

Welcome!

Thank you for joining us! The webinar will begin shortly.



What Report Cards Can Tell You About Essential Skills for Learning

Presented by Erik von Hahn, MD

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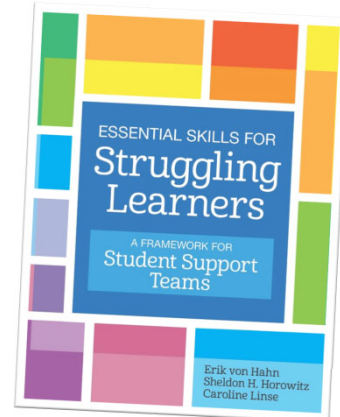
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Essential Skills for Struggling Learners

To provide the right supports for struggling students in grades pre-K to 12, your school team needs a thorough understanding of the skills that contribute to learning—and a systematic way to help students with a wide range of learning difficulties.

This innovative planning guide is your key to identifying and prioritizing the essential skills that students with and without learning difficulties need to succeed.

<https://bpub.fyi/EssentialSkills>



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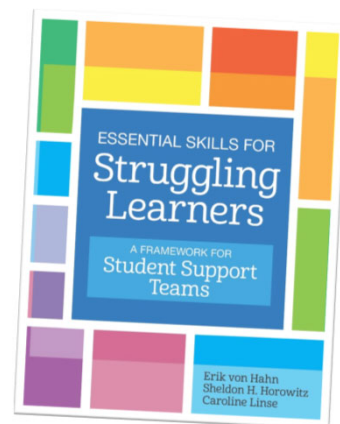
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Giveaway

We're giving away 3 FREE copies of
**Essential Skills for
Struggling Learners!**

Three attendees will be selected at random and emailed after the webinar. Submit your questions to Dr. von Hahn to increase your chances!



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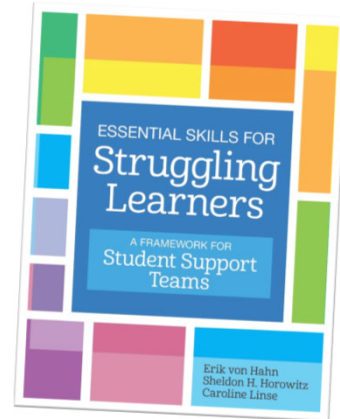
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Survey

At the end of the webinar, you'll be prompted to complete **a short survey.**

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What Report Cards Can Tell You About Essential Skills for Learning



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Target audience



- General education teacher
 - Expertise of the general education teacher
- Other target audiences:
 - Specialists and the Student Support Team
 - Students with diverse disabilities in diverse settings
 - Parents

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Purpose of *Essential Skills for Struggling Learners*

- Use observations of student performance
 - To identify the source of difficulty
 - And develop targets for intervention

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Developmental underpinnings of learning success

Essential skills for Struggling Learners
Essential skills for all Learners

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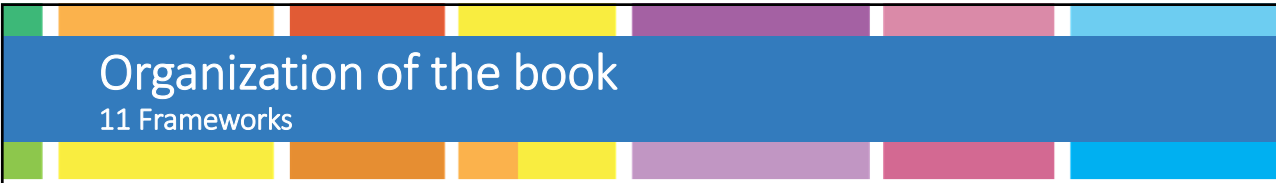


Organization of the book

11 chapters, 11 developmental domains, 11 Frameworks

1. Vision skills
2. Hearing skills
3. Motor skills
4. Formal Language skills
5. Pragmatic language skills
6. Executive skills
7. Affect and self-regulation skills
8. Social skills
9. Reading skills
10. Writing skills
11. Math skills

