

# TUTORS TOOLBOX

A BRIEF GUIDE TO DIFFERENT ABILITY ABLED CHILDREN

Presented by,

Special Needs OC

Danielle Wiltchik, Education Consultant

Any Advice given during this presentation is understood to be given in good faith.

Participants who choose to follow such advice assume full responsibility and risk for doing so.

# LANGUAGE OF ADVOCACY

*Disclaimer: I am not a Lawyer. I am a certified Special Education Specialist with several years in the field of advocacy using material under permission from Peter Wright of Wright's Law. These slides were developed by & are property of Special Needs OC and may not be duplicated without express permission from Special Needs OC. <sup>2</sup> ©*

# WHO AM I?



- Licensed Special Education Teacher, with Master Licensure in Mild/Moderate Needs and a Masters Degree in Special Education Cognitive Disabilities.
- 16+ years in the field of teaching children with differentiated abilities, in private and public settings across the grade levels from PreK to College.
- Parent of two boys
- Owner of Special Needs OC-

Contact me for anything: 949-378-3002 or at

[SpecialNeeds\\_OC@Yahoo.com](mailto:SpecialNeeds_OC@Yahoo.com) or visit

our website

[www.SpecialNeedsOC.org](http://www.SpecialNeedsOC.org) for classes and support information.

# A FEW FACTS TO CONSIDER:

Plain  
Hard  
Facts

## Home life:

- 200,000 children are homeless each year. 60% are school aged children.
- 95% move more than three times a year.
- 25% Witness violence towards a family member or personally.

## School life:

- Math proficiency: Elementary students- 21% High School – 11%
- Reading proficiency: Elementary students -24% High School – 14%
- Twice as likely to repeat a grade, be expelled or get suspended and drop out of school.
- Twice as likely to be identified with a learning disability

# A FEW MORE TO PONDER

Health (all are twice to three times more likely to have):

- Respiratory infections
- Ear infections
- Gastrointestinal problems
- Hunger related- both lack and obesity

Mental Health:

- One out of six have emotional disturbances (3 x the norm).
- 47% have problems such as anxiety, depression, and withdrawal, compared to 18% of other school-age children

# WHAT IS A DISABILITY?

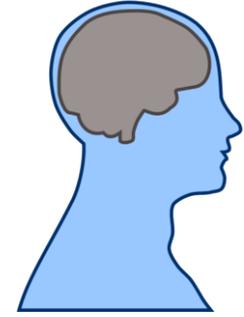


Americans Disability Act defines a disability as a physical or mental impairment that substantially limits one or more of the major life activities.

In other words:  
A disability is anything that interferes with a student's ability to make educational progress.

**THERE IS NO CURE!!!!**

# WHAT CAUSES ADHD?



- Research has demonstrated that ADHD has a very strong neurobiological basis. Although precise causes have not yet been identified, there is little question that heredity makes the largest contribution to the expression of the disorder in the population.
- In instances where heredity does not seem to be a factor, difficulties during pregnancy, prenatal exposure to alcohol and tobacco, premature delivery, significantly low birth weight, excessively high body lead levels, and postnatal injury to the prefrontal regions of the brain have all been found to contribute to the risk for ADHD to varying degrees.

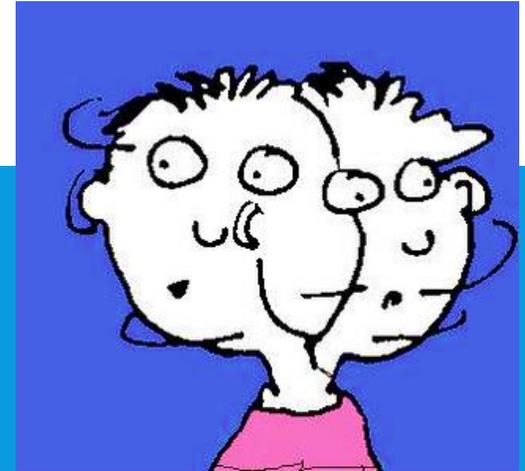
# ADHD—PRIMARYLY INATTENTIVE TYPE:



