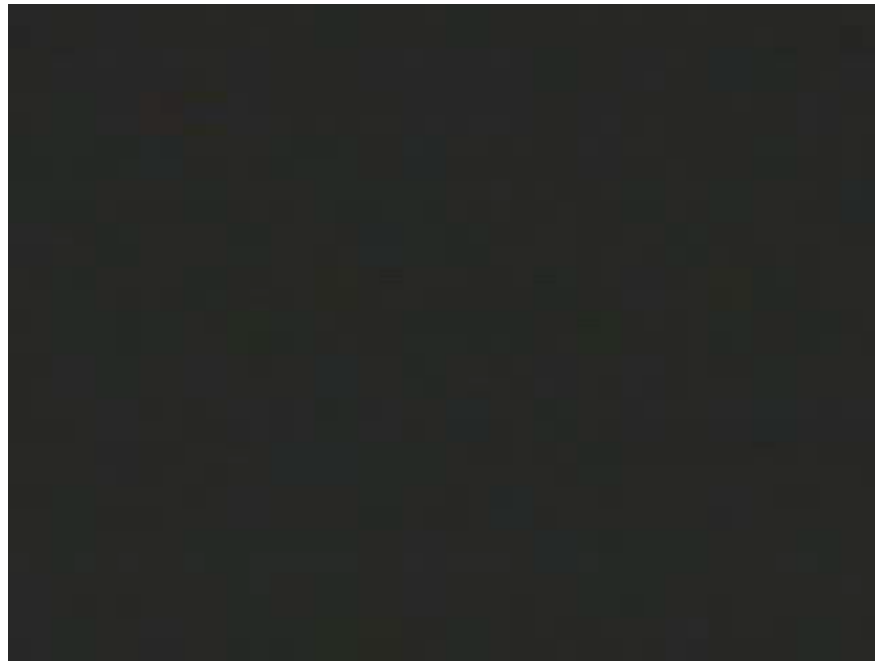


Problem: Learning
Disabilities
Solution: DUCT
Tape

Jennifer Lewis
Wilmington Christian Academy
Special Education Director



Finding Nemo and Special Education



DUCT Tape

Preserves



DUCT Tape

Adds beauty



DUCT Tape

Multipurpose



Principles of DUCT Tape

D: Doable

U: Understandable

C: Contact

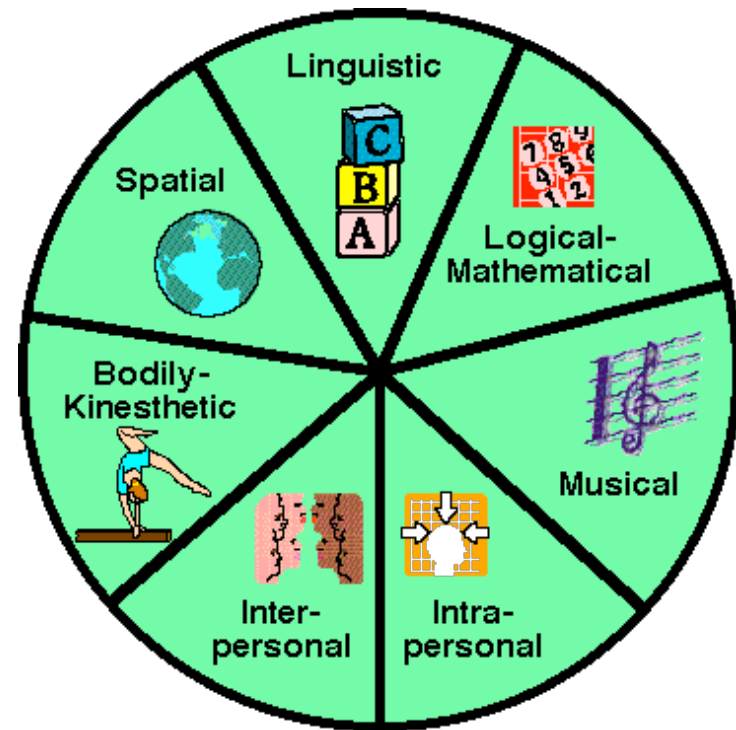
T: Training

Tape: Praise



Doable

Individualize the DUCT Tape method to fit the student's individual strengths and weaknesses.



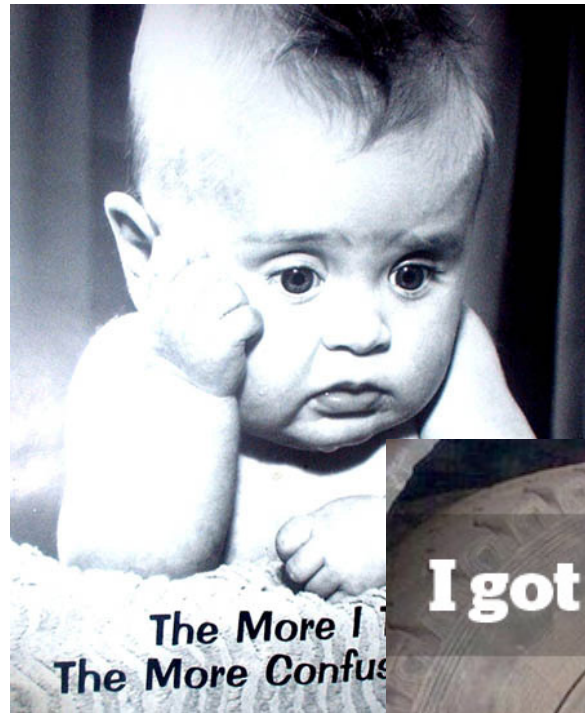
Understandable

Model and Talk Aloud

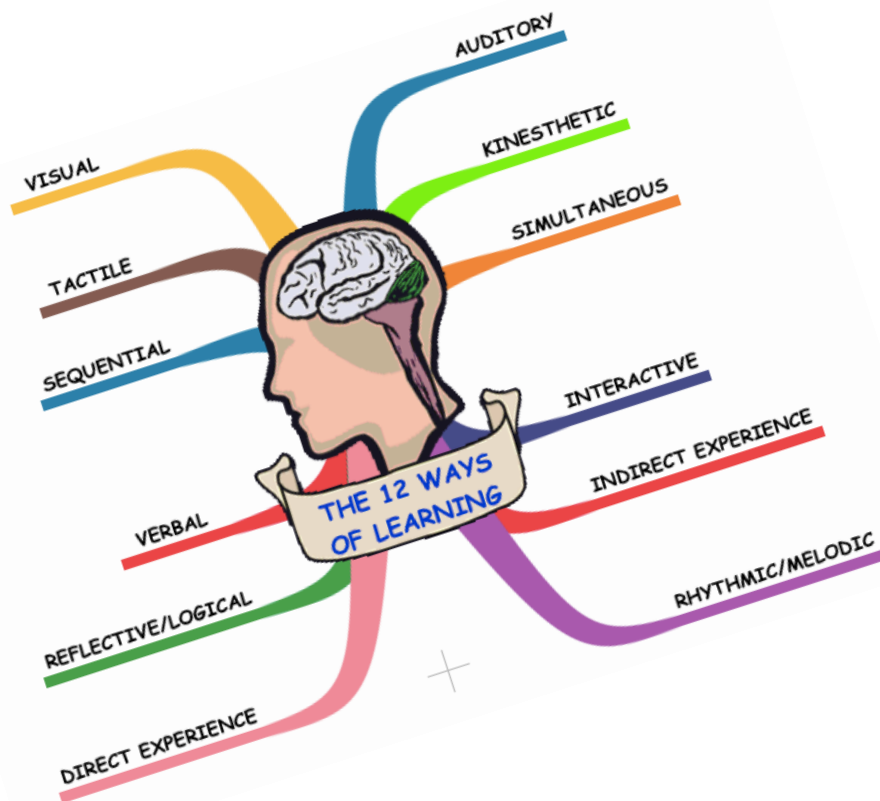
Partner

Guide

Let Go



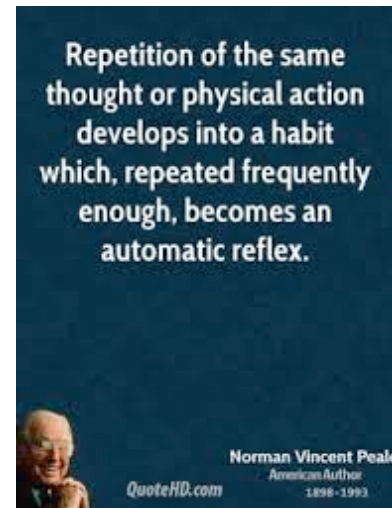
Contact



Hands-on teaching using all motor, sensory, and mental capabilities.