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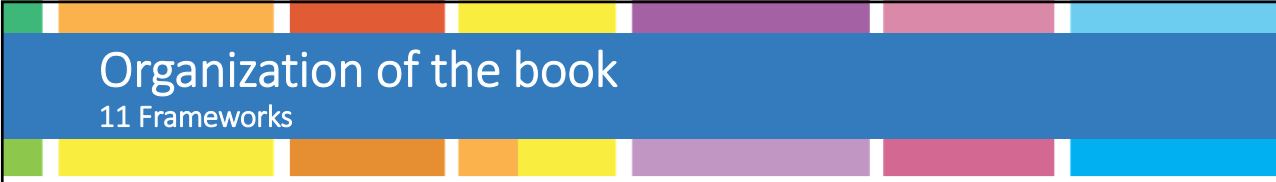


Organization of the book

11 Frameworks

- Each framework
 - Consists of skill sets and skills
 - Presented in a developmentally logical hierarchy

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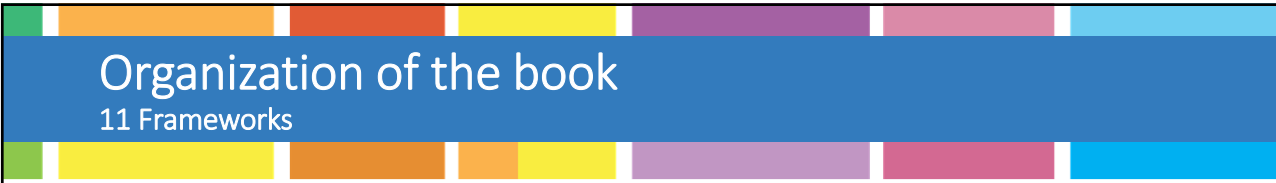


Organization of the book

11 Frameworks

- Example:
- Language skills Framework
 - Phonological awareness and articulation
 - Vocabulary
 - Sentences (morpho-syntax)
 - Narrative
 - Sequences, linking devices, causal chains, episodes

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Organization of the book

11 Frameworks

- Example:
- Executive Skills
 - Orientation
 - Initiation
 - Shifting cognitive set
 - Impulse control/ Inhibition
 - Working memory
 - Planning
 - Organization
 - Meta-cognition

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Introduction to *Essential skills for Struggling learners*

- Each chapter assists you in the following skills:
 - Observation
 - Interpretation
 - Communication/verification with colleagues
 - Intervention
 - Communication with the student

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Introduction to *Essential skills for Struggling learners*

- Toggling

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Goals for this webinar

- Goal #1:
 - Link the sections of a report card to the Frameworks
- Goal #2:
 - Link observable behaviors to skills sets/ skills
- Goal #3:
 - Use *Essential Skills for Struggling Learners* in your practice
 - Communication and partnering with specialists
 - Intervention
 - Communication and partnering with the student and the student's family

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Goal #1: Report cards and Frameworks

- Link key sections of report cards to *Essential Skills* Frameworks

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English Language Arts		Term 1	Term 2	Writing	
Reading Literature				Writes narratives in which they recount two or more sequenced events, including details and <u>transition words and provide a sense of closure</u>	B
Retells stories, including key details, and demonstrates understanding of their central <u>message or lesson</u>		B		Writes informative/explanatory texts in which they name a topic, supply facts about the topic, and <u>provide a sense of closure</u>	NA
Explains major differences between books that tell stories and books that give information, drawing on a wide range of reading and text types		B		Writes opinion pieces in which they introduce the topic state an opinion, supply a reason for the opinion, and <u>provide a sense of closure</u>	NA
Uses illustrations and details in a story to <u>describe its characters, setting, or events</u>		D		With guidance and support from adults, responds to questions and suggestions from peers, and adds details to strengthen writing as needed	B
Reading Information Text				Speaking and Listening	
Identifies the main topic and retells key details of the text		B		Participates in and continues curricular-based grade-level conversations with peers and adults by <u>listening, taking turns, and staying on topic</u>	D
Knows and uses various text features to locate key facts or information in a text		NA		Language	
Uses the illustrations and details in a text to <u>describe its key ideas</u>		NA		Demonstrates grade-level knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing	D
Foundational Skills					
Demonstrates understanding of the organization and <u>basic features of print</u>		D			
Demonstrates understanding of words, syllables and <u>sounds when speaking</u>		D			
Knows and applies grade-level phonics and <u>word analysis skills in decoding words</u>		B			
Reads grade-level irregularly spelled words		B			
Read with sufficient accuracy and fluency to <u>support comprehension</u>		B			