- Fails to give close attention to details or makes careless mistakes
- Has difficulty sustaining attention
- Does not appear to listen
- Struggles to follow through on instructions
- Has difficulty with organization
- Avoids or dislikes tasks requiring sustained mental effort
- Is easily distracted
- Is forgetful in daily activities

# ADHD—PRIMARILY HYPERACTIVE/IMPULSIVE TYPE:

- Fidgets with hands or feet or squirms in chair
- Has difficulty remaining seated
- Runs around or climbs excessively
- Has difficulty engaging in activities quietly
- Acts as if driven by a motor
- Talks excessively
- Blurts out answers before questions have been completed
- Has difficulty waiting or taking turns
- Interrupts or intrudes upon others



# WHAT ARE **DISABILITY** TRAITS FOUND IN A STUDENT WHOM IS HOMELESS?



- Learning lags, gaps and holes
- ADHD Traits of inattention, hyper attention, & sensory integration. ]
- Behavioral Concerns of aggression & hostility or other antisocial behaviors. Such as acceptance of violence as a form of conflict resolution or that retribution is acceptable
- Mental Health Concerns: fearfulness, depression, anxiety, control/self control, and social withdrawal.

# WHAT CAN WE DO?



- Know that our own expectations may be more than our student is able to perform at that time.
- Understand that they just had a whole day of work, and then we are asking them to do more.
- Look at the world from their point of view.
- Be Mindful. Of yourself and of the work you do with your student.

# GETTING TO WORK

Tools of the trade

# INSIGHT: ENGAGE IN HOMEWORK PROCESSES AND TASKS WITH THE STUDENT



“Work with” or “do with” the student

- Never “do for” your student, things do not need to be perfect.

This is a time for them to show you what they know.

- Let them be the expert and teach you

Allow student to lead in structuring your time together

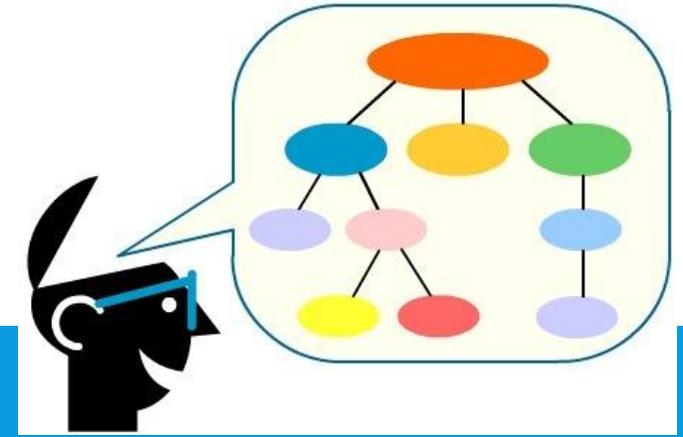
# SET THE STAGE FOR SUCCESS

## Talk Show Host

- Take five – talk about anything other than school work or school related things. Find out what sports or TV shows they like to watch, etc. .
- Make a personal connection. This lowers performance anxiety and work inhibition.



# PLAN IT OUT



## Secretary:

1. Lay out all the work that needs to be done. (*4 should be the limit*)
2. Organize it from hard to easy. Start with hard.
  - A. For the hard work, you share the load.
    1. You start off. Write a sentence, or read a paragraph. If it is math, have them tell you what to do. Then take turns.
  - B. For mildly difficult- they do the work, and you support as needed.
  - C. For the easy- leave it for last. It is the work they can do independently.
3. Make a guess how long it will take and write it down. After each item is finished compare the times.

# KEEPING IT GOING



## Ring Master

1. If they get stuck-Ask what part of the activity the student is having trouble with. Often it is just a miscommunication. If they say “all of it”, ask them to tell you in their own words what they “think” they might need to do.
2. Restate the directions in another way.
3. Demonstrate without doing the work for the student.
4. Break down the activity into small chunks and then check for understanding.