Training

Train by repetition moving from gross motor skill to fine motor skills and from 3D to paper-pencil work.



Tape

Stick it to them with praise!

Be specific

Be searching

Be balanced



Most of us, swimming against
the tides of trouble the world
knows nothing about, need only
a bit of praise or encouragement
and we will make the goal.

~by Jerome P. Fleishan~

White Space/Window

Highlight operation signs

Notecards with formulas

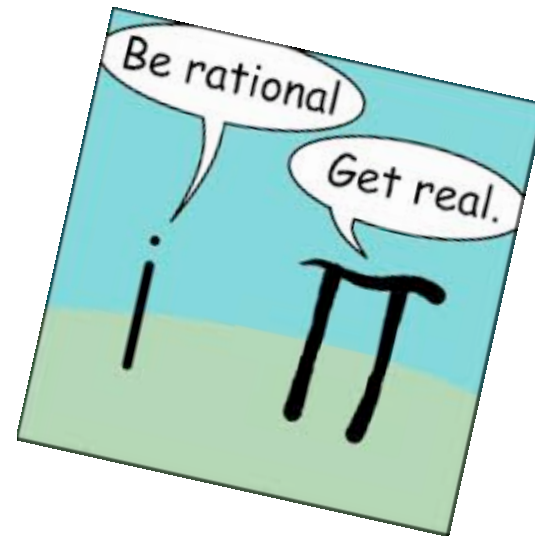
Calculator

Chunk steps

Reduce

Dice/Dominoes

Clap and Count





Rules for Calculators

Only to be used when fast recall of math facts is not being assessed

Require individual steps to be thought through (ex: division)

Name: _____ Date: _____

b. 3. Long Division Practice

| | | |
|---|---|--|
| $\begin{array}{r} \square \square \\ 7 \overline{) 385} \\ \underline{\square \square} \\ \square 3 \\ \underline{\square 3} \\ 0 \square \end{array}$ | $\begin{array}{r} \square 8 \\ 81 \overline{) 724} \\ \underline{648} \\ \square \square 6 \end{array}$ | $\begin{array}{r} \square 5 \\ 8 \overline{) 422} \\ \underline{4} \\ 0 \square \square \\ \underline{\square 1} \\ \square \square \end{array}$ |
| $\begin{array}{r} \square 3 \\ 14 \overline{) 42} \\ \underline{4} \\ 00 \end{array}$ | $\begin{array}{r} \square \square \\ 9 \overline{) 880} \\ \underline{8} \\ \square 70 \\ \underline{63} \\ 07 \end{array}$ | $\begin{array}{r} \square \\ 77 \overline{) 571} \\ \underline{\square 3} \\ \square \square \square \end{array}$ |
| $\begin{array}{r} \square \square \\ 7 \overline{) 196} \\ \underline{\square \square} \\ \square \square \square \\ \underline{\square 56} \\ \square 0 \end{array}$ | $\begin{array}{r} \square \\ 71 \overline{) 665} \\ \underline{639} \\ 026 \end{array}$ | $\begin{array}{r} \square 2 \\ 9 \overline{) 225} \\ \underline{\square \square} \\ 0 \square 5 \\ \underline{\square 5} \\ 00 \end{array}$ |

© 2010 <http://www.comparision.com/irp/print/long-division-worksheets.html> Version 2010-01-14

Dice/Dominoes

Skills

Number sequencing

Identifying similarities

Key words (fewer, more)

One-to-one correspondence

Patterns

Uses

Dice Bingo

Flashcards



Clap and Count

Skills:

Sequencing
Rhythm
Skip Counting
Gross Motor Skills

How

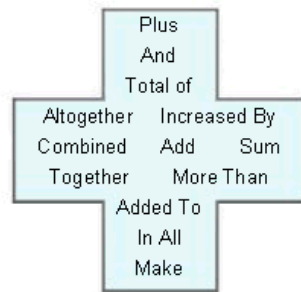


- Clap on each 1
- Stomp on each 5
- Whisper numbers between
- Use counters
- Write numbers as you move

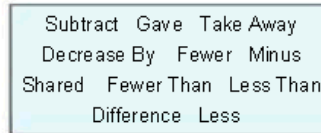
Word Problems

Words and Phrases to Math Symbols

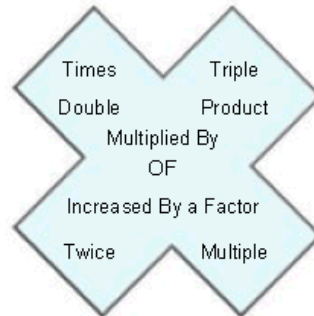
Addition



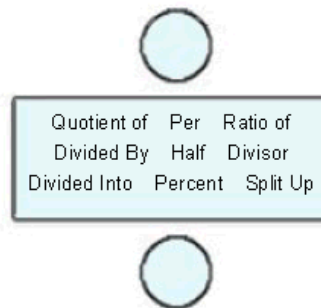
Subtraction



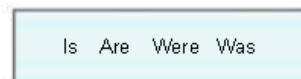
Multiplication



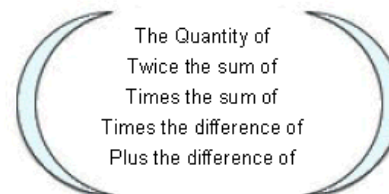
Division



Equals



Parenthesis Words



Hands-On Equations

DEAR MATH,
I'M NOT A THERAPIST.
SOLVE YOUR OWN PROBLEMS.

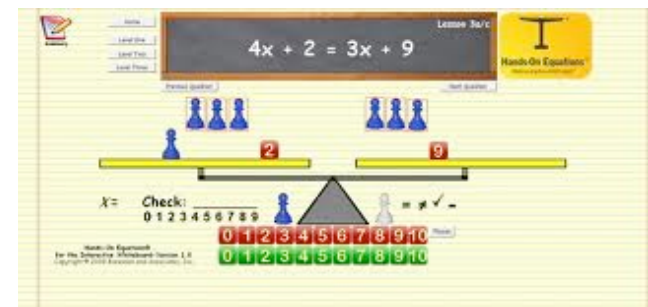


Solution:

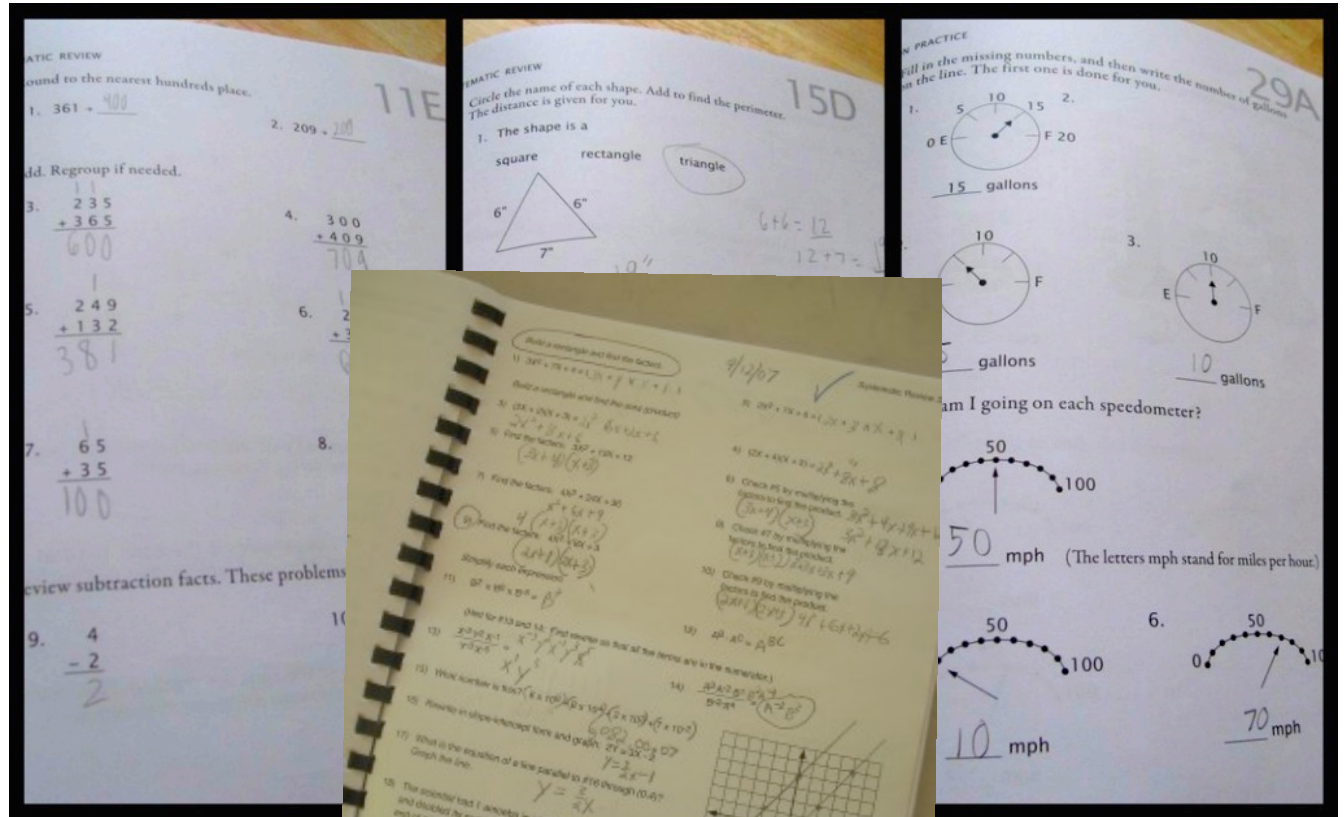
Let Miriam's present age be: ▲

$$\text{▲} \boxed{6} \text{ } \perp \text{ } \text{▲} \text{▲} \text{▲} \text{▲} \boxed{2}$$

▲=2, Answer: Miriam is now 2. Check: 8=8.



Math-U-See



Principles of DUCT Tape

D: Doable

U: Understandable

C: Contact

T: Training

Tape: Praise





Letter Learning

Sound Boxes

Fluency Coaching

Note-Taking



Sound Boxes



Letters

Tape letters on floor

Play Dough letters

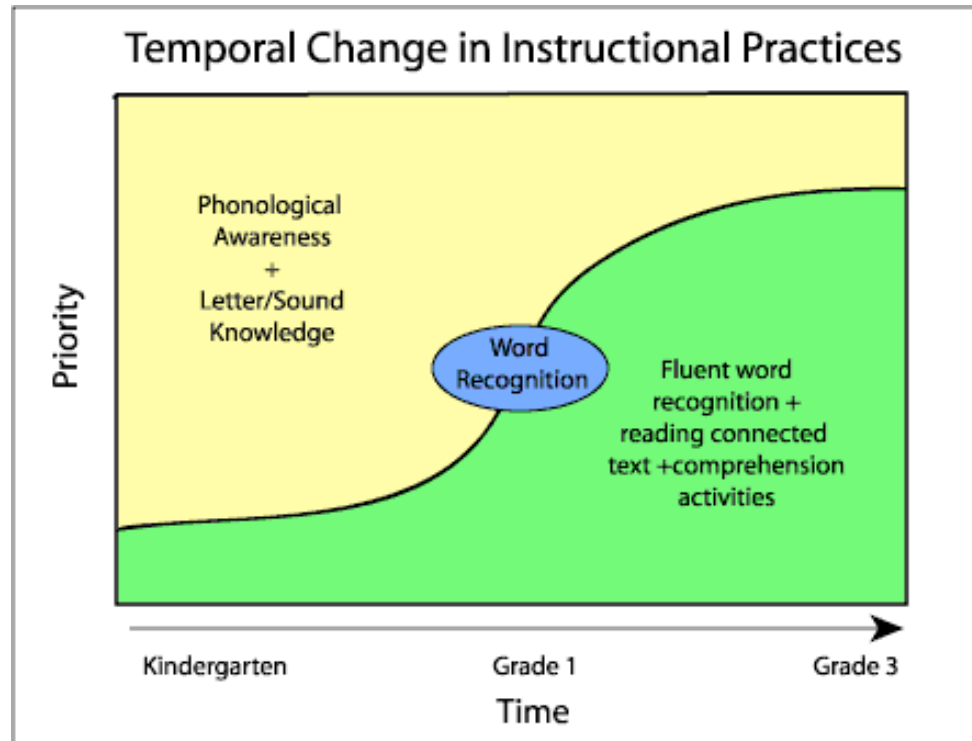
Sandpaper/sand box
letters

Magnetic letters/
phoneme cards

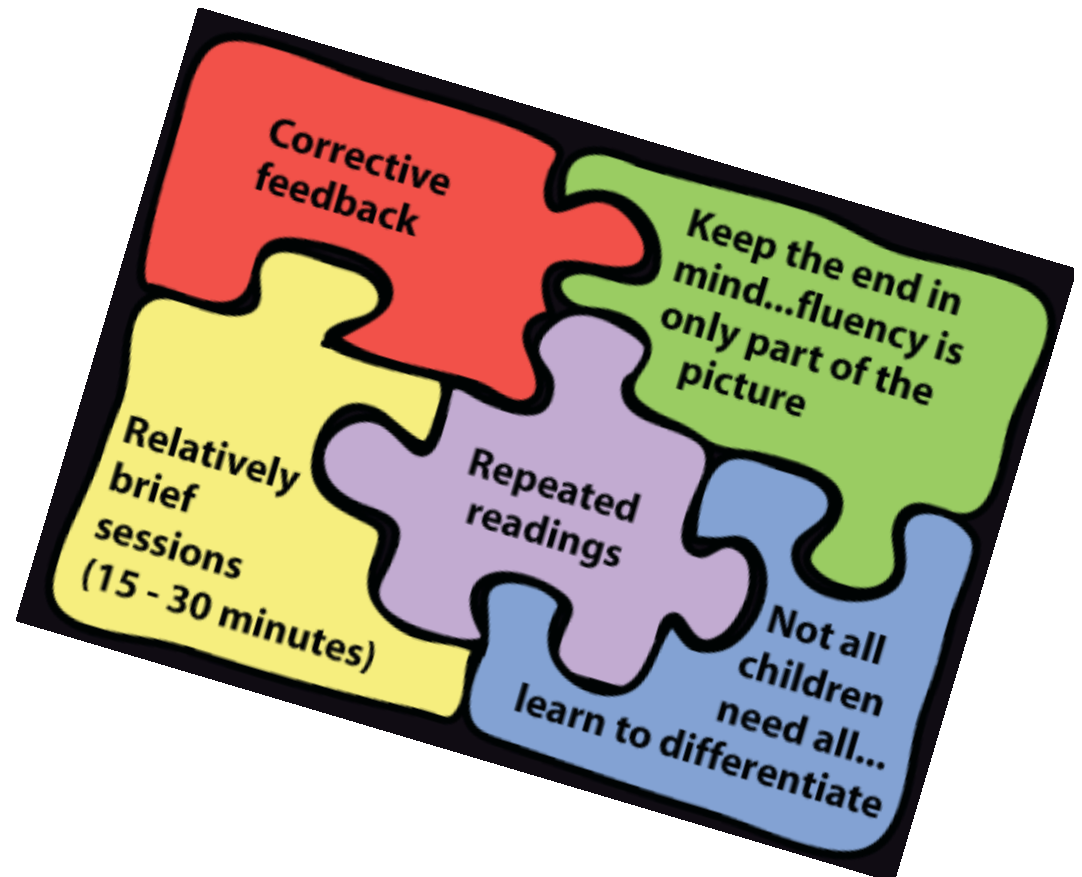
Write letters



Elementary Goals in Reading



Fluency is Key to Comprehension





Improving Fluency

- Model fluent reading, then have students reread the text on their own.
- Have students repeatedly read passages aloud with guidance.
- Have students reread text that is reasonably easy (at their independent reading level).
- Have students practice orally rereading text using methods such as student-adult reading, choral reading, partner reading, tape-assisted reading, or readers' theatre.

