

## Redefining Success: Supporting All Students to Reach Their Full Potential

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www.DNAmath.com  
www.astrokeofluck.net

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Share your takeaways:



@thestrokeofluck (Juli)

@papercranes10 (Alex)

@JessDixonNeuro (Jessica)

#NCTMSLC19

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Goals

- ▶ Share our journey.
- ▶ Help you understand what it feels like to "walk" in the shoes of a student with special needs.
- ▶ Support you to help students to reach their full potential.

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Goals

- ▶ Let's begin with the end in mind...
    - ▶ Consider this task.
      - ▶ Create a story problem that is modeled by the expression  $26 \div 4$  without using the words:
        - around,
        - about, or
        - estimate
- where the answer to the story problem is 7.  
(this is not a number trick ☺)

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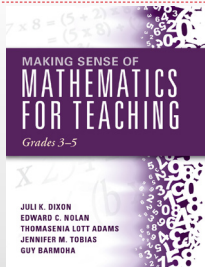
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Making Sense of Mathematics for Teaching  
Grades 3-5

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What best describes how you provide support?

- Just-in-case scaffolding
- Just-in-time scaffolding

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Things were different when I got sick... 

- ▶ I was in pain
- ▶ I was physically disabled and in a wheelchair
- ▶ Then I had a stroke during surgery in February 2010
- ▶ I was physically and mentally disabled
- ▶ I had to relearn everything

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Here's a perspective that might be new to you...



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What I need people to know:

- ▶ Ghost Syndrome
- ▶ Impact on Behavioral Management



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Here's what I think you should know 

**You'll need to imagine yourself as me...**



Academics



Social Interactions

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Academics

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**Needing to prioritize helped me rethink RtI...**

- ▶ What do you do when students are very far behind?
  - ▶ We have a few choices:
    - ▶ Focus on basic facts
    - ▶ Reteach everything
    - ▶ Focus on prerequisites and teach them for understanding



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Academics

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**Needing to prioritize helped me rethink RtI...**

- ▶ What we did
  - ▶ Used context to make sense of operations.
  - ▶ Focused on fact strategies.
  - ▶ Used place value and strategies based on properties of operations constantly.



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Consider the following problems:

*Jessica has 8 key chains. Calvin has 9 key chains. How many key chains do they have all together?*

*Jessica has 8 key chains. Alex has 15 key chains. How many more key chains does Alex have than Jessica?*

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Now consider this problem:

*Jessica has 8 key chains. How many more key chains does she need to have 13 key chains all together?*

How would a child who has been conditioned to use key words solve it?

How do we teach our students with special needs?

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Alex had a long way to go...

**2,368 + 5,795**



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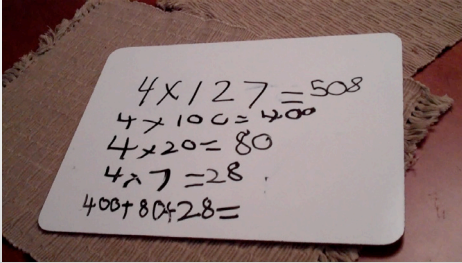
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What happens when we get to multiplication?

▶ Multiply  $4 \times 127$



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What happens when we get to high school?

▶ Solve  $x + 91 = 146$

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**Supporting each and every student.**

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Does this describe your small groups?



High	Medium High
Medium Low	Low

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Does this describe your small groups? Or does this?



High	Medium High	Medium High	Medium
Medium	Medium Low	Medium Low	Low

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What does it mean to be gifted?



"Some gifted children with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers; due to physical or learning disabilities; or due to motivational or emotional problems. This dichotomy between potential for and demonstrated achievement has implications for schools as they design programs and services for gifted students."  
 - National Association for Gifted Children

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**How are you supporting high achievers with disabilities?**



Reaching success means reaching our full potential.

Don't let high achievers fall into the abyss.

**Be strategic and inclusive**

Plan ahead for assessment.

Adapt the situation to the disability.

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**A Stroke of Luck:  
A Girl's Second Chance at Life**




Written by Juli K. Dixon, PhD  
with Jessica Dixon

Given a second chance at life – Alex Dixon took it.

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