

Supporting ALL Students

CREATING A SAFE, EFFECTIVE AND POSITIVE
LEARNING ENVIRONMENT

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Purpose:

At the end of this presentation we will be able to approach students with understanding and empathy while using strategies to help tutor English Language Learners (ELLs) and students with High Functioning Autism (HFA)



Together we will answer:

- How can we build relationships with ELLs and students with HFA?
- What are strategies I can use to help support ELLs and students with HFA?
- What things should I avoid doing when tutoring ELLs and students with HFA?



Rules of the Road

- This is not a lecture, please participate :)
- Adults—take care of business
- Be courteous of each other
- Please ask questions



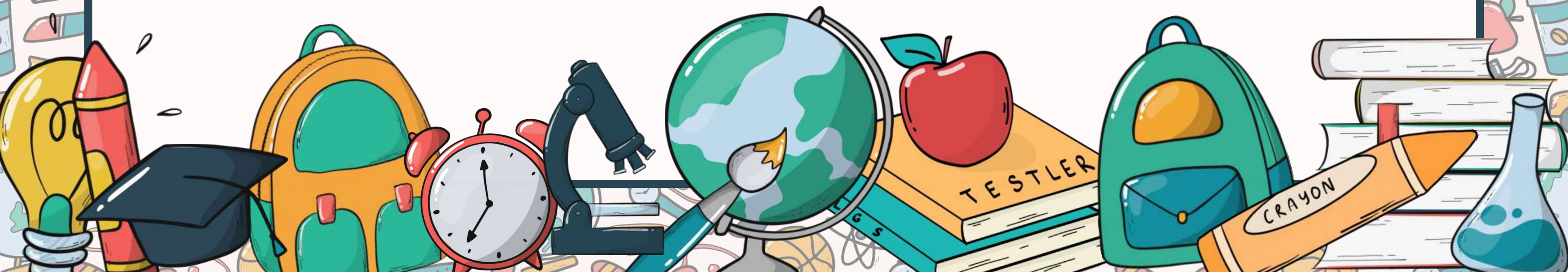
Our Schedule

1.5–2 Hours
Together



- Building Relationships
- ELL Strategies
 - Scenarios
- HFA Strategies
 - Scenarios

- What has your experience been working with ELL or HFA students?
- What made it rewarding or difficult?
- How did you feel?



**“Relationships are
the foundation of
learning!”**

“Students don’t care
how much you know
until they know how
much you care.”
from

“Kids don’t learn from people they don’t like.”



Building Relationships

English Language Learners

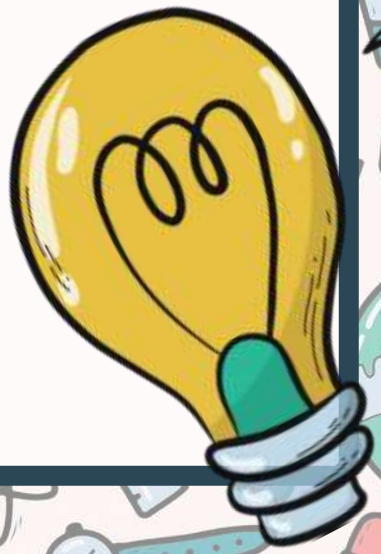
- Learn their name and how to pronounce it.
- Great them with warm, happy gestures
- Learn about their culture

High Functioning Autism

- Ask staff about the student's triggers or preferences before you begin
- Remember that behavior is a form of communication

Things to Remember:

- Don't label students or make assumptions
- Compassion and understanding for each student goes a long way
- Goal of building relationships is to help students feel comfortable working with us.





