



*Models of Support Programs for Learning
Different Children in Montessori Schools*

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Models of Support Programs for Learning Different Children in Montessori Schools

School

Date

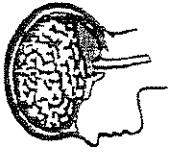
Team

Questions:

1. Who are the At-Risk and LD students?
2. Who will we serve? Who not?
3. How to identify? Referral/Screen
4. How best to serve student population we already have here?
5. How do we set up a support team? Resources for Classroom Teacher?
6. How will we inform/train our staff?

Questions:

1. Who are the At-Risk and LD students?



THE LEARNING PROCESS

Brain - Central Nervous System

5 Senses

Receptors
↓

👁️ See

👂 Hear

👋 Feel

👃 Smell

👅 Taste

ATTENTION THE MOST CRITICAL FACTOR
IN LEARNING

Interpretation

- 👁️ Size
- 👁️ Shape
- 👁️ Color
- 👂 Loudness
- 👂 Pitch
- 👂 Timbre
- 👋 Texture
- 👋 Weight
- 👋 Shape
- 👋 Movement
- 👋 Temperature
- 👃 Variations
- 👅 Sweet
- 👅 Sour
- 👅 Salty
- 👅 Bitter

Percept

A neurological interpretation of a sense impression

Perceptual discrimination moves from gross to fine

Concept

Attachment of language to percept

Higher Order Functions
Categorizing,
Generalizing
Drawing
Conclusions

MEMORY

If you would identify children who are high risk for academic learning tasks, with the goal of providing early intervention . . . evaluate

- coordination
 - language
 - attention and
 - perception

Sylvia O. Richardson, M.D.
February, 1987

MATCH

A curriculum constructed to identify and ameliorate the learning difficulties of the high risk child in the preschool population through assessment of critical developmental areas and intervention to ameliorate identified deficits.

COORDINATION	LANGUAGE	ATTENTION	PERCEPTUAL
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Gross Fine Life Skills	<u>Oral</u> Receptive Expressive Speech Morphology Syntax Semantics Voice Fluency <u>Written</u> Pre-Reading Reading Pre-Writing Writing Composition	Motor Skills Life Skills Sensory	Sensory Social Skills Pre-Academic
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Cognitive

Reading
 Writing
 Spelling
 Mathematics
 Social Studies
 Physical Science
 Art
 Music
 Literature

25 CHARACTERISTICS OF DYSLEXIA & RELATED DISORDERS

1. **Spotty performance on IQ tests**, achievement high in some areas, low in others. This may be illustrated by the WISC: Dyslexia - There is a poor performance on digit span, arithmetic, coding and picture arrangement subtests when compared to vocabulary subtest.
2. **Below mental age on tests of drawing a person.** Employing a Goodenough-Harris scoring procedure for DAM it is found that for: Dyslexia - There is a ten to 20 point difference between WISC full scale IQ and DAM IQ. Qualitatively the drawings are lacking in detail.
3. **Poor performance on visual-motor Gestalt tests for age and indicated intelligence.**
If the Berea Gestalt Test is employed, for example, it is found that for:
Dyslexia - An error score of 9 to 15 is diagnostic. There are frequent error scores of rotation, failure in internal detail and distortion.
Attention Deficit Disorder - An error score of 16 or more is diagnostic. There are frequent error scores of rotation, failure in internal detail, distortion, destruction, addition and reduction of sides and angles.
4. **Poor performance on group tests which require reading and writing.** Dyslexia scores are frequently higher in arithmetic and comprehension than on those that require specific language skills.
Attention Deficit Disorder - There is temporary inefficiency or poor performance in all areas.
5. **Impaired temporal orientation.**
Dyslexia - There is a marked difficulty in estimating temporal intervals.
Attention Deficit Disorder - There is temporary inefficiency or impairment in estimating temporal intervals.
6. **Impaired right-left discrimination** - The Right-Left Discrimination Test developed by Shedd and Drake (1961) indicates that when error scores are greater than 19 there is an indication of specific learning disability (dyslexia and attention deficit disorder).
7. **Poor spatial orientation**
Dyslexia - There is poor utilization of allocated space.
Attention Deficit Disorder - There is poor utilization of allocated space with frequent overlappings and edgings.
8. **Field dependent perception.**
Dyslexia - There is a characteristic response to total field characteristics-figure-ground.
Attention Deficit Disorder - There is temporary inefficiency in focusing on the figure.
9. **Frequent perceptual reversals in reading and writing numbers beyond age and instructional level.**
These are characteristic of both dyslexia and attention deficit disorder.
10. **Impaired reproduction of rhythmic pattern.**
Dyslexia - There is a marked disability.
Attention Deficit Disorder - There is a temporary inefficiency.
11. **Impaired reproduction of tonal pattern.**
Dyslexia - There is a marked disability.
Attention Deficit Disorder - There is a temporary inefficiency.
12. **Impaired auditory discrimination.**
Dyslexia - There is a marked disability.
Attention Deficit Disorder - There is a temporary inefficiency.
13. **Speech irregularities.**
Dyslexia - There is a frequent mild irregularity marked by slurring, repetitions, hesitation and incomplete sentences.
Attention Deficit Disorder - There is marked difficulty expressed as articulatory and motor difficulties, monotony, delayed speech development, grammatical difficulties, vowel stop problems.
14. **Oral language delays and disorders**
Inability to make the normal associations of words (labels) to people, objects or ideas. Trouble comprehending what people say and/or difficulty in verbal expression. This disorder usually is found in combination with other learning differences making it a complex learning disability.