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Mathematics		Term 1	Term 2
Practice Standards			
Makes sense of problems and perseveres in <u>solving them</u>		2	
Checks answers for accuracy		2	
Operations & Algebraic Thinking			
Represents and solves problems (including word problems) involving addition using objects, <u>drawings and equations</u>		D	
Represents and solves problems (including word problems) involving subtraction using objects, <u>drawings and equations</u>		D	
Demonstrates an understanding of the <u>relationship between addition and subtraction</u>		D	
Knows and uses basic math facts. - Fluently <u>adds and subtracts within 10</u>		D	
Uses strategies to add and subtract within 20		D	
Number and Operations in Base Ten			
Reads, writes and compares numbers to 120		NA	
Demonstrates an understanding of place value with <u>tens and ones</u>		NA	
Use place value understanding and properties of <u>operations to add within 100</u>		NA	
Use place value understanding and properties of <u>operations to subtract within 100</u>		NA	

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Class Citizen as a Learner	Term 1	Term 2
Class Citizen as a Learner		
Interacts respectfully with others	3	
Takes responsibility for actions	3	
Shows self-control	2	
Shows evidence of sustained effort	3	
Problem solves in social situations	3	
Follows established routines	3	
Listens attentively	2	
Organizes and takes responsibility for belongings	2	
Follows directions	2	
Uses classroom materials purposefully and respectfully	4	
Is willing to try new experiences and strategies	2	
Responsibly completes and returns homework on time	4	
Transitions appropriately	2	
Follows rules	3	
Makes productive use of class time	3	

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Science	Term 1	Term 2
Earth Science – Air and Weather FOSS Unit		
Describes the daily motion of the sun, moon, and stars in the sky using personal observations.	M	
Identifies seasonal changes including sunrise/sunset times, temperature and precipitation patterns, and changes to the environment.	D	
Physical Science – Sound and Light FOSS Unit		
Demonstrates (using constructed models) that vibrating materials can make sound and that sound can make materials vibrate.	NA	
Uses collected data to describe the effect of placing transparent, translucent, opaque, and reflective materials in the pathway of a beam of light.	NA	
Constructs a simple device that uses sound or light to send a signal over a distance.	NA	
Life Science – Plants and Animals FOSS Unit		
Explains how plants use roots, stems, and leaves to take in water, air, and nutrients to produce their own food	NA	
Compares (using text and video evidence) ways in which the behavior of different animal parents and their offspring help the offspring to survive	NA	
Identifies similarities and differences among individual plants and animals of the same kind	NA	

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Health - Physical Education	Term 1	Term 2
Motor Skills and Movement Patterns		
Demonstrates competency in locomotor skills (walk, run, hop, jump, gallop, skip, slide)	M	
Demonstrates competency in non-locomotor stability skills (balance, weight transfer)	M	
Demonstrates competency in manipulative skills (throw, catch, kick, strike)	D	
Knowledge of Concepts, Principles, Strategies, and Tactics Related to Movement and Performance		
Applies basic directional commands to all locomotor skills	NA	
Applies speed, level, spatial relationships and use of various body parts to movement skills	NA	
Topics in Health		
Understands the concepts and skills pertaining to behaviors that enhance health and reduce health risks	NA	
Responsible Personal and Social Behavior that Respects Self and Others		
Follows directions and safety rules	4	
Works well independently, and with others	4	
Puts forth best effort when practicing/performing skills	4	

