



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *The "Why" Behind Classroom Behaviors, PreK-5*, by Jamie Chaves and Ashley Taylor.

LEARN MORE about this title!

SUPPORTING INTEGRATION OF STUDENTS WITH INDIVIDUAL DIFFERENCES

Earlier in the chapter, we talked about using a multimodal sensory approach to integrated learning in the classroom. This is an approach that will benefit all students in your class, as well as promote more integration for students with learning disabilities. However, it is likely that students identified as having learning disabilities will need other support from you and the special education team at your school in order to achieve success. By using attuned listening and co-regulation as a foundation for implementing these strategies, you can come alongside your students and let them know someone is “in their corner.” Remember, without first achieving a “just right” state of regulation, the student will continue to struggle participating in academic tasks on any level.

Strategy I: Scaffolding

Scaffolding^{21,22} is the systematic way a teacher uses modeling, problem-solving, task management, and guided practice to help a student achieve a specific goal. Typically, scaffolding supports are decreased as a student progresses toward independence and “mastery.” One way to think about scaffolding is as though you are constructing a building. At first, the building is fully supported with scaffolding; over time as the foundation, walls, and ceiling are built, you can take one piece of scaffolding down at a time until, finally, the building is standing on its own, without any support. The same idea holds for your students. At first, they need a great deal of scaffolding and support, until they are finally able to do the task on their own. Some students will need more scaffolding than others. Those students with learning disabilities will likely need even more support. Here are some ways you can use scaffolding in your class:

- Break tasks down into very small steps and complete one step at a time.
- Preview tasks with students ahead of time.
- Model and demonstrate in a variety of different ways.
- Check for understanding throughout the activity.
- Allow students to put concepts in their own words.
- Use dictation with students who struggle with writing.
- Make “reference sheets” to put on the student’s desk.

Scaffolding: the systematic way a teacher uses modeling, problem-solving, task management, and guided practice to help a student achieve a specific goal.

Interactive Scenario

Read the scenarios and determine how you might use scaffolding to support that student. Reflect on what you expect the outcome to be once you use the scaffolding.

<p>Scenario 1</p> <ul style="list-style-type: none"> Alexandria is given a full page of math problems to complete and starts to cry. 	<p>Scaffolding</p>	<p>Expected Outcome</p>
<p>Scenario 2</p> <ul style="list-style-type: none"> Julio is asked to work in a group to complete a reading comprehension task and becomes inattentive and wanders around the room. 	<p>Scaffolding</p>	<p>Expected Outcome</p>
<p>Scenario 3</p> <ul style="list-style-type: none"> Braden is failing spelling tests every week despite parents saying she is studying for them. 	<p>Scaffolding</p>	<p>Expected Outcome</p>

- In scenario 1, scaffolding options include: using another piece of paper to display one math problem at a time, providing multiplication tables or math formulas, or allowing the student to complete every other problem. The expected outcome is that she can complete the worksheet without crying.
- In scenario 2, scaffolding options include: breaking the task down into one step at a time, allowing the student to work with a partner instead of a group, or providing a visual schedule of each step. The expected outcome is that the student engages fully in the assignment.
- In scenario 3, scaffolding options include: decreasing the number of spelling words until mastery is achieved or allowing the student to re-take the test after learning from mistakes. The expected outcome is that the student passes the spelling test.

- Allow the student to complete some of her work in class and some at home.
- Adjust the number of math problems to complete.
- Use organizational charts and diagrams to add more structure.
- Allow the student to read a passage of a book then listen to it afterward (or vice versa).
- Pair the student with a peer who demonstrates more understanding.

It is important to keep in mind that scaffolding is a step-wise process that requires monitoring and some trial and error. The type of scaffolding that worked with one student may not work with another student. While you may already use scaffolding techniques with your class as a whole, scaffolding for students with learning disabilities will look a little different. Often students with learning disabilities require a more systematic, intensive, and comprehensive step-wise approach to intervention, some of which can be applied in their general education class, while additional support will be necessary in more individualized opportunities such as special education resource specialist programs.

Strategy 2: Build Resilience

Everyone is born with a certain level of tolerance for stress. Some children are born with hardier, more robust nervous systems, while others are born more sensitive and fragile.²³⁻²⁵ Those children who are born with a fragile disposition makes them even more susceptible to environmental stressors, while others are hardly impacted by their environment at all—brushing stressors off as no big deal. At the same token, not all stress is bad stress! A certain level of stress can be healthy, be adaptive, and work toward building resilience in your students.²⁴

No matter what disposition we are born with, we have the capacity to build resilience throughout our lives. **Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats, or sources of stress.²⁵ This is done by overcoming challenges we face when we're under an optimal level of stress.²⁶ Co-author Jamie often uses a strategy of having her clients rate (easy, medium, hard) how challenging they expect an activity to be prior to starting. This allows them to mentally prepare for the activity, as well as know that they may need a certain level of help to accomplish the task. After the activity is finished, Jamie has them reflect on whether or

Resilience: is the process of adapting well in the face of adversity, trauma, tragedy, threats, or sources of stress.

The “Why” Behind Classroom Behaviors, PreK–5

not the activity was as challenging as they expected. Over time they can also reflect on how an activity once rated as “hard” is now rated as “medium” or “easy.”

We want students to know that some stress is good and benefits the growth of our brain, but too much stress is not good and interferes with learning.²⁶ Finding that “just right” zone of stress and challenge is particularly important for students with learning differences who, many times, feel like everything is hard and they are good at nothing. They may frequently experience “failure” and have a difficult time understanding why things seem to come more easily to other students. Thus, building resilience through co-regulation with a trusted teacher who responds appropriately to nonverbal cues and practices attuned listening is so critical! These students often need more reflection on their strengths, which you can facilitate by highlighting what those strengths may be.

Another part of building resiliency is reinforcing the self-worth of a student, particularly by leaning into their strengths. *We often suggest that teachers provide these students with various roles around the classroom that give them a sense of purpose and responsibility.* These can also help to break up the workload in order to maintain a more optimal level of stress. The student might help pass out papers, help collect papers, help dismiss tables/pods at the end of class, help set the timer for the independent work period, help erase the board, or take turns being the line leader. You know your classroom setup and students best, so think creatively about how you can give empowering responsibilities to your students with learning disabilities.

Here are some other ways to build resiliency in your classroom:

- Foster a growth mindset through encouraging students that they can get smarter and that there are people around them to support their learning.²⁶
- Give your students a sense of internal control over challenging situations (like the rating system Jamie uses).
- Talk about stories of resiliency, and ask them to share stories of when they’ve felt resilient.
- Talk about strengths, and ask them to notice their own strengths.
- Positive relationships with peers and teachers can be a protective mechanism for students overcoming challenges and allow them to build more resilience.^{27,28}

- Identify moments of adaptive stress, within the context of a safe, protective relationship.
- Use the strategies outlined in this chapter in regard to teaching students to search for the “why.” By providing

Reflective Activity

Building resiliency is a way we overcome challenges and increase our ability to manage stressful situations. This is something that you can foster in your students—particularly those with learning differences—as well as yourself as a teacher.

In which areas of teaching do you need to foster more resilience in yourself?

- _____
- _____
- _____

With whom do you co-regulate when facing adversity or undergoing stress?

- _____
- _____
- _____

When have you encountered a challenging situation in the classroom that resulted in too much stress and thus interfered with your ability to effectively teach?

- _____
- _____
- _____

What is a story of resilience you can share with your students? Think about yourself, a family member, a community member, or someone famous.

- _____
- _____
- _____



Available for download at resources.corwin.com/ClassroomBehaviors