Continuation of 25 Characteristics of Dyslexia & Related Disorders

15. Impaired coordination.

Dyslexia - There is a non-specific motor awkwardness.

Attention Deficit Disorder - There are marked gross motor problems.

16. Impaired fine motor skills.

Dyslexia - There is an aperiodic loss of fine motor skills.

Attention Deficit Disorder - There is a marked chronic reduction of fine motor skills.

17. Reading disabilities.

Dyslexia - There is a primary problem of decoding with comprehension difficulties arising only as a consequence of lack of vocabulary development.

Attention Deficit Disorder - There are primary problems of decoding and comprehension.

18. Spelling difficulties.

Dyslexia - There is a marked reduction of spelling ability.

Attention Deficit Disorder - There is a temporary inefficiency. When there has been systematic instruction, this may be the most adequate skill.

19. Writing disabilities.

Dyslexia - There is mild dysgraphia.

Attention Deficit Disorder - There is marked dysgraphia.

20. Variability in performance.

This is marked in both, but more erratic in attention deficit disorder.

21. Poor ability to organize work.

This is marked in both, but more erratic in attention deficit disorder.

22. Slowness in finishing work.

This is marked in both, but more erratic in attention deficit disorder.

23. Short attention span for age.

This is marked in both, but more erratic in attention deficit disorder.

24. Impaired concentration ability.

This is marked in both, but more erratic in attention deficit disorder. Hyperactivity of the dyslexic is task related and induced by the dyslexic while it is stimulus with the attention deficit disorder.

25. Impaired visual and auditory memory.

Due to brain processing errors, information received by visual (eyes) input and/or auditory (ears) input is not processed accurately and therefore is stored in memory inaccurately or because of a disorder of vigilance the processed information is not stored in memory.

PERCEPTUAL CATEGORIES

DYSLEXIA

Oral Reading: Low

Comprehension: Average to Above

Spelling: Low

Math: Average to Above

Handwriting: Average to Poor

Motor Skill: Average to Poor

RELATED DISORDERS

Attention Deficit Disorder (ADD/ADHD)

Oral reading - Average to Below Average

Comprehension: Low to Average

Spelling: Low

Math: Low

Handwriting: Low

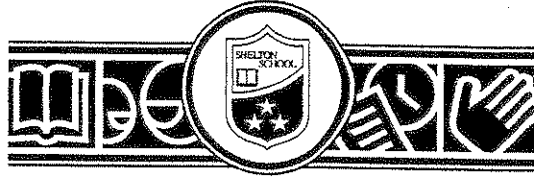
Motor Skill: Poor

Dyscalculia Math disability only

Written Expression disability

Dysphasia Oral language disability

Dysgraphia Writing disability that may occur with any of the above patterns



Pattern 1 Reading Disorder (Dyslexia)

- _____ Reading Accuracy Below Average
- _____ Spelling Below Average
- _____ Written Expression Below Average (Composition)

Pattern 2 Related Disorder: Reading Comprehension Disorder

- _____ Reading Comprehension Below Average
- _____ Math Usually Below Average
- _____ Written Expression Below Average (Organization)

Pattern 3 Related Disorder: Attention Deficit Hyperactivity Disorder

- _____ Sustained Attention Below Average
- _____ Inhibition Below Average
- _____ Impulsivity
- _____ Hyperactive or Hypoactive Behaviors

Pattern 4 Related Disorder: Math Disorder (Dyscalculia)

- _____ Mathematics Significantly Below Average
- _____ All Language Areas Within Normal limits

Pattern 5 Related Disorder: Motor Incoordination

- _____ Fine Motor Delays
- _____ Gross Motor Delays
- _____ Handwriting Below Average (Dysgraphia)

Pattern 6 Related Disorder: Oral Language Disorder (Dysphasia)

- _____ Oral Language Below Average
- _____ Mixed Receptive/Expressive Language Disorder
- _____ Expressive Language Disorder

Pattern 7 Related Disorder: Social Interaction

- _____ Social Skills Weaknesses
- _____ Non Verbal Learning Disorder
- _____ Mood and/or Anxiety Issues

Pattern 8 At Risk for Learning Disorder

Pattern 9 At Risk for Oral Language Disorder

Pattern _____	Mild	(Admission battery scores are ≤ 2 years below grade level)
	Moderate	(Admission battery scores are 3-4 years below grade level)
	Severe	(Admission battery scores are ≥ 4 years below grade level)

- ✚ A plus symbol, +, is used to indicate oral language weaknesses.
- ✚ Multiple pattern numbers indicate the level of complexity of the learning difference(s).
- ✚ Visual and/or Auditory Processing Disorders can be present in any and all patterns.