# RING MASTER- MANY HATS...



5. Get messy- even if your student is high school, can you use chalk to draw out a concept? Write spelling words? Can you illustrate the main idea of the chapter on a sticky note?
6. Get moving- don't sit all the time. Can you dance while practicing vocabulary words? Act out the chapter you read together. Allow them to stand, sit on one leg, or wiggle- Movement of the body, helps to stimulate mental activity, and long-term memory storage.

# BEHAVIOR

Behavior is the result of frustration, stress, misunderstanding and confusion.

## For student with behavioral concerns:

These students can be confrontational, rude, defiant, disruptive and may not recognize themselves or others as part of a group.

# A CAPTIVE AUDIENCE



- Give the student a reason to attend. Don't promise a toy or a reward. Provide specific positive praise.
  - "You took the time to reread the directions. That is a great skill to have."
  - "I noticed that you changed your answer to the correct one."
- **ALWAYS ALWAYS ALWAYS** stay CALM, talk SOFTLY, be objective, validate the student, and provide a way for the student to save face.

# WORDS ARE POWERFUL TOOLS



- ❖ Try to eliminate the words, “But”, “I don’t care”, and “No”.
- ❖ Often people use negative language without even realizing it. Listen to yourself and make changes as necessary. Make sure to emphasize the positive.
- ❖ A student is not “BAD”, they made a POOR CHOICE

## Students may look like:

## What you can do:

No desire to spontaneously play or engage in social conversation.

Engage the student and find out what they like to do.

Rigidity in thought, actions, need to perform routine in specific way, inflexible to changes.

Give warnings of upcoming changes, explain step by step what will/needs to happen. Give time to process and engage.

Lack of understanding of others feelings (perceptions, empathy, sympathy, opinions, beliefs, and ideas)

Explain the emotion, give validity to the other students feelings and provide a win-win for the student

Rude or lack of awareness of ones actions or words on others

Clarify expectations, explain the result of their actions and provide a win-win for the student

# INTERVENTION IS THE KEY



- Get to their eye level
- Remember behaviors come and go, the student remains-
  - keep positive and calm. Whisper if necessary.
- Use specific positive praise. Acknowledge when the student is doing something right, focus on what is going well.
  - The result will surprise you.
- Acknowledge the student's feelings, and clarify expectations.
  - "I see you are upset, it is difficult to do work after being in school all day. And when you are ready, let me know. Maybe I can read to you for a bit"



Contact Information:

Danielle Wiltchik

949-378-3002

Services Orange County and  
Surrounding Areas.

**SPECIALNEEDSOC.ORG**  
**SPECIALNEEDS\_OC@**  
**YAHOO.COM**

# Resources

- National Resource on ADHD [www.CHADD.org](http://www.CHADD.org)
- National Center for Learning Disabilities [www.LD.org](http://www.LD.org)
- Wrights Law Advocacy and Special Education Law information [www.WrightsLaw.com](http://www.WrightsLaw.com)

## Newsletters

- [ImpactADHD.com](http://ImpactADHD.com)
- [specialed@smartbrief.com](mailto:specialed@smartbrief.com) – email to join their free e-newsletter
- [ldonline@weta.com](mailto:ldonline@weta.com) email to join their free e-newsletter
- Ed.gov has lot of free e-newsletters on a various topics in education

- Substance Abuse and Mental Health Services Administration  
[www.samhsa.gov](http://www.samhsa.gov)
- National Center for Family Homelessness [www.familyhomelessness.com](http://www.familyhomelessness.com)
- Center for Adolescent Health and the Law: [www.cahl.org](http://www.cahl.org)
- National Association for the Education of Homeless Children and Youth:  
[www.naehcy.org](http://www.naehcy.org)
- National Center for Homeless Education: [www.serve.org/nche](http://www.serve.org/nche)
- National Law Center on Homelessness and Poverty: [www.nlchp.org](http://www.nlchp.org)
- Principal Leadership Magazine, Vol. 4, Number 8, May 2004, Helping Homeless Students
- The Long-Term Effects of Homelessness on Children by Elizabeth Kelly  
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