Your Speech w/Students

English Language Learners

- Talk at a slower pace
- Avoid idioms and slang
- Be aware of your enunciation of words
- Avoid too many yes/no questions

Things to Remember:

- When you ask questions, give students time to think and process. It may be longer than what is comfortable for you. (Silence is ok!)
- Model correct language, but don't correct every mistake (esp. ELs)
- Repeat or rephrase instructions if students don't seem to understand

High Functioning Autism

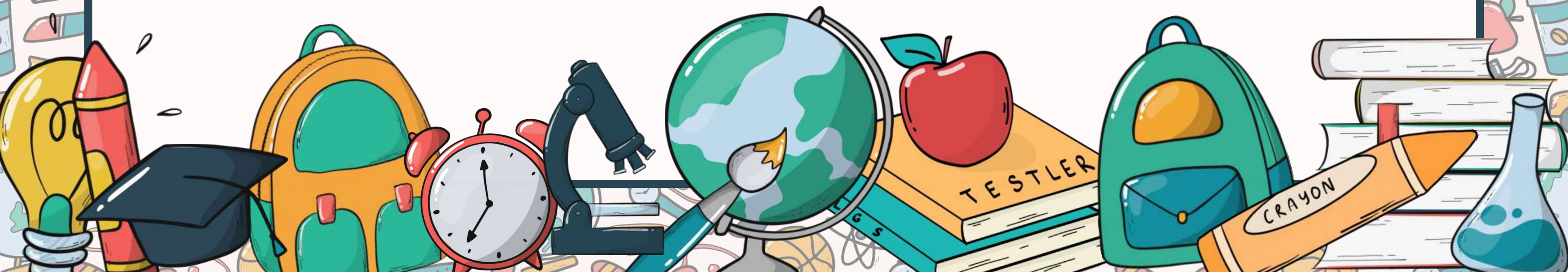
- Speak literally (avoid sarcasm, metaphors, vague phrases)
- Be specific with praise and instructions



These strategies are
good for ALL
Learners!



ELL Students



How does it feel?





ELL Strategies

- When asking ELLs to respond to a question, model correct way to answer and use sentence stems. (We will take a closer look at this)
- Use pictures and gestures
- Use graphic organizers
- Preview reading passages and go over vocabulary words (we will take a closer look at this)

Things to Remember:

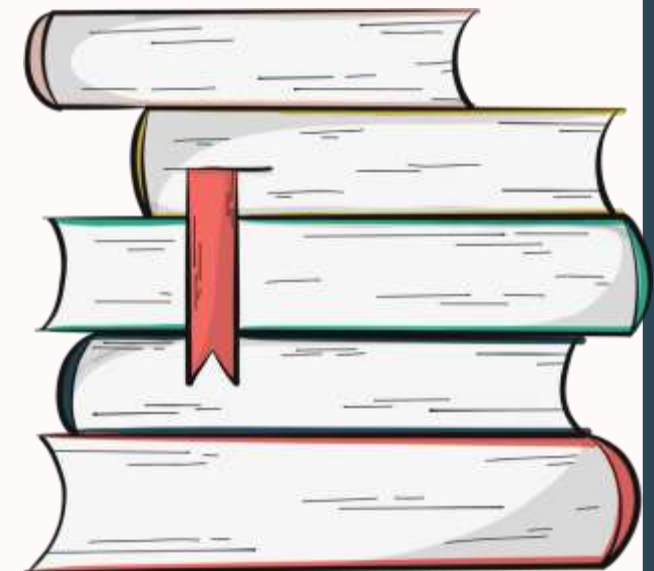
- Avoid putting on the spot
- Students are often translating what you said, and then translating their response.
They need time to think!
- Repeat or rephrase instructions if students don't seem to understand