The Shelton Program: Assessment to Instruction

P	Indicators	Explanation of Patterns
1	<ul style="list-style-type: none"> • Reading accuracy • Spelling • Written expression- (composition) 	<p>Pattern 1 is given if test scores are below grade level in reading rate, reading accuracy, written spelling, or written expression (composition/mechanics), or if there are dyslexic errors present in reading, spelling or written expression.</p>
2	<ul style="list-style-type: none"> • Reading comprehension • Math • Written expression- (organization) 	<p>Pattern 2 is given if test scores are below grade level in reading comprehension, math, or written expression (organization/content).</p>
3	<ul style="list-style-type: none"> • Sustained attention • Inhibition • Impulsivity • Hyperactive or hypoactive 	<p>Pattern 3 is given if the student is diagnosed with ADHD, is currently taking ADHD medication, or if scores on the Brown ADD scales are abnormally elevated (composite T-score > 59).</p>
4	<ul style="list-style-type: none"> • Math skills 	<p>Pattern 4 is given if the student is diagnosed with a Math Disorder or has significantly low scores in math skills, while having normal scores in reading, spelling and other language areas.</p>
5	<ul style="list-style-type: none"> • Fine motor delays • Gross motor delays • Handwriting below average 	<p>Pattern 5 is given if the student is diagnosed with Developmental Coordination Disorder (Dysgraphia) or has significantly poor handwriting on writing samples.</p>
6	<ul style="list-style-type: none"> • Oral language • Mixed Receptive/Expressive Lang. Dis. • Expressive Language Disorder 	<p>If the student is already assigned pattern 6 (by Annette Stanislaw), then it is retained.</p>
7	<ul style="list-style-type: none"> • Social skills weakness • Nonverbal Learning Disorder • Mood and/or anxiety issues 	<p>Pattern 7 is given if the student is diagnosed with Nonverbal Learning Disorder, has mood and/or anxiety issues, or demonstrates significant weaknesses in social skills.</p>
8	<ul style="list-style-type: none"> • At risk for Learning Disorder 	<p>Pattern 8 is assigned to students in grades EC – 1 who show delays in (or disorders of) coordination, language, attention, or perception. It is also given to older students with no formal diagnosis, but processing weaknesses and/or test scores indicate the probability of a learning disorder.</p>
9	<ul style="list-style-type: none"> • At risk for Oral Language Disorder 	<p>Pattern 9 is assigned to students in grades EC – 1 who show evidence of Receptive-Expressive Language Disorder. It is also given to older students if oral language weaknesses are shown, but pattern 6 criteria are not met.</p>

Questions:

2. Who will we serve? Who not?
 - A. School's Mission Statement
 - B. Should we serve children at risk for or diagnosed as LD?
 - C. If we serve children with disorders, how do we determine the types and severity of the challenges we are trained to handle?

Sample Worksheet

To: January 9, 1998

Re: Subcommittee for Learning Differences

Q: What is the community that we serve?

We serve a population able to progress {more definition – age appropriate development-readiness} towards self-motivation, order, social, emotional, and academic maturity. This includes children with learning differences who work at a different pace than their community but who are able to progress within the community with parental and teaching support.

We do not serve children who manifest patterns of disruption, aggression and violence or who are otherwise unable to progress in the classroom community.

We cannot serve children who have learning or behavioral differences without vital parental and school recommended professional support. {qualify – vital parental support}

We recognize that sometimes even though all efforts have been made by parents, teachers, and children that the child may still not be served.

Questions:

3. How to identify? Referral/Screen

(See additional handouts)

A. Referral for Evaluation

1. Checklists

- 7 years and older
- 3 to 6 years
- ADD Rating Scales

2. Referral List of Professionals

B. Screening

1. Sample Lesson

2. Screening Batteries

3. Admission Profile

4. Extended Testing

REFERRAL FORM FOR _____

TEACHER: _____ CHILD'S NAME: _____
 GRADE: _____ DOB: _____ SCHOOL: _____ DATE OF ENTRANCE: _____
 LANGUAGE SPOKEN IN HOME : _____
 WHAT IS HIS/HER BEST SUBJECT? _____ WHAT IS HIS/HER WORST SUBJECT? _____

	YES	NO
CLASSROOM PERFORMANCE:		
1. Is easily distracted visually?	*	
2. Is easily distracted by noise?	*	
3. Over-reacts to most situations?	*	
4. Daydreams and has trouble attending?	*	
5. Is quiet and sluggish?	*	
6. Cannot follow directions.	*	
7. Does not do well in math concepts and operations.	*	
8. Is not able to verbalize knowledge.	*	
9. Cannot express self on paper.	*	
10. Handwriting is not legible.	*	
11. Cannot organize a paper.	*	
12. Is often absent.	*	
13. Poor organizational skills.	*	
14. Assignments not in on time.	*	
15. Does not request help when needed.	*	
SOCIAL BEHAVIOR	YES	NO
1. Has friends: Many		
Few	*	
2. Friends are: Younger/Older		
Peers	*	
3. Socializes with: Many		
Few	*	
4. Is immature.	*	
5. Appears to be trying, but success is limited.	*	
6. Displays poor judgment in a group.	*	
7. Clowning behavior.	*	
8. Hostile/Aggressive behavior.	*	
9. Withdrawn (shy) behavior.	*	
TEST BEHAVIOR	YES	NO
1. Seems to know material but cannot apply it when reviewed.	*	
2. Has difficulty retaining material.	*	
3. Knows it today but doesn't tomorrow.	*	
OBSERVATIONS	YES	NO
1. Hearing loss.		
2. Wears glasses.		
3. Rubs eyes.	*	
4. Difficulty saying certain words.	*	
5. Frequently wants questions repeated.	*	
6. Short attention span.	*	
7. Works with face close to book or paper.	*	
8. Often forgets books, assignments, personal items, etc.	*	
9. Difficulty with organization.	*	
PARENT CONTACTS	YES	NO
1. Have you met with the parents?		
2. Are the parents positive?		
3. Are the parents aware of difficulties in the classroom?		
4. In your opinion, is there a supportive home environment?		

* Yes answers indicate characteristics, which are often seen in students with learning differences.