Fluency

Task Cards

Fluency Card #5

"I should have been the starting player," thought Alex, sadly looking up at the scoreboard.

Fluency Card #6

Amelia spent her day planting flowers, which were beautiful, in her new garden.

Fluency Task Card #3

It was not uncommon that Lucy forgot to leave the door unlocked for her brother. He would come home, banging on the door, unable to enter his home.

Fluency Card #1
"I wonder when the rain will stop," said Kim, "so that Jenny and I can go out and play!"

Fluency Card #2
Tom watched the turtle peek out of its shell, slowly but surely showing his tiny, scaly head.

Fluency Card #3
"I should have been the starting player," thought Alex, sadly looking up at the scoreboard.

Fluency Card #4
Amelia spent her day planting flowers, which were beautiful, in her new garden.

Fluency Card #5
A group of friends went to the store. They bought candy, popcorn, and soda and then rented a movie for their sleepover that night.

Fluency Card #6
Trenton dumped out his piggy bank, and he saw that he had almost enough money for the game.

Fluency Card #7
The rude boy stomped his foot, shook his fist, and shouted at me. I turned around and walked away, shaking my head.

Fluency Card #8
I saw the kite soar above my head and then swoosh down to the ground. It hit the ground like a dagger.

Fluency Card #9
"You won't believe your eyes," shouted Glen, "the bees have built the most amazing beehive!"

Fluency Card #10
As the school bell rang, Ms. Moss shouted, "I'll see you tomorrow. Same time as always!"

Fluency Card #11
The walls creaked, the windows shattered, and the dog covered his ears. "I hate the wind!" moaned David.

Fluency Card #12
Alex, Andrew's best friend, was great at making animal sounds. Nobody could "squeak" quite like he could!

Fluency Card #24

After it stopped raining, whenever that might be, Ken would hunt for lady bugs.

Fluency Card #23

The football team had practiced for the big game all week, but when it began to rain, they knew the game would be called off.

Fluency Task Card #2

The farmer had just finished painting the wooden door. When he walked out, he mistakenly put his hand on the door, leaving smudged paint. He would have to repaint it.

Fluency Card #1

"I wonder when the rain will stop," said Kim, "so that Jenny and I can go out and play!"