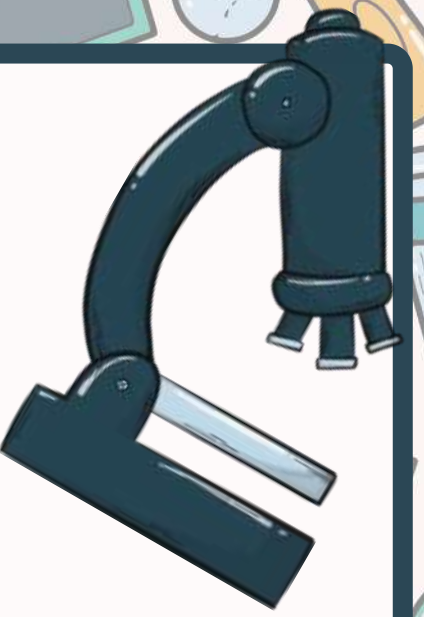
Teaching Vocabulary

Steps/Process of Selecting Vocabulary Words

- Read through the passage prior to reading it with the student (if possible)
 - Identify the main idea of the passage
 - Identify words in the passage that are necessary to understand the main idea
- Select 3–5 words in the passage to pre-teach.
 - Don't do too many! We want the students to remember the words that are pre-taught
 - Pick words that are:
 - Crucial to understand the main idea (not basic)
 - Maybe unknown words for the ELL student
 - Difficult to understand from context clues in the passage
 - High utility words (Can be used in many contexts)



Teaching Vocabulary



Teaching Vocabulary Words

- Use a simple definition
- Give an example where the word is used in context
- Use a visual or gesture if possible
- Connect the word to students background if possible
 - If you know the word in their language
- Ask a question that allows the student to respond using the word in context.

Teaching Vocabulary Example

observe

Teaching Vocabulary Word

- Use a simple definition
- Give an example where the word is used in context
- Use a visual or gesture if possible
- Connect the word to students background if possible
 - If you know the word in their language
- Ask a question that allows the student to respond using the word in context.





Teaching Vocabulary Practice

The fox crept through the tall grass, looking for something to eat. It paused for a moment, listening carefully. Suddenly, it spotted a rabbit near the bushes. The fox pounced, but the rabbit dashed away just in time. The chase was quick, and soon the animals disappeared into the forest.

- Select 3–5 vocabulary words to teach an ELL student. Why did you pick those words?
- How would you teach them to an ELL student?

Teaching Vocabulary Practice

The fox **crept** through the tall grass, looking for something to eat. It **paused** for a moment, listening carefully. Suddenly, it spotted a rabbit near the bushes. The fox **pounced**, but the rabbit **dashed** away just in time. The **chase** was quick, and soon the animals disappeared into the forest.

Possible vocab words and why they may be chosen:

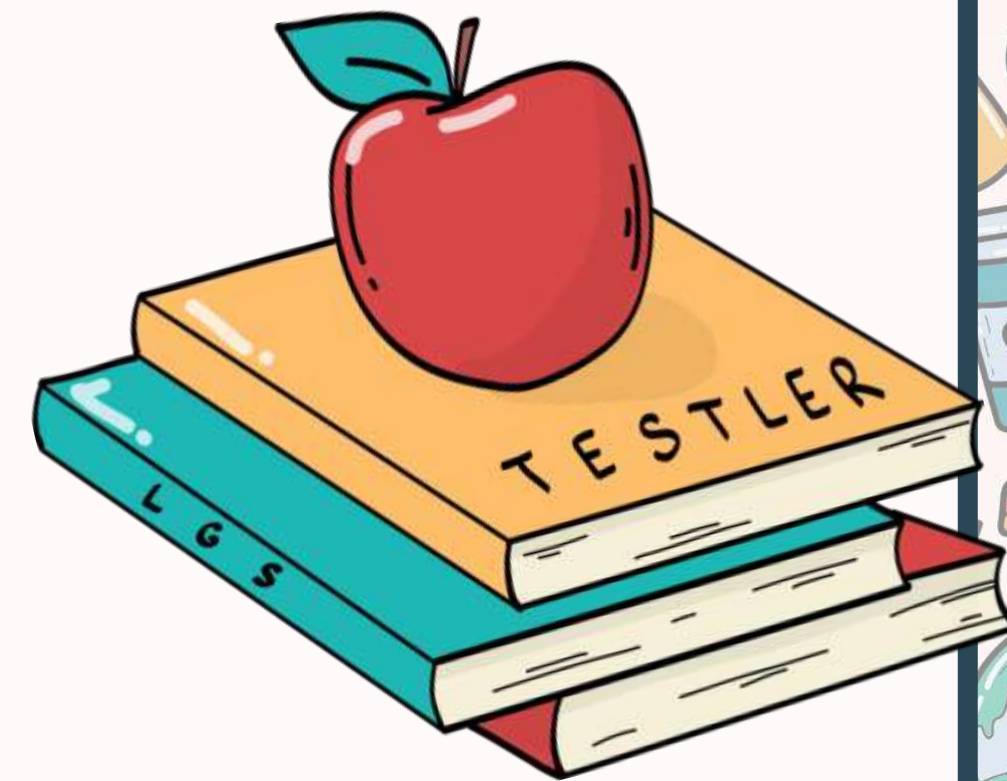
crept– not commonly used in conversation

