

Empowering the Para



Level 1

Keynote Speaker Phyl Macomber, M.S. ATP

*Bestselling Author, Education Specialist,
& Creator of T.H.E. P.A.C.T. Framework*

President of Make A Difference, Inc.

*President of Practical Assistive
Technology Solutions, Inc.*

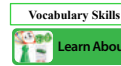
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The instructional strategies and methods in this seminar are aligned to foundational principles of the 4-step, researched-based teaching framework, T.H.E. P.A.C.T.



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The What, Why, and How



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The What, Why, And How

- **Roles and responsibilities**
- **Ethical** issues
- Basic **academic** skills



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The What, Why, And How

- **Instructional** strategies
- **Behavioral** management practices
- Observing and recording student **performance**



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The What, Why, And How

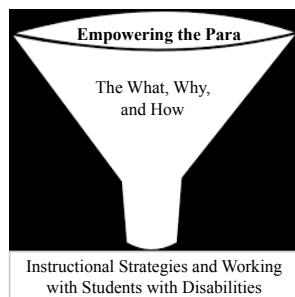
- **Teaming and communicating** with students, teachers, parents and other colleagues
- **Health** issues
- Working with students with **disabilities**



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This Seminar Will Focus On . . .



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Understanding the Brain


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Understanding the Brain

- Need to **teach** in the way the **brain** acquires, learns, understands, processes, and expresses language



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Understanding the Brain



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T.H.E. P.A.C.T.™



vocabulary, word meaning, & concept knowledge of a topic



details, summary points, & content related to vocabulary & topic



vocabulary & topic in 4 phases of writing & complete worksheets & quizzes



vocabulary & topic knowledge to increase meaningful participation

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Understanding the Brain

- Present information in **3's, 5's, 7's, and 10's**

3

5

7

10

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Understanding the Brain

- **Brain-based skills**

1. Attention
2. Processing Speed
3. Language Skills
4. Memory
5. Logic and Reasoning



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Understanding the Brain



- Create a set of “**Call-to-Actions**” to serve as **lesson scripts**
 - For asking **questions**
 - For giving **directions**



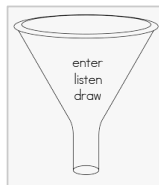
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Understanding the Brain



- Display “**direction words**” in a lesson – referred to as **Power Words**



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Important to Know

- **Scaffolded cognitive prompts**, like in “**Call-to-Actions**,” better focus a student’s brain

For **question asking**, an instructor states the following:

“I have a question.”
 “My question is about ____.”
 “Here is my question: ____.”

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Important to Know

- **Lesson scripts** better prepare students for “what is to come”

For giving **directions**, an instructor states the following:

“I have a direction.”
“My direction has two parts.”
“Get ready.”
“Part 1: ____.”
“Part 2: ____.”

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Important to Know

- This **structure** and **routine** help students know when to **speak** and when to **listen** and **learn**



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Important to Know

- Some visuals **compete** for attention



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Important to Know

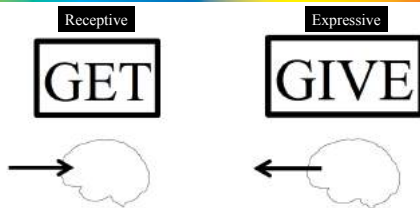
- **Too many** visuals can make it **difficult** for a student to know where to focus



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Understanding the Brain



- Processing **speeds**: slow, medium, fast

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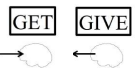
Understanding the Brain



- Be comfortable with the “**uncomfortable silence**” to give wait time
- Adopt **thumbnail sketching**

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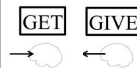
Important to Know

- Too many **different colors** in font make it **harder** to read
- Moving animations** or **GIFs** cause a person to read **slower**



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Important to Know

- How you visually display a paragraph of text related to **line length** can make content easier to read and understand

Paragraph and
Line Length
60 characters wide

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GET GIVE Important to Know

→ ←

- The **justification** of a paragraph impacts comprehension and processing

Use Left Justification and Right Ragged

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GET GIVE Important to Know

→ ←

- Using all **upper case** letters makes it significantly **harder** to read and comprehend

Use Mixed Case

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GET GIVE Important to Know

→ ←


- Font styles** affect reading speed and comprehension
 - Your favorite font is rarely the font you read best at

Let the reader control the font

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Understanding the Brain

- Language Skills
 - Vocabulary reminders** and **diagrams**
 - Previews** and **reviews**
 - Tables** and **matrixes**

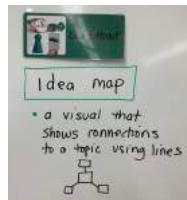


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Important to Know

- **Vocabulary reminders** bring the meaning of a word to the **forefront** of the brain to ensure that students have it **at their fingertips**