Building Fluency

Details

by Evan Moor
Education Publishers
Grades 1-6

Stresses

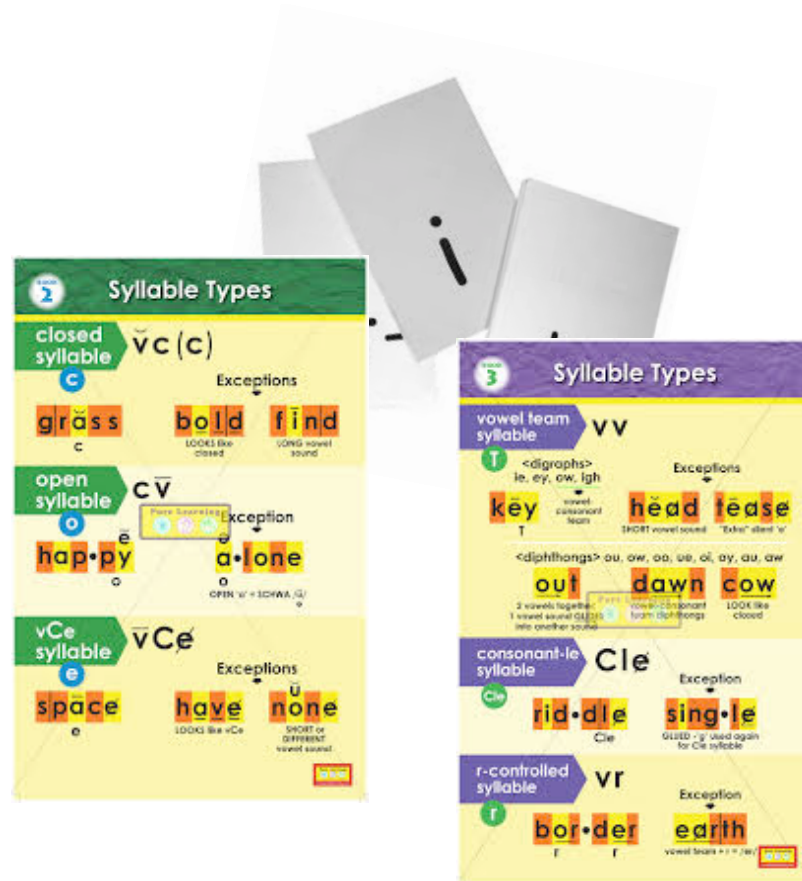
Rate
Phrasing
Intonation

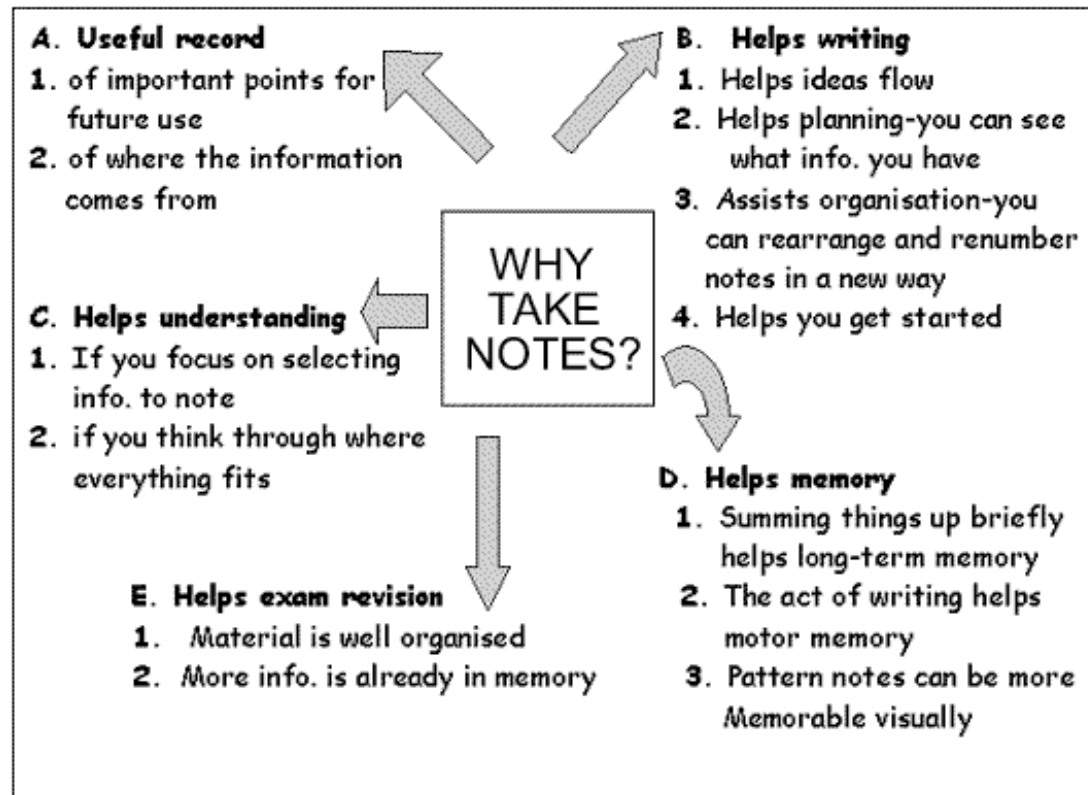
Orton-Gillingham

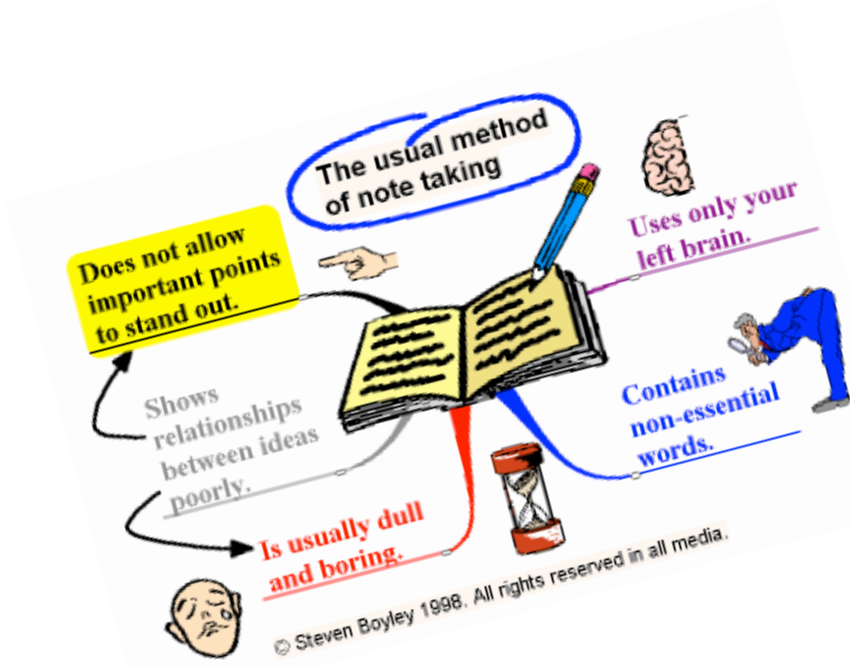
Multisensory teaching
of all levels of reading

Teaches 6 syllable
types

Created for learners
with dyslexia of all ages





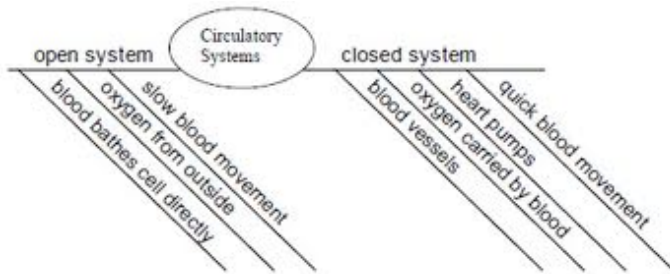
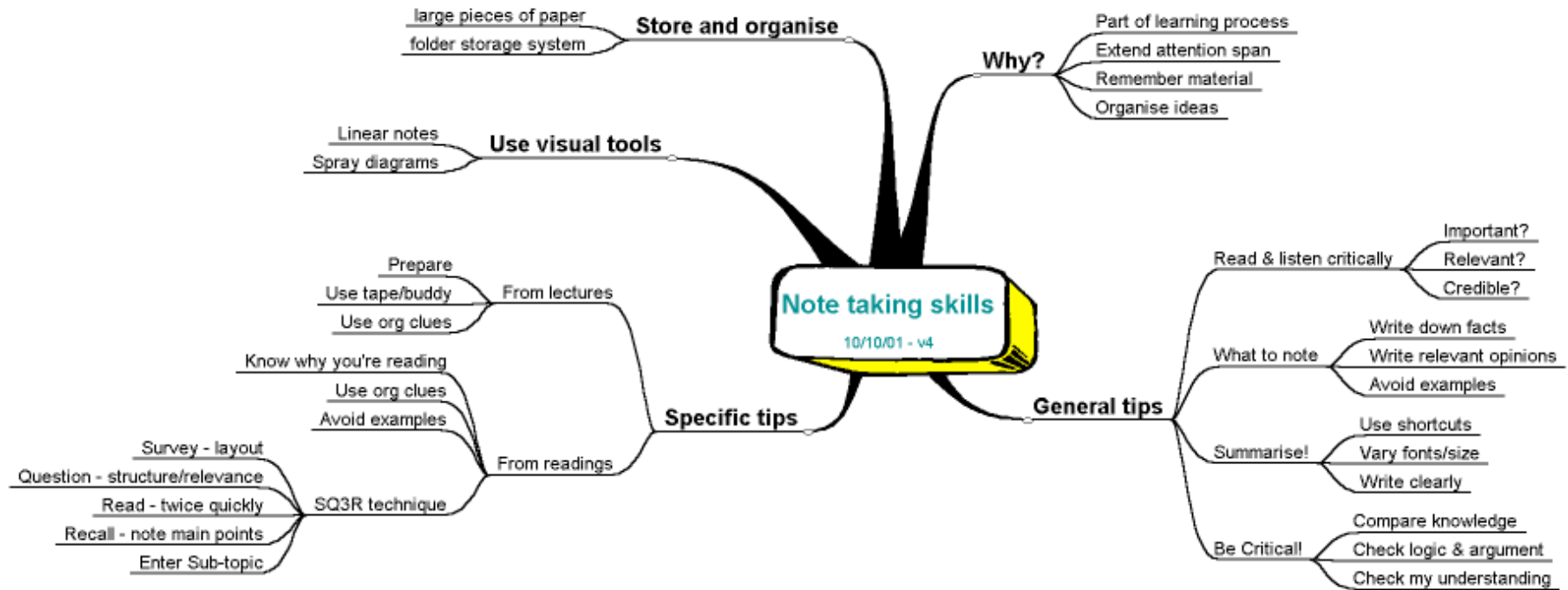


RII - Act I, Sc 1

► Shakespeare 101 / 5 Sep. 2000

| | | |
|------------------------------|----------------|--|
| Why does RII want peace? | RII's role | I. RII (Richard II - cousin of HB) |
| | RII's feelings | 1. Outwardly - <ul style="list-style-type: none"> a. Invites HB + TM to both speak out re conspiracy. b. Encourages HB + TM to reconcile. c. Reluctantly orders "trial" by jousting @ Coventry. |
| | HB's role | 2. Inwardly - <ul style="list-style-type: none"> a. Concerned about rumors of treachery. b. Desiring peace - unsure who to trust. c. Mute re Dk. of Glouc's death. |
| Why do HB + TM wan'na fight? | HB's feelings | II. HB (Henry Bolinbroke - Dk. of Hereford, son of JG) |
| | TM's role | 1. Outwardly - <ul style="list-style-type: none"> a. Denies any malice toward King. b. Accuses TM of treason + Glouc.'s death. c. Refuses father's plea to make peace w/ TM. |
| | | 2. Inwardly - <ul style="list-style-type: none"> a. Loyalty to father deeper than to RII. b. Sms to regret death of Dk. of Glouc. |
| | | III. TM (Thomas Mowbray - Dk. of Norfolk) |
| | | 1. Outwardly - <ul style="list-style-type: none"> a. Denies any malice toward... |

| | |
|---|---|
| ○ | Small January 6, 2016 Science |
| ○ | KEY POINTS AND THEMES |
| ○ | NOTES |
| ○ | THIS IS WHERE YOU PUT INFORMATION TO REVIEW AFTER CLASS |



Planning Review Meeting - Microsoft Office OneNote

File Edit View Insert Format Share Tools Table Window Help

New Task Tag Clip 100% 11 B

Home General **Event Planning** Finances Shopping Cooking Travel Search All Notebooks

Planning Review Meeting

Thursday, October 04, 2007
12:33 PM

Review Meeting

Audio recording started Thursday, October 4, 2007

Agenda

- Event Goals
- Budget
- Tactics

Attendees

- Anne Weiler
- Alex Robinson
- Vijay Sundaram

Follow-Up Items


- Update Budget (Anne)
- Get Venue Directions (Vijay)
- Send Invitation Letters (Alex)

Event Goals

- Attendance
- Ticket Revenue
- Satisfaction

Venue

Contoso Map Screenshot:



Contoso Park Map
<http://www.contoso.com/map.html>
Screen clipping taken: 10/04/2007, 1:57 PM

Tactics

| Open Item | Status |
|-------------------|-----------|
| Invitation Letter | Drafted |
| Venue | Confirmed |

Budget Spreadsheet

Invitation Letter

Tags Summary

Search stopped

Group tags by:
Tag name

Show only unchecked items

Question

- Venue Directions?

Deliverables

- Contoso Map Screenshot:
- Invitation Letter

To Do

- Update Budget (Anne)
- Get Venue Directions (Vijay)
- Send Invitation Letters (Al...)

