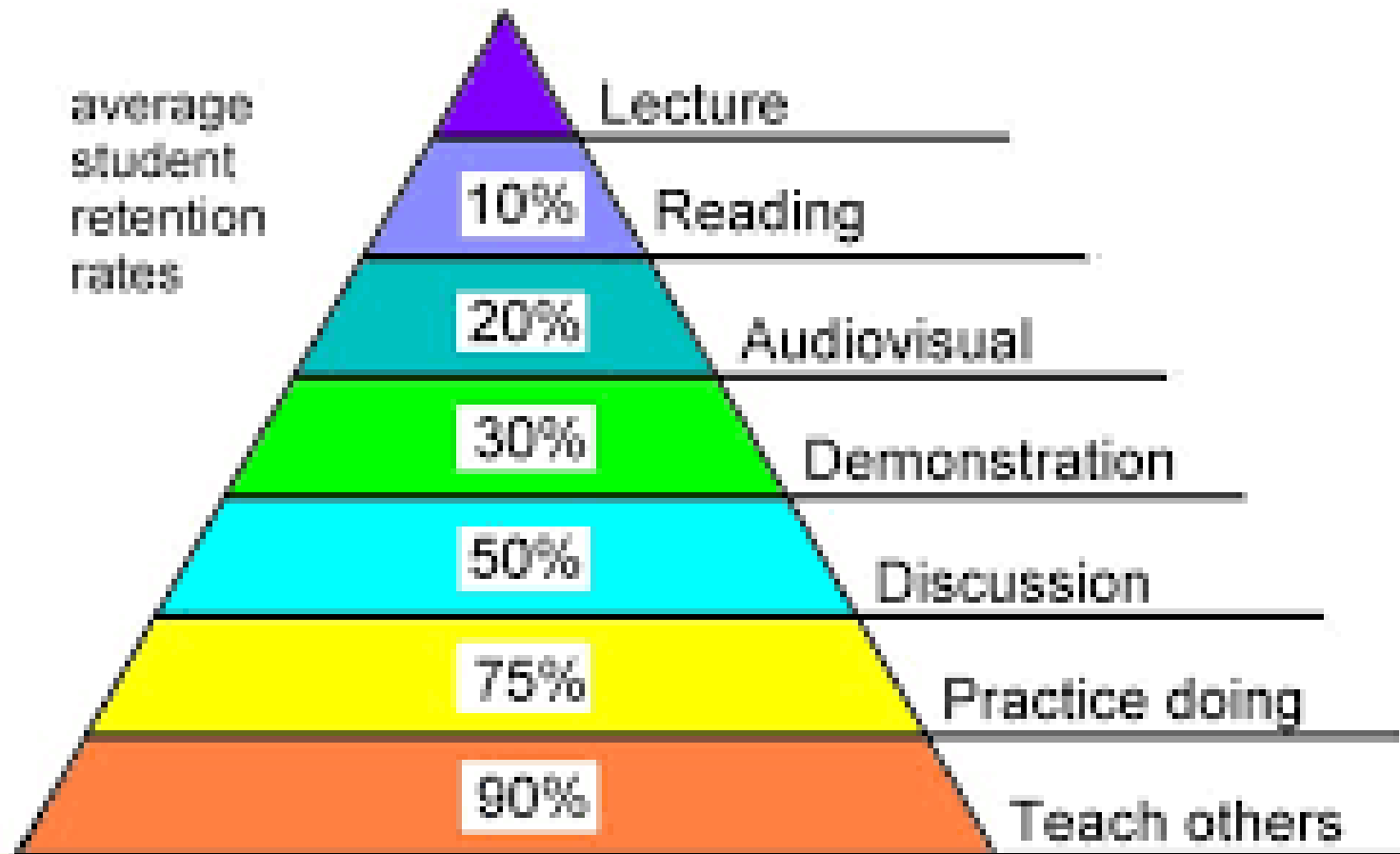
Breakout #1:

- At your tables discuss the following:
 - What has been the most challenging situation you have encountered in teaching a student with a disability at the college level?
 - How did you interact with them in the classroom?
 - How did you you're your lecture to have your students engage in the material?