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Important to Know

- **Vocabulary diagrams** help students physically interact with vocabulary by drawing lines and creating illustrations to **build “part-whole” language associations**



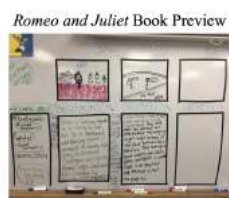
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Important to Know

- Using **Beginning, Middle, and End timelines** to **preview** information gives students **“coming attractions”** to better improve cognitive focus



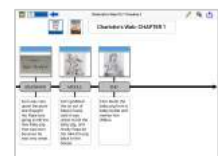
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Important to Know

- **Summarizing** information in timelines outlines **key “takeaways”** for better retention and provides study guides for students



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Important to Know

- *At-A-Glance* reference tables improve comprehension of **important details** and help students **organize** information



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Understanding the Brain

- Memory
 - “I Do, We Do, You Do” universal teaching method



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Understanding the Brain

- “I Do, We Do, You Do”
 - Involves a **gradual release** of responsibility
 - Includes **demonstration, prompt and practice**



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Important to Know

- “I Do” phase
 - **Instructor** has the **prominent role** in the delivery of the content



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Important to Know

- “**I Do**” phase
 - Students are focused, listening, and watching the process being **modeled** to them

Learning the Steps and the Required Expectations to Succeed

No One is Moving Ahead

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Important to Know

- “**We Do**” phase
 - Instructor **partners** with the students and works through some **examples** together

A Deeper Level of Learning Develops

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Important to Know

- “**We Do**” phase
 - Allows instructor to **guide** and **encourage** so that students do not need to conquer alone

Builds Confidence

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Important to Know

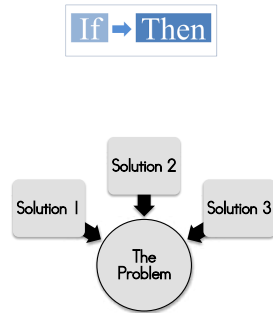
- “**You Do**” phase
 - Students demonstrate their initial level of understanding through **independent practice**

Remember Understand Apply

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Understanding the Brain

- Logic and Reasoning
 - Use “If-Then” mapping
 - Teach **Problem**, **Solution**, and **another couple Solutions**



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Important to Know

- Teaching **If-Then** reasoning can improve **communication skills, relationship building, teamwork and social engagement**



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Important to Know

- If-Then** reasoning can often **depersonalize** behavioral shaping



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Important to Know

- Teaching how to **identify a problem** is essential to improving problem solving skills

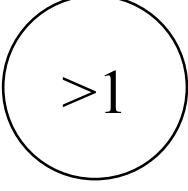


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Important to Know

- Learning there is **more than one solution** to a problem improves the executive function of **flexible thinking**



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Important to Know

- Weighing the “**pro**” and “**con**” to a possible solution improves **responsible decision-making**


RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

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Helping or Hovering?
Maintaining the Balance



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Helping or Hovering

- You may need to:
 - Lead **small group instruction** designed by the teacher



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Helping or Hovering

- You may need to:
 - Gather materials** necessary for lessons throughout the day



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Helping or Hovering

- You may need to:
 - Facilitate** interactions and social relationships among students



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Helping or Hovering

- Things to remember:
 - “**Not** a seat at the table”
 - Whisper cuing** is critical
 - Know *your* role** in each classroom lesson



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Helping or Hovering

- More things to remember:
 - Outline **student roles** in a lesson
 - Embrace **peer coaching**
 - How can I “**aid then fade?**”
 - “**I Do, We Do, You Do**”



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The Tailor-Made and Take-Charge Toolkit



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Tailor-Made and Take-Charge Toolkit

- **Speech bubble** white board
- Standard **mini** white board
- **Dry erase sheets**



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Tailor-Made and Take-Charge Toolkit

- **Dry erase makers:** green, blue, yellow, red, and black
- Black **Sharpie** and **pen**
- **Colored pencils**



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Tailor-Made and Take-Charge Toolkit

- “**Get**” and “**Give**” mini **visuals**
- Artist **sketchpad**
- **Vocabulary Reminder** Template



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Tailor-Made and Take-Charge Toolkit

- **If-Then** Template
- **Problem Solution** Template
 - Standard
 - Pro-Con
- **Table and Matrix** Template



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Tailor-Made and Take-Charge Toolkit

- Beginning, Middle, and End **Timeline** Template
- **Brain** Template
- Storage **Binder**



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The Bada Bing Bada Boom Binder



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The Bada Bing Bada Boom Binder

- Create one for **you**
 - House multiple copies of printable templates
 - Dry erase sheet cover
 - Three-ring zip pencil pouch



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The Bada Bing Bada Boom Binder

- Help **your students** create a **buildable** binder



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Simplify.

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ALL

EDUCATION IS SPECIAL

-PHYL MACOMBER, AUTHOR OF T.H.E. P.A.C.T.