**THE MATCH
TEACHER CHECKLIST**

**Observation of Behavioral & Academic
Performance in the Montessori Classroom**

Joyce Pickering, M.A., LSH/CCC
© 1986, 1990, 1991

**THE MATCH PARENT
CHECKLIST:**

**A DEVELOPMENTAL AND
BEHAVIORAL HISTORY**

Joyce S. Pickering, M.A., LSH/CCC
©1986, 1990, 1991

ADD Rating Scales

Conners' Parent Rating Scale - Revised (L)

by C. Keith Conners, Ph.D.

Child's Name: _____	Gender: M F
Birthdate: ____/____/____	Age: _____ School Grade: _____
Parent's Name: _____	Today's Date: ____/____/____

Questions On Scale Cannot Be Copied

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Conners' Teacher Rating Scale - Revised (L)

by C. Keith Conners, Ph.D.

Student's Name: _____	Gender: M F
Birthdate: ____/____/____	Age: _____ School Grade: _____
Teacher's Name: _____	Today's Date: ____/____/____

Questions On Scale Cannot Be Copied

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SHELTON SCHOOL REFERRAL LIST

Shelton School – Ward Campus Grs 4-12

Shelton Evaluation Center

Shelton Speech/Language Clinic

15720 Hillcrest Road

Dallas, TX 75248

972/774-1772

Shelton School – Swift Campus for Grs EC-3

9407 Midway Road

Dallas, TX 75220

214/353-9030

www.shelton.org

Shelton does not endorse any professional or organization.

REFERRAL LIST Table of Contents

Educational Diagnosticians	1
Physicians/Neurologists	2
Psychiatrists	3
Psychologists	4
Counselors	5
Language/Speech	6
Occupational Therapists	7
Tutors	8
Association Method Tutors	9

Screening for Learning Differences

SHORT BATTERY (30 minutes)

Teacher Checklist
Parent Checklist
ADD Checklist
Lindamood Auditory
 Conceptualize Test
 (Perceptual) (10 mins.)
Berea-Gestalt - Untimed
 (Perceptual) (10 mins.)

Gates Subtest (Language) (10 mins)

Classroom: (Administered &
 Scored by teacher)
 Alphabet Sample (Language) (10
 mins. or less)
 Number Sample (Numbers) (10
 mins. or less)

\$100.00 Test Battery
\$50 with 20 minute Conference
\$150.00 Total

LONG BATTERY (70 minutes +/-)

Teacher Checklist
Parent Checklist
ADD Checklist
K-Bit (Intellectual) (10 mins.)

TOLD-P (Language) (20 mins.)
 Oral Vocabulary
 Sentence Imitation
LAC (Perceptual) (10 mins.)
Berea (Perceptual) (10 mins.)
Informal Right-Left (Motor) (10 mins.)

Gates Subtest (Language) (10 mins.)

Classroom: (Administered &
 Scored by teacher)
 Alphabet Sample (Language) (10
 mins. or less)
 Number Sample (Numbers) (10
 mins. or less)

\$250.00 Test Battery
\$ 50.00 with 20 minute Conference
\$300.00 Total

SHELTON SAMPLE LESSON

CHILD'S NAME: _____ BIRTHDATE _____

PARENTS: _____ AGE: _____

DATE OF SAMPLE LESSON: _____ APPLYING FOR: Gr: _____ Yr: _____

I. PARENT INFORMATION

A. Parent Questionnaire completed _____ yes _____ no

B. Observation of Child in Separation from Parent

_____ Parted easily

_____ Some Hesitation

_____ Difficult to Refusal

C. Relationship to Parent

_____ Cooperative _____ Average _____ Uncooperative

II. CO-ORDINATION

A. Gross Motor Skills (observed in carrying materials, informal R-L)

_____ Above Average _____ Average _____ Low Average

B. Fine Motor Skills (observed in activities, drawing, writing)

_____ Above Average _____ Average _____ Low Average

C. Eye Hand Co-ordination (observed in activities, drawing, writing)

_____ Above Average _____ Average _____ Low Average

III. LANGUAGE

A. Oral (observed in carrying materials, informal R-L)

_____ Above Average _____ Average _____ Low Average

*Difficulty noted in:

_____ Word finding

_____ Expression in Phrases/Sentences

_____ Articulation

_____ Fluency

_____ Voice

B. Written (observed in Gates Subtest, writing alphabet, WRAT, writing numerals)

_____ Above Average _____ Average _____ Low Average

IV. ATTENTION

A. Observed in All Interactions:

_____ Above Average _____ Average _____ Low Average

*Difficulty noted: _____ Hyperactivity motor

_____ Eye Contact _____ Hyperactivity verbal

_____ Focus _____ Hypoactive

_____ Concentration _____ Distractible

OVER

V. **PERCEPTION**

Observed in Knobbed Cylinders, Pink Tower, Spindle Box, and Cards and Counters

A. Discrimination

_____ Above Average _____ Average _____ Low Average

B. Gradation

_____ Above Average _____ Average _____ Low Average

C. Pattern Maintenance

_____ Above Average _____ Average _____ Low Average

VI. **RELATIONSHIP**

A. Cooperation with teacher

_____ Above Average _____ Average _____ Low Average*

* Difficulty Noted

_____ Confrontational

_____ Negative

_____ Manipulative

_____ Aggressive

_____ Withdrawn

_____ Refusal to try

COMMENTS

RECOMMENDATIONS:

_____ Recommended _____ day visit to Shelton School

_____ Do not recommend a visit to Shelton at this time.

Signature: _____

Date: _____

Send 1 copy to Elementary Co-ordinator

Send 1 copy to Executive Director

Questions:

4. How best to serve student population we already have here?

A. In School Program

- Parents pay additional fee to school
- Staff Support Co-ordinator (paid by School) and Supervisor of Reading Support Program

B. In School Program

- Parents pay therapist directly
- School provides space/handles scheduling

C. Referral to outside services

D. Regardless of plan –

- School reviews all evaluations of student, prepares an Educational Support Plan (ESP) for each student with collaboration of professionals/parents

E. Clear Policy On:

- When and why the school can no longer serve a child, including procedure & documentation

SCHOOL
EDUCATIONAL SUPPORT PLAN

Name of Student: _____ Date: _____

Testing Available _____ Examiner: _____ Date of Testing: _____ Time Period: _____
 Next Review Date: _____

Strengths:	Weaknesses:
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Psychoeducational Testing Required _____ Tutor Required: Subject _____ Therapist Required: _____ Counseling Recommended _____ Required Trial Medication Recommended _____	TESTING RECOMMENDATIONS _____ Extended time on tests _____ Oral Tests
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CLASSROOM RECOMMENDATIONS _____ Seated at the front of the room _____ Tape Recorder for note-taking _____ Teacher or classmate notes available to student _____ Organization/Study Skills Binder _____ Homework Contract _____ Modified Written Work Assignments _____ Content _____ Length _____ Laptop Computer may be used in class for notes, writing assignments	GRADING CONSIDERATIONS _____ Spelling not counted as part of subject grade or given as a separate grade _____ Oral presentations and/or special projects accepted for extra credit
--	---

ADVISOR: _____ PRINCIPAL: _____ PARENTS: _____	TEACHERS: _____ _____ _____
OTHER RECOMMENDATIONS _____ Books on Tape _____ Large Print Books _____ Behavior Modification Plan	

Sample Worksheet

Committee on Learning Differences

How can we best serve students already enrolled at _____?

Guides who are passing students on to the next level have the responsibility of meeting with the child's new guide if there is a question the child may be at risk. These conferences should take place soon after the child begins in the new classroom. Receiving Guides have an obligation to read each child's file, including any evaluations done by outside professionals, shortly after child enters that level.

A. Classroom Guide is responsible for identifying each child he/she feels is exhibiting some characteristics of being 'at risk'.

B. Assess these students through screening instruments appropriate to their experience, i.e. teacher checklist based on Montessori milestones and materials. By doing so we would eliminate the possibility of unreliable information as the assessment would be ongoing and not a 'one shot' appraisal or evaluation. That kind of testing cannot allow for a child 'having a bad day'.

C. Once assessed as being 'at risk', follow the regular procedures set out in the Handbook. (Attached) All professional evaluations must be willingly shared with the school.

D. Guide, Division Director and Head of School meet with parents to determine if the recommendations outlined in the evaluation can be handled in the classroom.

E. If so, a committee composed of the Guide, Division Director, parents and child's tutor meet to set up an Individualized Education Plan (IEP) to be followed in the classroom and at home.

F. Consideration must be given at this time to the parent's willingness to actively participate in the IEP. This may mean homework checks, less outside scheduling for the student etc. Thought must also be given to the Guide's ability and willingness to administer the program and his/her accountability for the implementation and reporting process.

G. Follow-up must be done on a regular (3 month?) basis with Guide, parents and student involved. Written confirmation of progress should be brought to each meeting and a plan for continued growth.

H. If it is determined that the recommendations coming from the evaluation cannot be handled in the classroom, the committee should counsel with the parents concerning a more appropriate setting for the student.

Questions raised and still unanswered:

- How many children with IEPs can be handled by the Guide in one classroom without changing the character of the Montessori setting?
- Should the school hire a consultant who would sit on this committee and also be able to administer and interpret testing (standardized) for parents?
- How should standardized test scores be used in making determinations of at risk children?

REFERRAL PROCESS FOR SPECIAL NEEDS

In the event that a child exhibits learning discrepancies or patterns that interfere with a normal learning pattern, follow these guidelines:

1. The Guide should document the observed behavior and note patterns.
2. The Toddler/Primary Guides consult with the Lower School Director and the Elementary and Middle School consult with the Head of School to schedule an observation.
3. The Guide and the appropriate Division Director evaluate the data and plan strategies.
4. If the problem persists, parents are invited to a conference. The observations and the school's strategies are explained to the parents.
5. Parents are asked to become involved in this process and new strategies for home and school are established. A trial period is established with a conference scheduled at the end of that time.
6. If there is no progress by the end of the trial period, the school will recommend outside help.
7. A student may be asked to leave if compliance with the recommendation is refused.

RELEASE OF CHILDREN AND CARPOOLS

Children are released only to their parents, or to any adult the parent designates on the carpool form. In the event of a changing family situation in which one parent has custody of the child, the school will continue to release the child to either parent unless there is a copy of the legal court order indicating custody arrangements/visiting rights. Please check with the office to see if this is applicable to any of your children.

Only written carpool arrangements will be honored. Classroom Guide and ADP employees should be made aware of them. If at any time a staff member feels in his/her best judgment that the parent picking up is acting in an unsafe and irresponsible manner, the staff member should notify the office and the information will be communicated to the Head of School.

STUDENT FILES

Student files contain the original application, interview form, progress report forms, contract, day care agreements, health and release information. They may also contain test results, documentation of any special problem, conference forms and records from other schools or confidential information.

