Brad Irvin

**Instructional Strategy – Special Education – Feed Back Loop**

<https://www.youtube.com/watch?v=V9Mru-0rbk8>

This instructional strategy technique is used to teach reading to students with processing disorders in a non-stressful environment that builds the students confidence.

**How to Use:**

The teacher states a letter either in upper case or lower case twice. The students repeat the letter back twice. The teacher asks the students to write the letter on a small individual erasable display board. The teacher then asks for the student to show her the letter back from their desk.

**When to Use**

Students with processing disorders need to learn through either:

* See it, say it, or hear it
* Hear it, write it, or see it

**Variation**

This is a teacher led exercise with the entire class. Depending on the room size, the teacher could break the students up in small groups and rotate to each group with the exercise. The students would have another exercise to work on independently.

**Instructional Strategy – Special Education – Fidget Box**

<https://www.youtube.com/watch?v=Dd62-eL0JYI>

This instructional strategy technique is used to help students with ADHD to focus on the lesson(s) being taught and making good choices.

**How to Use:**

When a student is feeling stressed, they have the option to move to the back of the classroom and select a fidget toy/item from the Fidget box. The box includes small rubber stress balls, Rubik’s cubes and other small items. The items must move around without requiring the student to look at it.

**When to Use**

The fidget box is available at any time during the class. It takes a lot of energy to sit still and small toys appear to help students focus.

**Variation**

Larger items could be included (cushions) to the available objects or the student may have something else they use to help with stress.

**Instructional Strategy – Special Education – Thanksgiving**

<https://education.cu-portland.edu/blog/classroom-resources/4-thanksgiving-lesson-plans/>

This instructional strategy is used to assist students with understanding of the Thanksgiving holiday, social studies, and foods in a fun and interactive way that includes involvement with parents.

**How to Use:**

1. The teacher announces to the class that Thanksgiving is coming. The teacher elicits feedback from the students about what they know about Thanksgiving.
2. The teacher provides the students with a chart of pictures and the corresponding names of various foods eaten on Thanksgiving on a handout.
* Turkey
* Corn
* Stuffing/dressing
* Cranberries/cranberry sauce
* Green beans
* Etc.…depends on regional preferences and customs
1. The teacher discussed why Thanksgiving is celebrated using the traditional story (pilgrims, harvest, native Americans, etc.) and where the foods come from.
2. The teacher asks the students to take the chart and questions home to discuss Thanksgiving with their parents. Questions and discussion topics should include:
* What do we eat on Thanksgiving?
* Are there other foods the family eats during Thanksgiving?
* Other types of celebrations the family may observe instead of Thanksgiving.

 **When to Use**

* This lesson can be used preceding any holidays. It is important to cover other holidays for different cultures. It is always important to recognize cultural diversity with holidays.

**Variation**

The teacher could conduct the lesson after the students returns from the Thanksgiving holiday. A chart could be sent home with the students to draw and record what was eaten during their meal.