Important

- Event Goals

Search:
Selected pages

Refresh Results

Create Summary Page

See also
Customize my tags

Principles of DUCT Tape

D: Doable

U: Understandable

C: Contact

T: Training

Tape: Praise



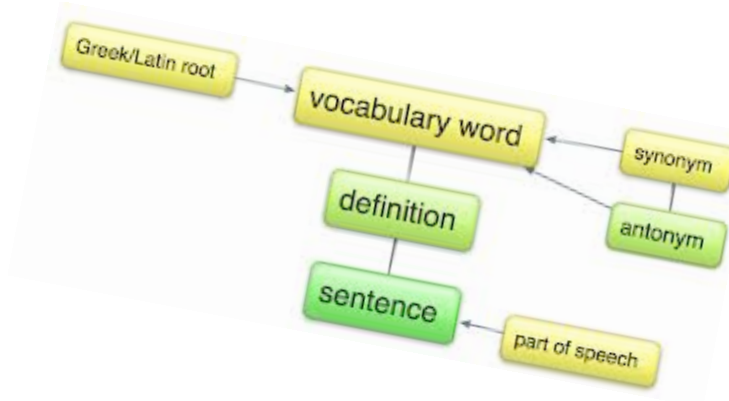


Material Presentation

Graphic organizers are visual representations of knowledge, concepts or ideas.

They are known to help:

- relieve learner boredom
- enhances recall
- provide motivation
- create interest
- clarify information
- assist in organizing thoughts
- promote understanding



by Wikipedia

MATH

Makes YOUR
Life ADD UP!



Footprints

Regular Polygons

- Shapes & figures which have the same sides and equal amount of angles
- Triangle - An enclosed figure with equal sides and angles
- Square - Enclosed figure of four equal sides and angles
- Pentagon - An enclosed figure with equal sides and angles
- Hexagon - Eight equal sides and angles shape

POLYGONS - Connected shapes and figures with a definite amount of vertices & sides but no curves

Irregular Polygons

- Triangle - Two equal sides and one set of equal angles connected in a closed side and degree
- Quadrilateral - A quadrilateral that has a pair of equal but parallel sides and 2 to 4 different angles
- Rectangle - Shape with irregular 4 sides and 4 right angles

THE REAL NUMBER SYSTEM

Rational Numbers

$-\frac{2}{3}$ $\frac{1}{2}$ $\frac{5}{8}$ 0.37

Integers -3 $-\frac{10}{5}$ 0.75

Whole Numbers

0 $4\frac{1}{2}$ $\sqrt{25}$

Natural Numbers

$1, 2, 3, \dots$ 6 -4 $0.\overline{31}$

Irrational Numbers

$\sqrt{10}$ $\sqrt{1.6}$

π

0.10

Makes Sense Strategies™

TOPIC | **SQUARE**

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Hierarchic: 1 Main Idea
Diamonds

FLAT
(you cannot hold it in your hand)

4 SIDES
(straight lines)

Can be used to make a design on paper

Lines

Lines can be classified based on their direction relative to the direction of other lines

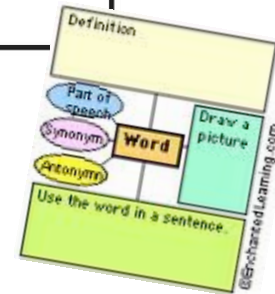
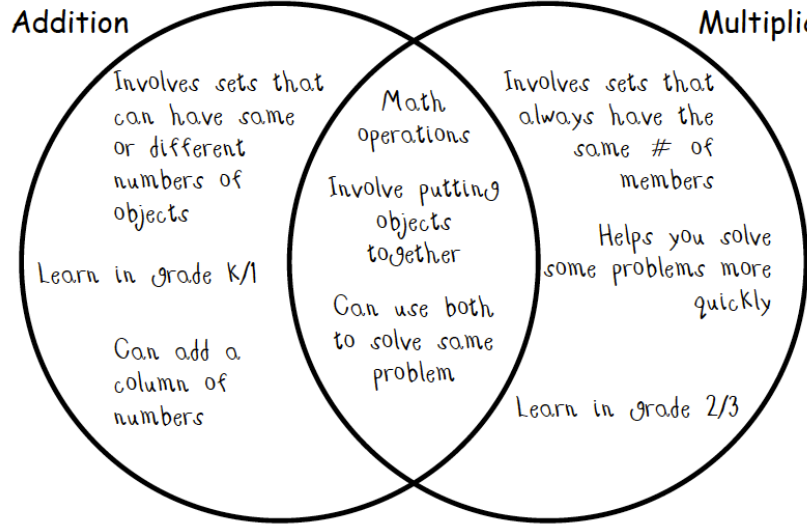
| Perpendicular | Parallel |
|-----------------------|---------------------------------|
| Intersect/meet | Never intersect, meet, or touch |
| Form right angles | Same plane |
| Forms a square corner | Go in same direction |

What? What's important to understand about this?

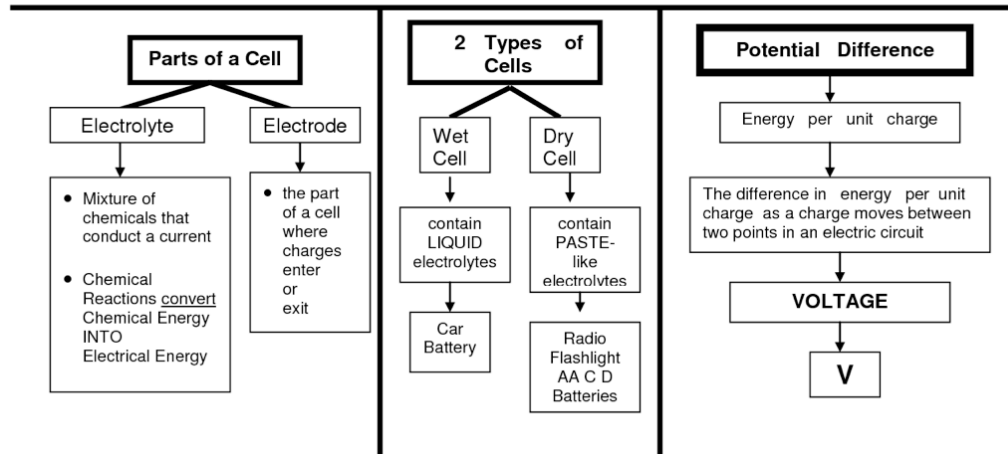
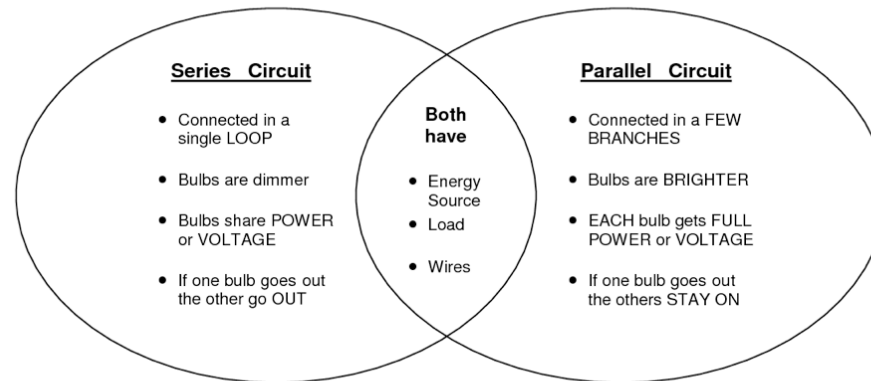
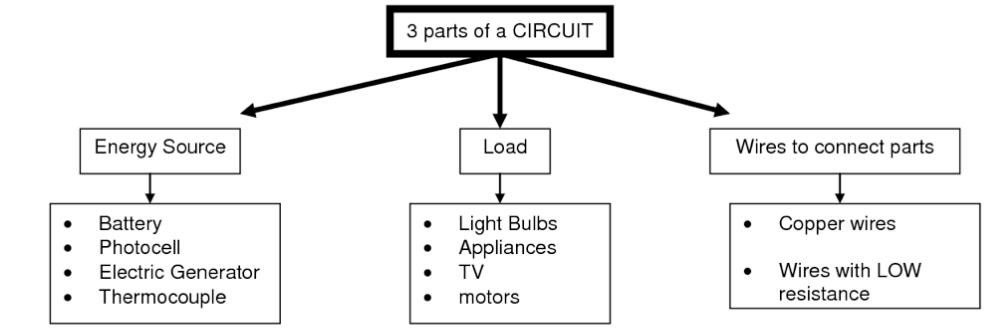
Lines can only be classified as parallel or perpendicular when there are at least two of the same type.