The staff may not under any circumstances remove files from the office or copy them. Parents may review the contents of their child's files. They may have copies of the contents. If they do not agree with any test results or information contained therein, they may include their own written statement in the file.

Only copies of the progress report form, test results, and health forms may be sent to another agency or school. Written parental consent is required to forward any information or test results. Information about individual children is confidential and may not be released.

Questions:

5. How do we set up a support team?

Resources for Classroom Teacher?

Questions:

6. How will we inform/train our staff?

- In-Service (on-going)
- Workshops
- Conferences

List of Workshops:

- ❖ Overview of Learning Differences
- ❖ Development of Oral and Written Language
- ❖ Montessori Applied to Children at Risk
- ❖ Discipline
- ❖ Sequential English Education(SEE) / a Multisensory Structured Language Approach

**JOYCE S. PICKERING, SLP/CCC, CALT/QI, HUM. D.
RESUME**

EDUCATIONAL BACKGROUND

B.S. Speech Pathology, Louisiana State University, 1959
M.A. Curriculum and Instruction, Virginia Polytechnical Institute, 1978
Hum.D. Honorary Doctorate of Humanities, Dallas Baptist University, 2002
Post Masters Montessori Preschool Training, Meca-Seton and
George Williams College, Chicago, Illinois 1979
Graduate Courses - Early Childhood Education, Learning Disabilities, Experimental
Psychology

PROFESSIONAL EXPERIENCE

2010 to Present Executive Director Emeritus, Shelton School & Evaluation Center
1990 to 2010 Executive Director, Shelton School & Evaluation Center
15720 Hillcrest Road, Dallas, TX 75248
972/774-1772; fax: 972/991-3977; email: jpickering@shelton.org
2010 Governor's Interim Committee on Dyslexia & Related Disorders
2007 to Present Clinical Assistant Professor, University of Texas Southwestern Medical Center
2005 to Present Steering Committee member - Center for Advanced ADHD Research, Treatment & Education, a
collaborative research study between Shelton School, University of Texas Southwestern Medical
Center and the University of Texas at Dallas Brain Health Center.
2000 to Present Adjunct Instructor, Dallas Baptist University, Dallas, Texas
1989-1990 Director of Affiliated Programs, The dePaul Schools, Louisville, KY
1986-1989 Language, Speech and Hearing Consulting Clinician,
Sarasota School System, Sarasota, FL
1984-1985 Director - Curriculum and Instruction K-12,
American School of Mexico City, Mexico City, Mexico
1975-1984 Dean Early Childhood Education & Primary School,
American Elementary and Secondary School, Sao Paulo, Brazil
1971-1975 Director - Reading Study Foundation
1970-1971 Director - Early Childhood Center
1967-1970 Director - Perceptual Development Center
1964-1967 Teacher - Deaf and Aphasic Children
1960-1964 Speech Pathologist

PROFESSIONAL ORGANIZATIONS

- Academic Language Therapy Association (ALTA) / *Certified Academic Language Therapist/Qualified Instructor*
(Board of Directors 2007 – present)
- American Montessori Society, (Board of Directors, 2010, Vice President 2011)
- American Speech-Language Hearing Association
- Council of Exceptional Children
- International Dyslexia Association (Board of Directors 1996 – 2006)
- International Multisensory Structured Language Education Council (IMSLEC) (President 1997 –
2005; Board of Directors 1996 – present)
- The Alliance for Accreditation & Certification of Structured Language, Inc.
(Board of Directors 2003 – 2008; Board President 2006 - 2007)
- 32° Masonic Learning Centers for Children, Professional Advisory Committee

AWARDS/RECOGNITIONS

- Imslec DuBard Award 2008-Service to Education
- IDA- Lifetime Achievement Award 2010
- Texas Woman's Hall of Fame Nominee 2010
- Altrusa – Outstanding Woman of Today 2010, Education
- Dallas Historical Society – Outstanding Contributions in Health Sciences 2010
- Joyce S. Pickering Endowed Chair, Shelton School 2010

MACAR Manuals

Summary of Each Manual's Purpose & Contents

Administrators I (Joyce Pickering, Lex Alegria)

- Introduction - explanation of Dyslexia And Related Disorders
- Montessori Philosophy and Dr. Charles Shedd's Philosophy
- 3 papers by Joyce S. Pickering on Montessori Applied to Children At Risk
- Checklists for a Montessori Teacher, Regular Kindergarten Teacher, and the Parent to assess if a child is "At Risk" for Learning Differences.
- Suggested Admissions Procedures for a Montessori School
- Curriculum Charts for Written Language and Oral Language Development
- Testing and Evaluation Section for screening students in an Applied Montessori Preschool Program.

Administrators II (Joyce Pickering, Lex Alegria)

For an Applied Montessori Preschool Program, suggested

- Administrative/Organizational Procedures
- Publication examples to use in the program
- Daily Program Operation Guidelines and Procedures
- Record Keeping Forms and Procedures
- Discipline - reports, charts and articles regarding discipline

Oral and Written Language Manual (Joyce Pickering and Casey Barnett)

Definitions of terms; Introduction to the Learning Process Flow Chart + 2 charts

Curriculum of Montessori Language divided into 12 tasks with exercises to accomplish each task:

1. Need to Master Basic Spoken Language
2. Need to Refine Visual Acuity
3. Need to Learn Pattern and Sequence, including spatial and temporal order
4. Need to Analyze Spoken Words Into Separate Sounds
5. Need to Learn to Blend Discrete Sounds together to Form Words
6. Need to Develop Pre-Writing Skills
7. Need to Recognize Basic Written Language & To Write Letter Symbols
8. Need to Learn to Recognize a Basic Set of Several Dozen Nonphonetic Sight Words
9. Need to Analyze Spoken Words for Their Discrete Sounds, Associate Symbols with These Sounds and To Write the Words
10. Need to Analyze Written Words for Discrete Sounds and to Blend them Together for Independent Reading with Meaning
11. Need to Analyze Spoken Sentences into Functional Parts
12. Need to Compose Meaningful Oral Sentences from Sentence Parts and to Develop Further Knowledge of Grammar Concepts

Ways Children Explore Writing

Practical Life (Lex Alegria, Joyce Pickering, Casey Barnett)

This manual gives specific suggestions for the “At Risk” child on each activity and emphasizes oral language development.