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Art	Term 1	Term 2
Academic Performance Skills - Hand		
Demonstrates skill building and craftsmanship	M	
Academic Performance Skills - Mind		
Understands and applies artistic concepts	M	
Presents and responds to works of art	M	
Connects art making to self and the world around us	M	
Pro Social Skills - Heart		
Demonstrates appropriate personal work habits and effort	4	
Pro Social Skills - Attitude		
Cooperates and is respectful of others, materials and art space.	4	

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Report cards are mostly all the same

1. English Language Arts
2. Classroom participation behaviors
3. Math
4. Physical education, art, music
5. Content: Social studies, science, technology

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Report cards sections and associated *Essential Skills Frameworks*

Report card sections

1. English Language Arts
2. Classroom participation behaviors
3. Math
4. Physical education, art, music
5. Content: Social studies, science, technology

Associated *Essential Skills Frameworks*

1. Reading skills, Writing skills, Formal Language skills
 - Executive skills
2. Executive skills, Self-regulation skills
 - Language skills
3. Math skills
 - Executive skills
4. Motor skills
 - Vision skills, hearing skills
5. See ELA and other frameworks

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Pause for reflection

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A decorative header and footer consisting of a row of colorful rectangular blocks in shades of green, orange, red, yellow, purple, pink, and blue. The top row is above a blue header bar, and the bottom row is below the main content area.

Goal #2: Observations and Interpretation

- Observe student performance
- Identify the struggling learner
- Link student performance observations to skill sets and skills

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Identify the Struggling Learner

Academic Indicators	
The student meets the standard and applies the concepts/skills with independence.	M
The student is developing an understanding of the concepts/skills.	D
The student is beginning to understand the concepts/skills with frequent support.	B
The standard has not been addressed at this time.	NA


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Where is this learner struggling?

Where is he succeeding?

English Language Arts	Term 1	Term 2		
Reading Literature				
Retells stories, including key details, and demonstrates understanding of their central message or lesson.	B		←	B ←
Explains major differences between books that tell stories and books that give information, drawing on a wide range of reading and text types.	B			NA
Uses illustrations and details in a story to describe its characters, setting, or events.	D			NA
Reading Information Text				
Identifies the main topic and retells key details of the text.	B		←	B ←
Knows and uses various text features to locate key facts or information in a text.	NA			
Uses the illustrations and details in a text to describe its key ideas.	NA			
Foundational Skills				
Demonstrates understanding of the organization and basic features of print.	D			D ←
Demonstrates understanding of words, syllables and sounds when speaking.	D		←	
Knows and applies grade-level phonics and word analysis skills in decoding words.	B		←	
Reads grade-level irregularly spelled words.	B		←	
Read with sufficient accuracy and fluency to support comprehension.	B		←	
Writing				
Writes narratives in which they recount two or more sequenced events, including details and transition words and provide a sense of closure.	B			B ←
Writes informative/explanatory texts in which they name a topic, supply facts about the topic, and provide a sense of closure.	NA			
Writes opinion pieces in which they introduce the topic state an opinion, supply a reason for the opinion, and provide a sense of closure.	NA			
With guidance and support from adults, responds to questions and suggestions from peers, and adds details to strengthen writing as needed.	B			B
Speaking and Listening				
Participates in and continues curricular-based grade-level conversations with peers and adults by listening, taking turns, and staying on topic.	D			D ←
Language				
Demonstrates grade-level knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	D			D


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Observations from ELA- Foundational skills

Observations	Which framework will you use?
<ul style="list-style-type: none"> • Demonstrates understanding of words, syllables, and sounds when speaking 	<ul style="list-style-type: none"> • Reading skills • Writing skills • Language skills • Executive skills


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Observations from ELA- Foundational skills

Observations	Which framework will you use?
<ul style="list-style-type: none"> • Demonstrates understanding of words, syllables, and sounds when speaking 	<ul style="list-style-type: none"> • Reading skills • Writing skills • Language skills • Executive skills


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Observations from ELA- Foundational skills

Observations	Skill sets and skills
<ul style="list-style-type: none"> • Demonstrates understanding of words, syllables, and sounds when speaking 	<ul style="list-style-type: none"> • Formal language skills framework <ul style="list-style-type: none"> • Phonological awareness/ articulation • Vocabulary • Sentence-level language (morpho-syntax) • Narrative