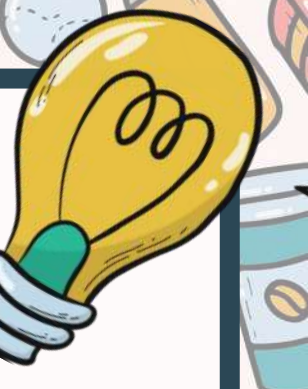
paused–High-utility verb, used in many contexts

pounced–Action verb likely unfamiliar to beginning readers

dashed–Similar to “ran,” but more specific; often unknown

chase–Key to understanding the action in the story





Sentence Stems

A sentence stem is the beginning part of a sentence that helps guide students to share their thoughts in a complete sentence.

Why?

- Supports comprehension, allowing students to think deeply about what they are learning.
- It gives students confidence to share their ideas and thoughts
- It encourages complete sentences and academic vocabulary

Things to Remember:

- Read the sentence stem aloud and invite students to use it when answering the question.
- It's ok to model how to answer the question before having students answer
- Allow students to add to the sentence stem once they answer.

Sentence Stems

Examples

- I think that the character felt _____ because _____.
- This part of the story reminds me of _____.
- The main idea of the story is _____.
- I don't understand it when _____.



Practice with Sentence Stems



Lila's Lost Hat

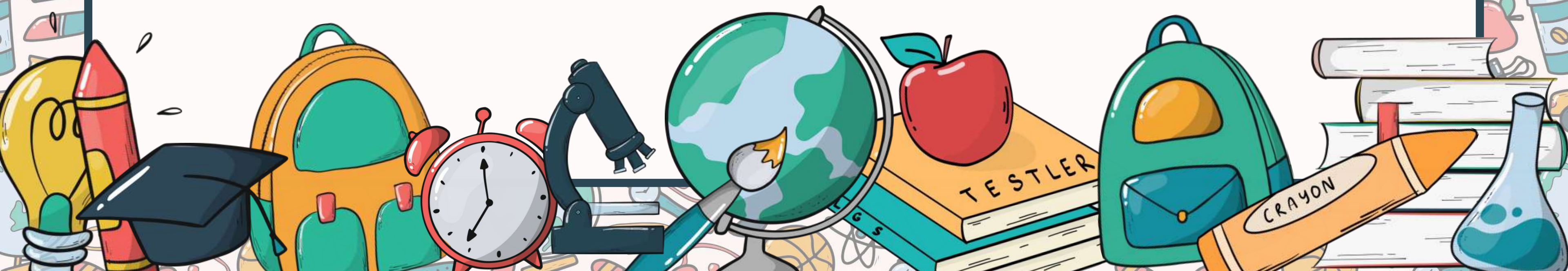
Lila loved her red hat. She wore it everywhere — to the park, to the store, even to bed! One windy afternoon, Lila and her dog Max went outside to play. Suddenly, a strong gust of wind blew Lila's hat right off her head. It flew over the fence and disappeared. Lila looked at Max. "Let's find it!" she said.

They searched the yard, peeked behind the bushes, and even checked the tree branches. Finally, Max barked and wagged his tail. There, in the tall grass, was Lila's red hat. She smiled and put it back on. "Thanks, Max!" she said, giving him a big hug.

What strategies do you notice?