- Montessori Curriculum Charts
- Introduction to Practical Life - the Environment and Rules of the Room
- Language Development
- 71 Practical Life Activities Provided with Oral Language Enhancement

Sensorial (Lex Alegria, Joyce Pickering, Casey Barnett)

This manual gives specific suggestions for the “At Risk” child on each activity and emphasizes oral language development.

- Montessori Curriculum Charts
- Introduction to Sensorial Curriculum
- Language Development
- 30 Sensorial Presentations with Language Enhancements

Math (Casey Barnett & Joyce Pickering)

Sensitive period for mathematics occurs at the ages of four to seven years of age. If the child has been prepared, through his environment, having sensory skills, observational skills and perceptual skills, then the child can begin to understand mathematics through the Montessori Math materials. For the “At Risk” child whose perceptual skills may be faulty, specific suggestions for reducing the difficulty of tasks, organizing the materials and enhancing the language of math are given.

Manual includes Activities for:

- Preparation for Number Rods
- Number Rods
- Consolidation 0-10
- Place Value and the Decimal System
- Functional Games
- Math Forms

Oral Language Development (Joyce S. Pickering, Carolyn O’Neal, Rachel Kipperman, Jessica Pickering)

This manual was written to provide the Montessori teacher with an understanding of oral language development and a curriculum for vocabulary development, which includes 9 basic vocabulary categories. It details line and shelf activities, which may be presented.

- Outline of Oral Language Development Curriculum
- Chart of Oral Language Development Curriculum
- Listening Skills
- Oral Language Development – Line & Shelf Activities for body, family, clothing, house, community, geography, animals, plants, food, and general concepts; seasonal, holidays
- Supply List
- Classroom Vocabulary & Academic Language
- Perceptual Motor Skills

Structural Math (Dr. Charles Shedd/Perceptual Development Center Staff)

This math manual was written as a guide to teaching math to LD children. It can be used to teach mathematics with Montessori's activities illustrating the concept being taught and the child practicing independently.

Activities covered in Structural Math include:

- Counting by 1's to 100 forward and backward.
- Visual recognition of numbers out of sequence.
- Number to quantity association.
- Sequencing numbers
- Writing 1 to 100.
- Concept of place value.
- Counting of 10's, 5's, 2's to 100 forward and backward.
- Before and after.
- Expanded and standard numeral
- Addition
- Subtraction
- Multiplication
- Division
- Fractions
- Decimals
- Ratio/Proportion.

Shedd Perceptual Motor Skills (Dr. Charles Shedd)

Dr. Shedd, in this manual, summarizes the normal development skills for each age level 4 to 10 years of age. He then provides activities to foster each skill.

With each age group's perceptual motor skills discussed in major categories of:

- Bodily Activities
- Manipulatory Activities
- Assessment of Functional Levels
- Training
- Assessment Discussed by each age group (4-10 year olds)
- Recreation and Skill Building Activities

Shedd Social Values - Book I, Book II, Book III, by Dr. Charles Shedd

This series is a collection of three books for elementary, middle, and upper school which contain a program to directly teach Social Skills and Social Values. Some of the topics in this series include: Courage, Prudence, Perseverance, Self-Control, Kindness, Family, Friends, Cooperation, Manners, Fairness, Proper Behavior in School, Bullying, Clownish Behavior, Boasting, Cleanliness, Habits, Order, Obedience, Trustworthiness, Animal Care.

Each topic is taught in three parts; Introduction of the Concept, Story/Discussion, and Role Plays.

Auditory Discrimination & Memory

A series of three manuals which begin with discrimination of short vowels, consonant, and consonant digraph sounds. The lessons are set up as drills in which the student listens and responds orally or in writing to the beginning sound in a word, the final sound, or the word family. Advanced drills require the student to discriminate the difference between three beginning sounds or three word families. Book II includes responses, discriminating consonant blends and Book III covers long vowel sounds and diphthongs.

Auditory Discrimination and Memory improves:

Specific Subskills - Segmentation/Synthesis

1. Auditory discrimination of sounds, word families and words.
2. Auditory memory of a series of sounds in a word family or word.
3. Auditory discrimination and memory of directions.
4. Integration of auditory information to visual symbols and visual-motor reproduction of that information, which is required in the processing of language in every class, every day.

MATCH Vocabulary Enrichment

Manual provides an outline by category of an oral language development plan. The major categories are: Social Studies, Science, and Seasonal Language. These categories are divided into the Social Studies units of: body, family, clothes, house, community, geography, and the Science units of animals, plants, food, and general language concepts. Seasonal Language includes: weather and time of day, calendar, and seasons.

Each unit has suggested activities for developing the vocabulary presented.