Strategy #1: Multi-modal learning

- ❑ **Provide alternate ways to access the material**
- ❑ A multimodal approach in the classroom can be a source of creativity for both teachers and students.
- ❑ It draws upon available visual, audio, reading/writing and kinesthetic modes and does not necessarily rely on technology.
- ❑ When we teach material frequently, we may get stuck in a “rut”-- looking at the information from a new angle may help learning
- ❑ Gives students multiple opportunities to engage in the material in different ways
- ❑ For students with disabilities, this is more than a preference, this may be one of the few ways to have them engage with the material

Learning Pyramid

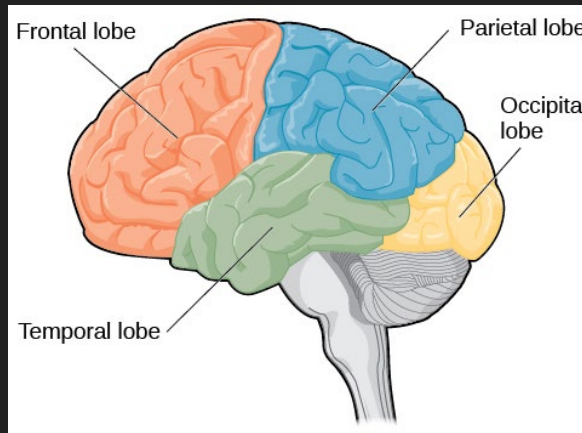


Source: National Training Laboratories, Bethel, Maine

Strategy #1: Multi-modal learning

Visual	Audio	Reading/Writing	Kinesthetic
Prefer to see information	Prefer to hear information	Learn best from interacting with text	Hands-on experiential learners
<ul style="list-style-type: none">• Deaf/HH• Autism	<ul style="list-style-type: none">• Visual Impairment	<ul style="list-style-type: none">• Auditory Processing	<ul style="list-style-type: none">• ADHD• Learning Disability

Strategy #1: Multi-modal learning

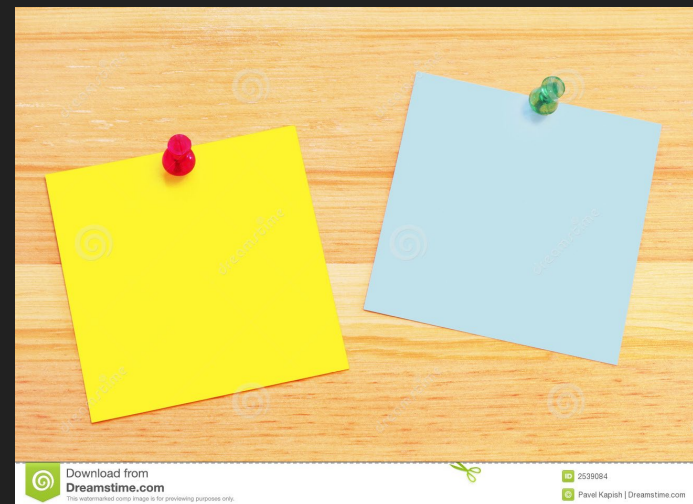


Visual	Audio	Reading/Writing	Kinesthetic
See a picture of a brain/labelling the lobes Coloring a picture of the brain	Listen to the lecture describing the lobes of the brain Podcasts about brain injury	Writing a paragraph explaining the lobes Reading the textbook chapter	Case Study: "What Happened if..." Play-do brain

Also, "ways to remember" or mnemonic devices

Strategy #2

- Struggling with constant and consistent questions from students during lecture?
- Provide a classroom culture where students can write down their questions (i.e., post-it on their desk, etc.) to be answered : either at the end of lecture or by email after lecture.



Strategy #3

- **Provide a written agenda for the class period that can be visible to students either on the board or on a slide**
 - An agenda allows students to be primed for the activities of the class
 - Reduces anxiety
 - Provides and outlines expectations
 - Supports time management
 - Shows consistency



Considerations and Challenges:

- It may not be realistic to make these changes each semester to accommodate each student, however embedding these practices in your curriculum will help all students
- Think about student challenges and be mindful and flexible when interacting with your students
- If you meet one person with a disability or challenge, it is only one student with a disability or challenge
- Recognize student strengths and allow them to demonstrate them in the classroom

Breakout #2:

- At your tables discuss the following:
 - How would you change your classes to accommodate students with disabilities?
 - What changes do you think you could make to your classroom in the future?



Further Questions?

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Case Study #1

Jennifer is a sophomore who frequently cannot pay attention in class. She has accommodations (e.g., note takers, extra time on tests), but she has not disclosed what kind or for what reason. She frequently yells in the middle of class, makes off topic comments, and disrupts the classroom during lecture. After class, she frequently emails about basic information in the lecture or due dates. Her past three assignments have either been handed in late or have demonstrated a poor understanding of the material. What do you do?