Students w/ HFA



HFA Video



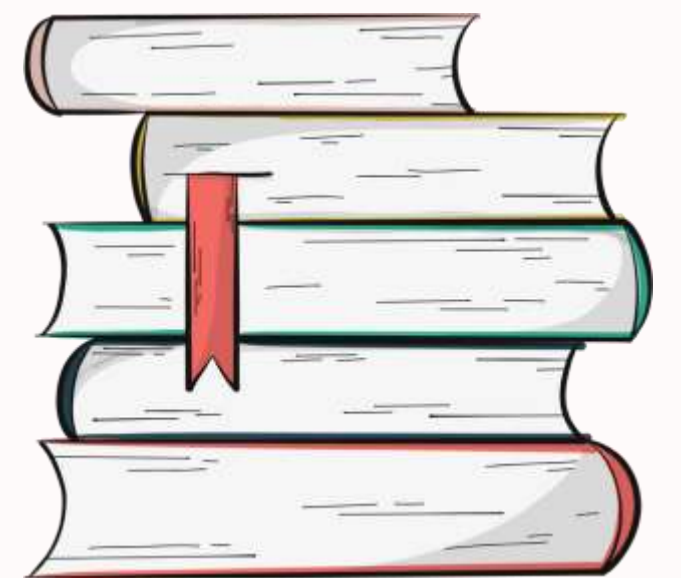
About HFA

- Is on the Autism Spectrum Disorder
- Not all difficulties/triggers are the same for all students
- Characteristics **may** include:
 - Difficulty reading social cues/keeping friendships
 - Back and forth conversations difficulty (monopolize the conversation)
 - Strong verbal skills but speaks in monotone voice
 - Deep/focused interests
 - **Upset by changes to the routine or unexpected events**
 - **Sensitivity to lights, textures, touch, smell or tastes**
 - **Difficulty planning/managing time**
 - Have strengths in some academic areas and struggle in others
 - **Have difficulty expressing emotions appropriately**



HFA Strategies

- Keep to a consistent and predictable schedule-make it visual
- Give warnings before transitions (Ex. In 5 minutes we will be cleaning up.)
 - Timers may be helpful (depends on the student)
- Be aware of sensitivity issues (sight, sound, smell)
- Watch for sensory overload and help where needed
- Offer choices
- Use special interests as motivators
- Break tasks into smaller steps
- Encourage effort not perfection
- Don't take their rigid behavior personally





Visual Cues

Instructions without Visual Cues

Read the following passage. Once you are done highlight the sentences that support the main idea of the passage. Underline the sentence that gives details to support the main idea of the passage. Write a paragraph that explains what the main idea of the passage is with supporting details.

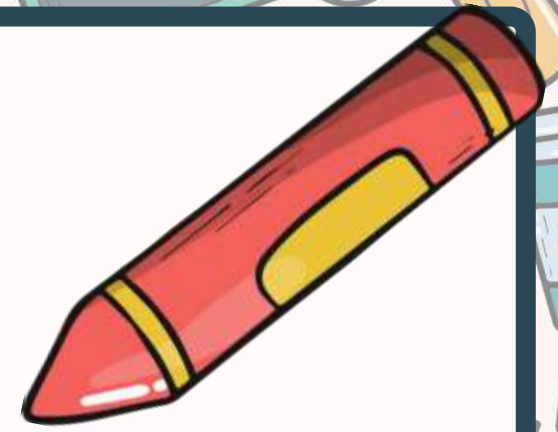
Visual Cues

Instructions with Visual Cues

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HFA Scenarios



Scenario #1:

You are in the middle of reading with a student with HFA. A couple of students enter the room and are talking boisterously with each other. You notice that your student is slouching in their chair with their hands covering their ears. What can you do to help?

Scenario #2:

It is time for your student to do some writing after reading with you. They pick up their pencil and then slam it down on the table and push the pencil and paper off the desk. What are some things that you can do to try and help?

Scenario #3:

Every time you tutor this student, they spend more time asking what happens next and what time they get to go back to class than actually reading. What are some ideas you have to help this student focus more on the reading?

Questions?

Additional Thoughts?