THE SHELTON WAY

A World Model for Educating Students Who Learn Differently

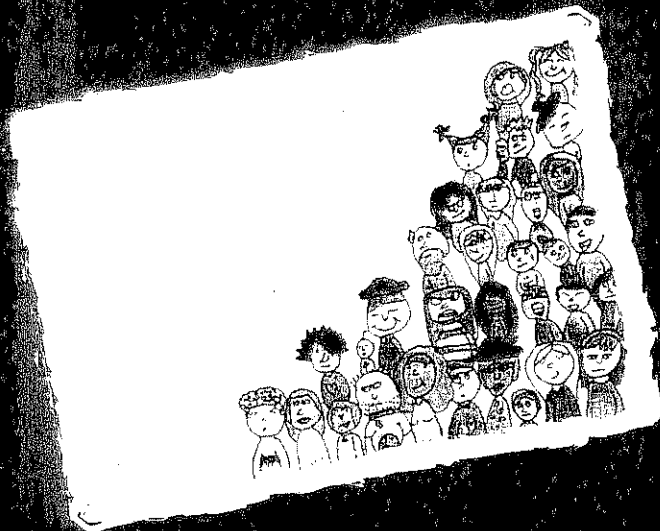
Professional Development for Montessori Teachers

MACAR

Montessori Applied to Children At Risk

July 5 – 14, 2011

(no class on Sunday)



MACAR is designed to assist the Montessori teacher to serve students with learning differences in the regular classroom. The teacher will be provided specific strategies for matching the Montessori educational method to those needs.

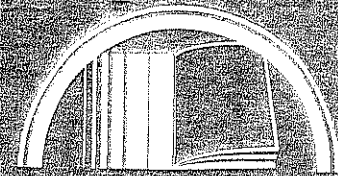
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THE SHELTON WAY

A World Model for Educating Students Who Learn Differently

Shelton Montessori Teacher Education Center

Elementary Level 1 Course

**MACTE Accredited
AMS Affiliated**



Shelton Montessori Teacher Education Center offers a traditional Elementary Level 1 Course. Expertise in addressing the needs of the student who learns in a slightly different way is also shared.

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MACAR
Montessori Applied to Children At Risk

Shelton Montessori Teacher
Education Center
Elementary Level I Course

Level I:

Overview of Learning Disabilities
Understanding the "At-Risk" Child
Modification of Montessori Methods and
Techniques
Oral and Written Language Program
Social Skills Development
Discipline

Level II:

Prerequisite: Level I (Beginning) MACAR course

Models of Support for Learning Different
Children
Testing (including Referral)
Diagnosis and Progress Testing
Using Montessori presentations for Diagnostic
and Remedial Analysis
Record Keeping
Empowering for Self-Control
Choices, A Social Skills Program

Graduate level credit is available for both
courses through Dallas Baptist University for an
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Level I Webinar - \$2,000 plus materials
Level II at Shelton - \$1,900 plus materials

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Outreach 972-774-1772 Ext. 2223

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This 2-year course offers rigorous in-depth study
and includes:

Lectures and demonstrations
Classroom observations
Small group projects
Manual and material creation
Research
Practicum and yearlong project

Instructors have multiple accreditations in
Montessori and have extensive experience in
working with children who learn differently.

Classes meet two Saturdays per month during
the school year, 3 weeks the first summer, and
2 weeks the following summer. Classes run
from 8:30 - 5:30.

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hours, is required for participants not certified
through a MACTE accredited Early Childhood
course.

Tuition*:

Non-refundable Application Fee.....	\$ 150
Non-refundable Deposit.....	\$ 350
Due on First Day of Class.....	\$ 2500
Due on First Day of Practicum.....	\$ 2000
Total.....	\$ 5000

**Accreditation fees, books, and manuals are the
responsibility of the participant.*

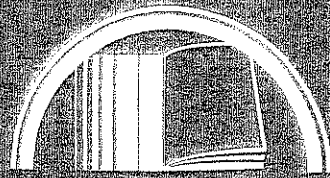
A Master of Arts in Teaching with a
Concentration on Montessori is available
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Contact:

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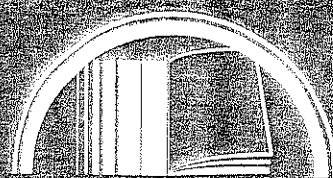
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Active Reading Deck	\$15.00	
Narrative and Expository Comprehension Note Cards	\$22.50	
Shelton Morpheme Deck	\$45.00	

Sound Wall Chart	\$45.00	
Student Sound Folder	\$25.00	
Manipulatives for Phonemic Awareness Activities	\$30.00	
PA & Aud Discrim & Memory for AP, Teacher Ed	\$50.00	
Auditory Discrimination & Memory Book I Teacher	\$40.00	
Auditory Discrimination & Memory Book II Teacher	\$40.00	
Auditory Discrimination & Memory Book III Teacher	\$40.00	

Study Skills

Shelton System - Org/Study Skills	\$52.00	
Org. Binder System Materials	\$40.00	

Choices

Choices EC - K	\$41.00	
Choices 1-3	\$90.00	
Choices 4-6	\$90.00	
Choices 7-9	\$90.00	

Memory Enhancement

Multisensory Instruction Memory Board (1)	\$7.00	
Multisensory Instruction Memory Board Set (5)	\$25.00	
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- Structural Math
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- Fluency
- Comprehension
- Accommodating the Learning Different Student
- Montessori Applied to Children At Risk (MACAR)

*Training to address intensive intervention also available.

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