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Observations from ELA- Foundational skills

Observations	Skill sets and skills
<ul style="list-style-type: none"> • Demonstrates understanding of words, syllables, and sounds when speaking 	<ul style="list-style-type: none"> • Formal language skills Framework <ul style="list-style-type: none"> • Phonological awareness and articulation • Vocabulary • Sentence-level language (morpho-syntax) • Narrative • Reading skills framework <ul style="list-style-type: none"> • Phonological awareness • Phonics • Reading fluency • Reading vocabulary • Reading comprehension

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Observations from ELA- Foundational skills

Observations

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads grade-level irregularly spelled words
- Reads with sufficient accuracy and fluency to support comprehension

Which Framework?

- Reading skills
- Writing skills
- Language skills
- Executive skills

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Observations from ELA- Foundational skills

Observations

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads grade-level irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension

Skill sets and skills

- Reading skills
- Writing skills
- Language skills
- Executive skills

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Observations from ELA- Foundational skills

Observations

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads grade-level irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension

Skill sets and skills

- Reading skills framework
 - Phonological awareness
 - Phonics
 - Reading fluency
 - Reading vocabulary
 - Reading comprehension

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Observations from ELA- Reading Literature


Observations

- Identifies the main topic and retells key details of the text
- Retells stories, including key details, and demonstrates understanding of their central message or lesson

Which Framework?

- Reading skills
- Writing skills
- Formal Language skills
- Executive skills


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Observations from ELA- Reading Literature

Observations	Skill sets and skills
<ul style="list-style-type: none"> • Identifies the main topic and retells key details of the text • Retells stories, including key details, and demonstrates understanding of their central message or lesson 	<ul style="list-style-type: none"> • Reading skills • Writing skills • Formal Language skills • Executive skills

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Observations from ELA- Reading Literature

Observations	Skill sets and skills
<ul style="list-style-type: none"> • Identifies the main topic and retells key details of the text • Retells stories, including key details, and demonstrates understanding of their central message or lesson 	<ul style="list-style-type: none"> • Formal language skills <ul style="list-style-type: none"> • Phonological awareness/ articulation • Vocabulary • Sentence-level language (morpho-syntax) • Narrative <ul style="list-style-type: none"> • E.g. Sequences, linking devices, causal chains

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Observations from ELA- Reading Literature

Observations

- Identifies the main topic and retells key details of the text
- Retells stories, including key details, and demonstrates understanding of their central message or lesson

Skill sets and skills

- Formal language skills
- Reading skills framework
 - Phonological awareness
 - Phonics
 - Reading fluency
 - Reading vocabulary
 - Reading comprehension

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Summary of interpretations

- This learner is struggling with
 - Reading skills framework
 - Phonics and fluency
 - *Phonological awareness appears to be intact*
 - Formal Language Skills Framework
 - Narrative
 - *Earlier-emerging language skills appear to be intact*

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Observations of Classroom participation behaviors

Social Skills/Work Habits Indicators

The student consistently demonstrates this skill.	4
The student demonstrates this skill most of the time.	3
The student demonstrates this skill some of the time.	2
The student requires on-going support to develop this skill.	1


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Observations of classroom participation

Where is this learner struggling? Where is he succeeding?

Class Citizen as a Learner	Term 1	Term 2
Class Citizen as a Learner		
Interacts respectfully with others	3	
Takes responsibility for actions	3	
Shows self-control	2	←
Shows evidence of sustained effort	3	
Problem solves in social situations	3	
Follows established routines	3	
Listens attentively	2	} ←
Organizes and takes responsibility for belongings	2	
Follows directions	2	
Uses classroom materials purposefully and respectfully	4	
Is willing to try new experiences and strategies	2	
Responsibly completes and returns homework on time	4	
Transitions appropriately	2	←
Follows rules	3	
Makes productive use of class time	3	


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Classroom participation behaviors