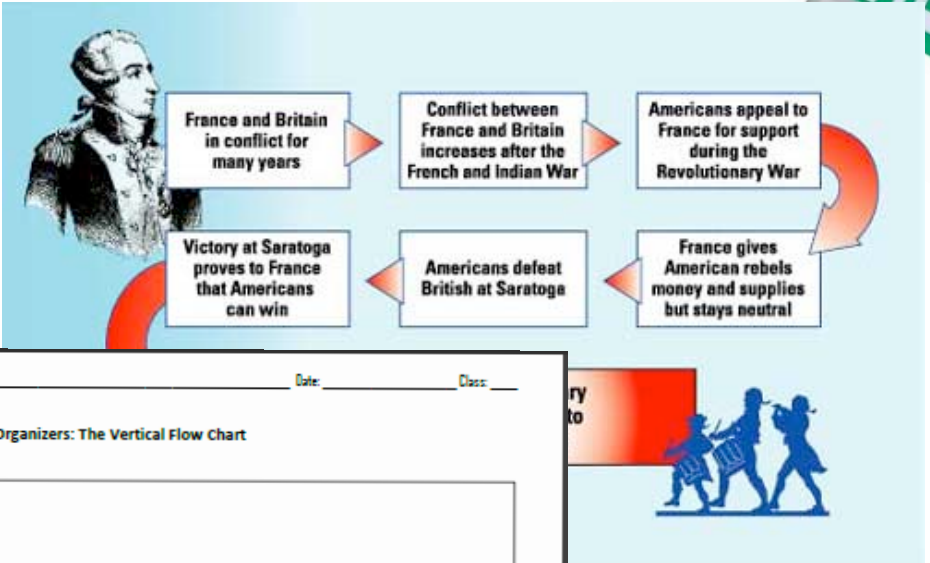
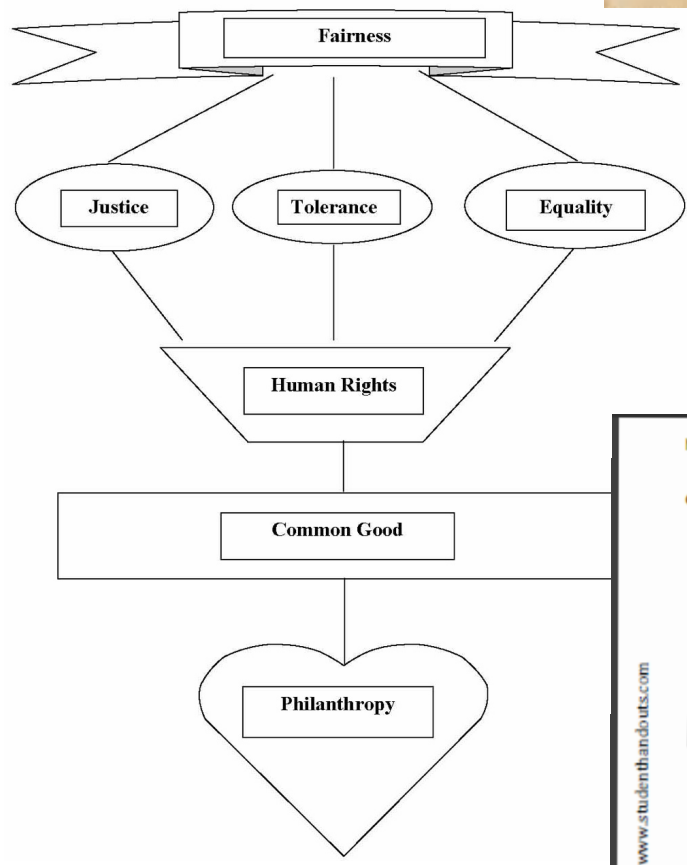
Figure 2.4. Graphic Organizer for Solving a Word Problem in Math

| | |
|--|--|
| <p>S Study the Problem</p> <ul style="list-style-type: none"> ◆ Students could rewrite the problem here. ◆ Highlight the question (i.e., What is the problem asking me to find?). | |
| <p>O rganize the Facts</p> <ul style="list-style-type: none"> ◆ List the facts. Cross out any unnecessary information. | |
| <p>L ine Up a Plan</p> <ul style="list-style-type: none"> ◆ Decide what steps you need to take to solve the problem. | |
| <p>V erify Your Plan with Action</p> <ul style="list-style-type: none"> ◆ Put the numbers into your plan. | |
| <p>E valuate Your Answer</p> | |



