F.A.T. City

***Problem Ownership***

[***https://youtu.be/fFm-OvUhDiQ?list=PLNxUoHyF6MzNkhA10YKr\_ebY2gAm-sfI0***](https://youtu.be/fFm-OvUhDiQ?list=PLNxUoHyF6MzNkhA10YKr_ebY2gAm-sfI0)

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|  | **What might this ‘look like’ for a student with learning disabilities?** |
| *Experiencing Frustration and Anxiety* | This might be cause students silence, student to be upset and to not want to participate.  Anxiety affects performance |
| *Processing (Pace)* | When pacing is too fast it cause the students to not be able to process what is being asked, taught, or even if it is their turn to respond. |
| *Distraction* | When distraction occurs students are unable to filter out what is important or what is not. They are unable to focus on anything.  Attention Span vs. Distraction they are very different. |
| *Risk-taking* | If students don’t feel like their environment is safe, based upon their observation of how the teacher is interacting with other students they will not feel safe enough to share, read out load |

Additional Notes:

Lawrence Kohlberg- moral development- what they see us do and morals are indeed developed.

Definition of exclusion-

Sarcasm creates a victim

If I can’t see the teacher then they can’t see me

LD not just a school problem, but a living problem- it just doesn’t go away at 3 when school ends.

Processing- motivation – perception

Learning Disabilities- the real challenge as educators is educating those who don’t have one.

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|  | **General Notes/Suggested Accommodations** |
| **Visual Perception** *(blurry picture)* | Telling students to look harder- what does this even mean???  Bribery-  Taking things away  Blaming the victim- you are not trying hard enough  LD has little to do with motivation |
| **Reading Comprehension** *(two stories, one with known vocab, one without)* | 95% of teacher teach vocabulary with words  Comprehension has more to do with background knowledge.  Students often will need a direct instructional approach. |
| **Visual Perception** *(title for a story)* | Students may not know what they did wrong.  NEVER—tear up papers in front of a student  The effect of perception on behavior is key to look at with LD students. |
| **Visual Motor**  *(handwriting in a mirror)* | They receive mixed messages.  Handwriting, copy from board may be difficult for them.  What they see may not be what they write down |
| **Oral Expression**  *(story without a the letter ‘n’)* | LD children may talk in broken structure.  Messages are broken up and are hard for them to communicate fully.  Dysnomia-word finding problem- happens 100’s of times a day. It is a storage and retrieval problem. Students may not be able to do 2 things at one time. |
| **Reading and Decoding**  *(story with interchangeable ‘pdbq’)* | They are unable to decode meaning, decipher words context and fully understand the material. |
| **Auditory and Visual Capabilities**  *(story understood by listening)* | Material doesn’t make sense when they are only given work they must read. |

**What is ‘fairness’?**

Critical value-doesn’t mean that everyone gets the same, but that everyone gets what they need to succeed.