Observations	Frameworks for Classroom participation
<ul style="list-style-type: none"> • Listens attentively • Shows self-control • Organizes and takes responsibility for belongings • Follows directions • Transitions appropriately 	<ul style="list-style-type: none"> • Executive skills • Self-regulation skills • Language skills


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Classroom participation behaviors

Observations	Frameworks for Classroom participation
<ul style="list-style-type: none"> • Listens attentively • Shows self-control • Organizes and takes responsibility for belongings • Follows directions • Transitions appropriately 	<ul style="list-style-type: none"> • Executive skills • Self-regulation skills • Language skills


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Classroom participation behaviors

Observations	Skill sets and skills
<ul style="list-style-type: none"> • Listens attentively • Shows self-control • Organizes and takes responsibility for belongings • Follows directions • Transitions appropriately 	<ul style="list-style-type: none"> • Executive skills framework <ul style="list-style-type: none"> • Orientation/ initiation • Shifting cognitive set • Impulse control/ inhibition skills • Working memory • Planning • Organization • Meta-cognition • Affect and self-regulation skills framework <ul style="list-style-type: none"> • Arousal/ energy level • Emotions • Self-regulation skills

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Classroom participation behaviors

Observations	Skill sets and skills
<ul style="list-style-type: none"> • Follows rules • Follows established routines • Takes responsibility for actions • Interacts respectfully with others 	<ul style="list-style-type: none"> • Executive skills framework <ul style="list-style-type: none"> • Orientation/ initiation • Shifting cognitive set • Impulse control • Working memory • Planning • Organization • Meta-cognition • Self-regulation skills framework <ul style="list-style-type: none"> • Arousal/ energy level • Emotions • Self-regulation skills

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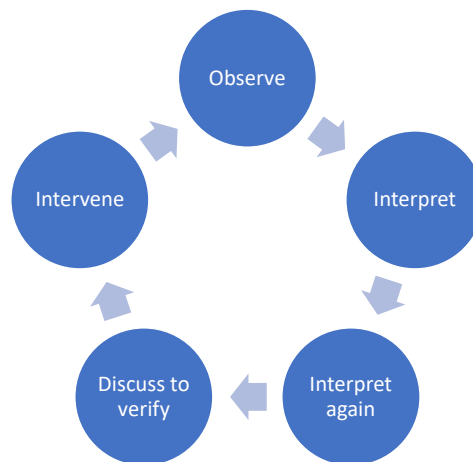
Summary of Observations and interpretations

- Performing successfully:
 - Phonological awareness
 - Conversations
- Struggling with:
 - Narrative skills
 - Phonics and fluency
 - Impulse control and working memory
 - Arousal (self-control)

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Goal #3: *Essential Skills* in practice

What do you do
now?



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Goal #3: *Essential Skills* in practice

- Observe again
 - Multiple observations, over time, under different circumstances, in different settings
 - Make targeted observations
- Interpret again
 - Confirm that your interpretation is correct
- Discuss with colleagues to verify

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Goal #3: *Essential Skills* in practice

- Once your interpretations are confirmed, develop interventions
- Ask the specialist: What interventions can I offer to improve...
 - Narrative skills?
 - Phonics and fluency?
 - Impulse control and working memory?

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Goal #3: *Essential Skills* in practice

- After your conversation with the specialist, speak with the student
 - “I’ve noticed that...”
 - You struggle with sounding out words
 - You sometimes show acting before thinking
 - When you tell a story, it’s not always in the right order
 - “What I will do with you is...”
 - Teach you about sounding out words
 - Help you to do more thinking before acting/ help you to check for errors
 - Help you to tell stories so that everyone will listen and understand you

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Questions?

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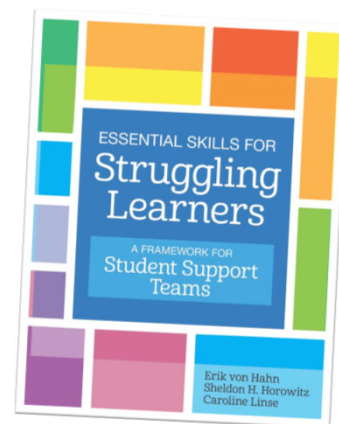


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