Graphic Organizers in Physical Science





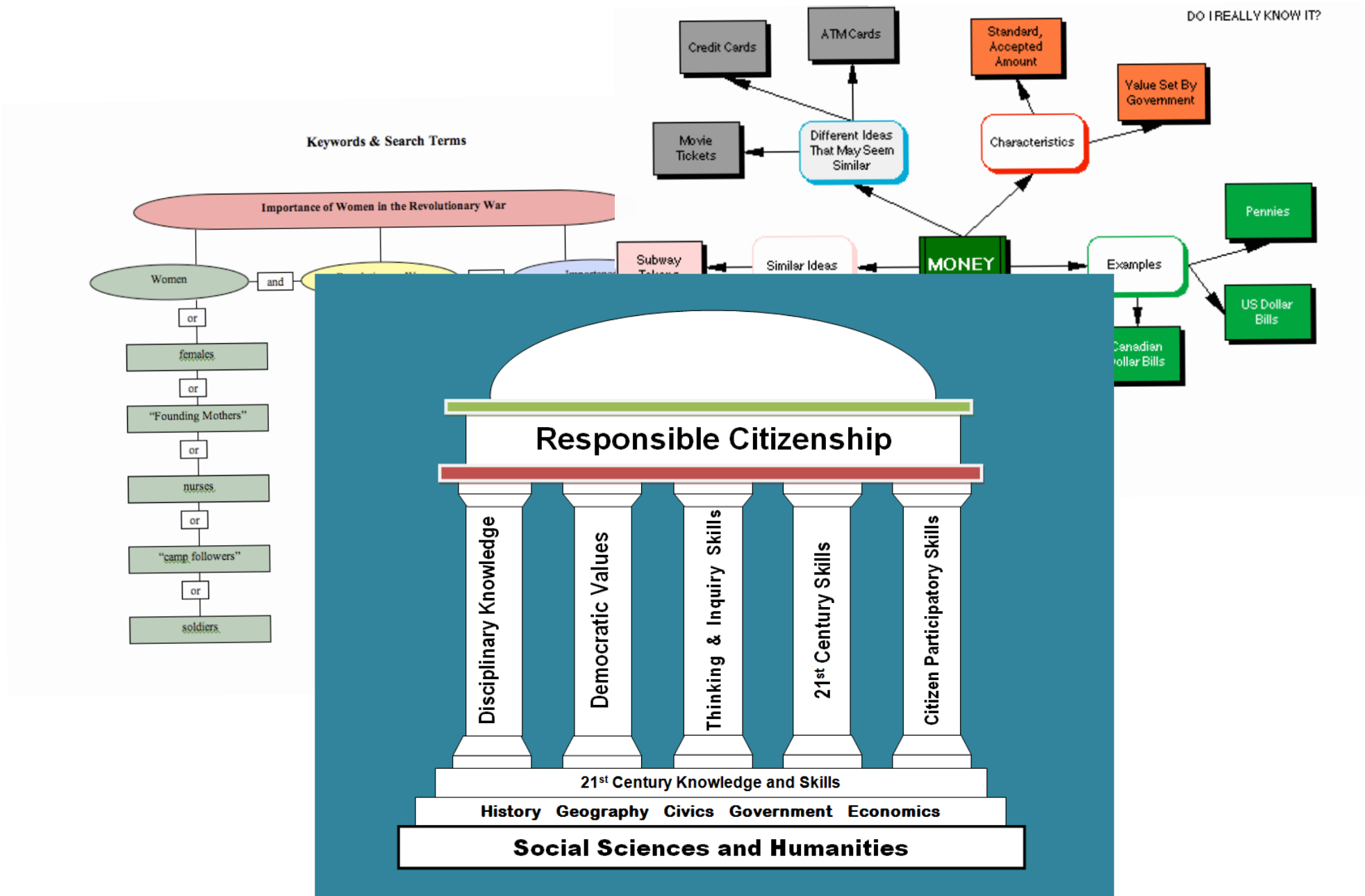
Name: _____ Date: _____ Class: _____

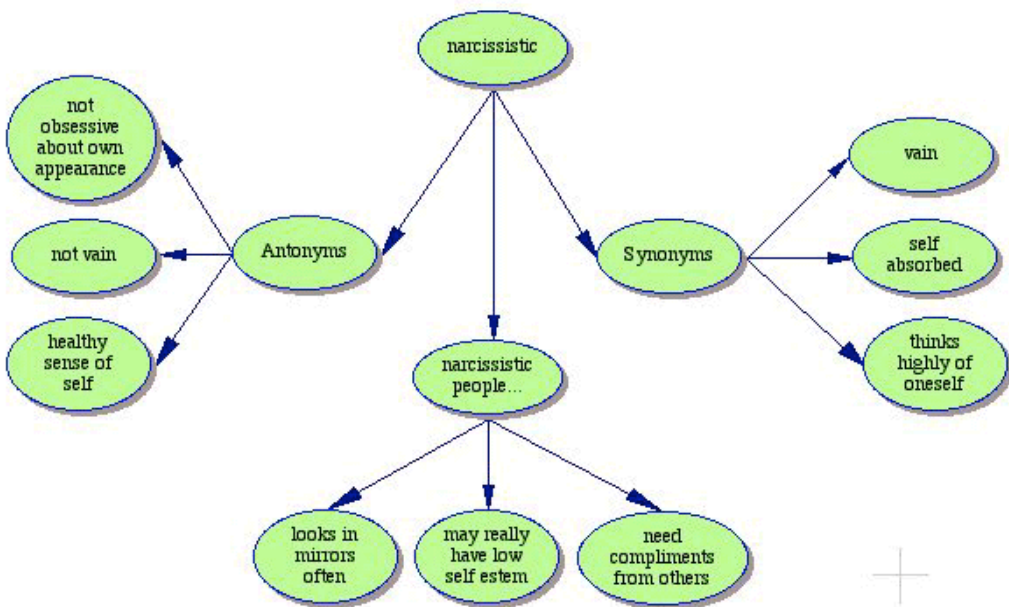
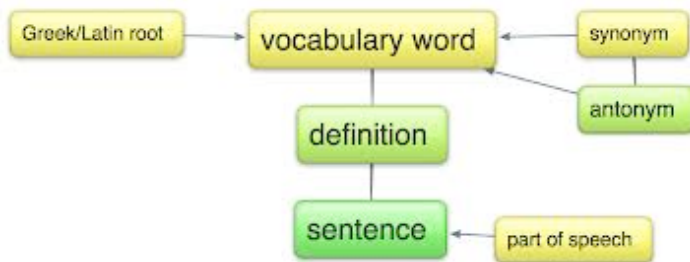
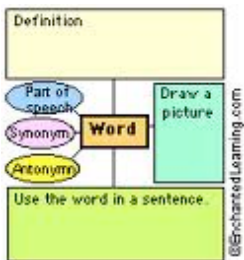
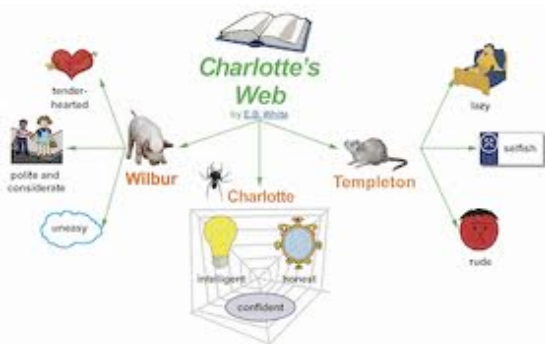
Crafting Graphic Organizers: The Vertical Flow Chart

www.studenthandouts.com

© Student Handouts, Inc.







What's the Scoop? Name _____ Date _____

Title/Topic _____

What? _____

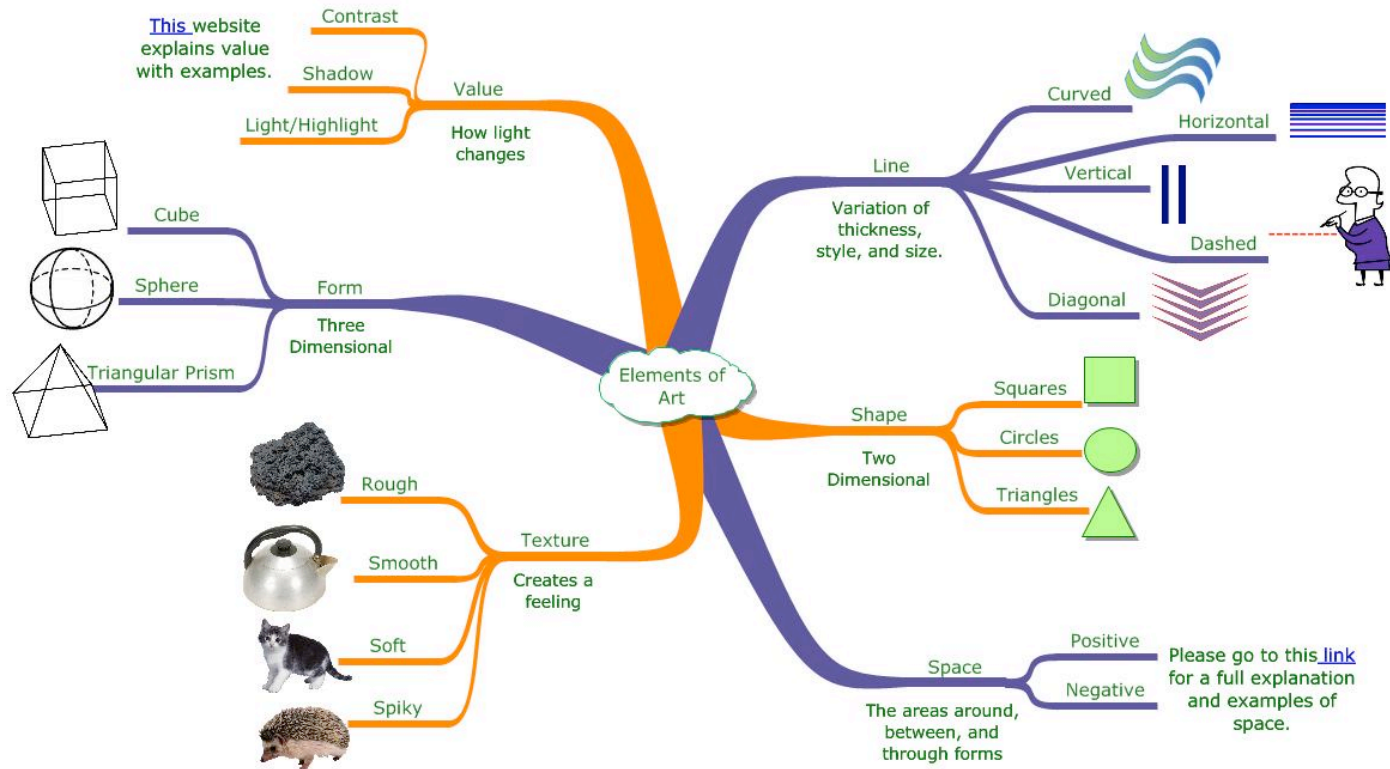
Where? _____

Why? _____

How? _____

© 2011 - Created by Linda Ward Beech, Teaching with a Mountain View

Art



Test-Taking Modifications

Setting/Venue

Extended time

Separate area

Not timed

Oral testing

Scribe

No Scantron

White space

Content

Underline key word/
phrase in True/False

Reduce Multiple
Choice choices

Word Banks for Short
Answers/Fill-in-Blanks

Fill-in-blanks replace
essay

Bring DUCT Tape to School



It has been said that DUCT Tape is “the world’s most practical small business marketing guide.”

John Jantsch

