



MACHE 2009 Annual Conference Friday Workshops

Workshop: My Child Is a Person, Not a Disability

Speaker: Tammy Glaser

Session: III

Time: 3:00 p.m.

My Child Is a Person, Not a Disability

Scaffolding by Seamus Heaney

Masons, when they start upon a building,
Are careful to test out the scaffolding;

Make sure that planks won't slip at busy points,
Secure all ladders, tighten bolted joints.

And yet all this comes down when the job's done,
Showing off walls of sure and solid stone.

So if, my dear, there sometimes seems to be
Old bridges breaking between you and me,

Never fear. We may let the scaffolds fall,
Confident that we have built our wall.

Foundation/Scaffolding

Planning

- "Children Are Born Persons"

Zone of Proximal Development

- "Science of Relations"

Shared Understanding

→ Ideas for Guiding a Child

- Problem-Solving Habits

Execution

- Narration or Dialog

- "Changing Your Thoughts"

Self-Regulation

- Encouragement

- Imagination and Play

"Children Are Born Persons"

Zone of Proximal Development

- Zone of Proximal Development

- Zone of competence

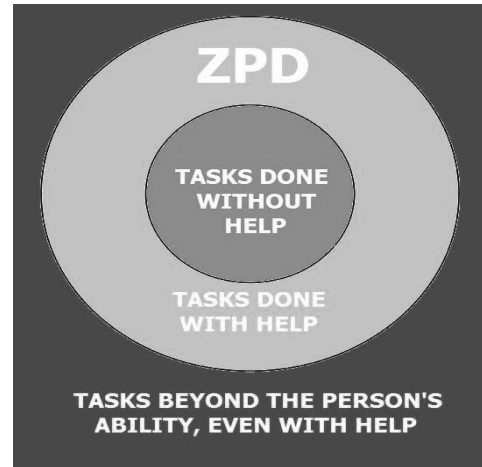
- Individual development

- Tasks done with help

- Guided by adults, children

Limits of Yellow Zone (ZPD)

- What the child does alone



Entrusted

Building Trust

- Identify communication zone.
- Help child communicate efficiently, effectively.
- Change how we communicate.
- Trust the child is really trying.
- Develop shared understanding.
- Work in the child's zone (ZPD).
- Build up with ideas and habits.

Dialog

Altered Style

- Get the child's attention first.
- Keep it simple, short, sweet.
- Be specific and experiment.
- Zone the number of instructions.
- Provide concrete reminders.

Lessons from Kitty and Guy

- Self-regulate by imagining.
- Build attention through play.
- Distract to prevent meltdowns.

Foundation Tips

Shared Understanding

- Give physical support.
- Close the distance if stuck.
- Think about environment.

My Child Is a Person, Not a Disability

- Try concrete first.
- Build on strengths.
- Vary support in the moment.

Problem Solving

- Present different strategies.
- Accept variations if correct.

Zones

- Developmental age may vary greatly in an individual child.
- Work in the zone, even if low.

Example: Jigsaw Puzzles

Planning

- Zone – 24-piece alone (age 3+); 100-piece (age 5+) with help
- Shared Understanding – Working alone “counts” (me). Too hard, frustrating (her). Working together means progress (us).
- Physical Support – Use opaque trays. Build alone and leave pieces out. Keep it short and enjoyable .

Scaffolding Tips

Dialog

- Think and see out loud.
- Respond to what they share.
- Give time to process and react.

Imagination and Play

- Pretend play, imagination
- Creativity, stories, characters

Self-Regulation

- Reassure them when stuck.
- Model how to stay calm.
- Practice what you preach!
- Talking to yourself is okay.

Encouragement

- Is bright, friendly, pleasant ally.
- Avoid friction and outcries.

Example: Jigsaw Puzzles

Problem Solving Techniques

- Identify kinds of pieces.
- Sort by kind; do border first.
- Sort by colors, picture.
- Match piece to the box.

- Identify shape (knobs, holes).

Execution

- Dialog – Share my thoughts about placing puzzle pieces.
- Self-Regulation – Celebrate when she does well; think out loud when I get stuck.
- Encouragement – Keep in mind she is doing her best.
- Play – Do silly things to diffuse tension.

Scaffolding Academics

Planning for Fractions

- Zone – All operations but division (lower); follow my direction (upper).
- Shared Understanding – Pamela sees patterns quickly.
- Physical Setup – Measuring Role: Pamela – Scoop See the pattern for $a \div 1/D$ first. Later, try $a \div N/D$.
- Problem Solving – Fall back on something concrete if stuck.

Execution

- Dialog – Talk about what we are doing.
- Self-Regulation – Most people find fractions hard.
- Encouragement – Smile and laugh to spotlight her efforts.
- Play – Enjoys water play.

Framing Tips

Multi-Purpose Activities

- Think of what fits objective.
- Vary steps if necessary.
- Spotlight your purpose.

Roles

- Assign role to each person.
- Show role and back out.
- Transfer greater responsibility.

Example: Shopping

- Reading nonverbal cues.
- Seeking permission.
- Speaking declaratively.
- Waiting in line patiently.
- Delaying gratification.

Great Backyard Bird Count

Framing

Objectives

- Academic – Identify, count birds real-time.
- Speech – Make specific comments.
- Social – She guides MY vision.

Roles

- I am bird guide and photographer.
- Pamela points at what she sees.
- She tells me what she sees.

Foundation

Planning for Birds

- ZPD – Identify birds in pictures; processes slow movement.
- Shared Understanding – Pamela enjoys birds and nature books.

■ Problem Solving –

- 1) Find cut up bird pictures in the house and on the porch.
- 2) Identify, count pictures of birds I took during my count.
- 3) Identify, count pictures real time.

Scaffolding

Execution

- Dialog – Describe the birds.
- Self-Regulation – Point out funny things about the birds.
- Encouragement – Be excited and joyful about new things.
- Play – Imagine which bird might appear next.

Book References:

Awakening Children's Minds by Dr. Laura E. Berk – This book written for parents and teachers discusses how to guide children eight years old and under through relationships and ideas and explains how to work within the Zone of Proximal Development at school and at home. It has a chapter on ADD.

Home Education (Volume 1) by Charlotte Mason – Six lectures about the raising and educating of young children (up to age 9) written for parents and teachers.

Narration – Pages 231-233

Ideas for Guiding Children, Joint Problem-Solving, Encouragement – Parts III, IV, Pages 317-329

Imagination and Play - Part II, Pages 151-154

Parents and Children (Volume 2) by Charlotte Mason – A collection of 26 articles from the original "Parent's Review" magazines to encourage and instruct parents.

Ideas for Guiding Children – Chapter 4

School Education (Volume 3) by Charlotte Mason – Thoughts about the teaching and curriculum of children aged 9-12 with details and examples of books, exams, etc.

Narration – Pages 178-181

Ideas for Guiding Children – Chapters 14 and 22

Joint Problem Solving – Chapters 3 and 17

Imagination and Play – Chapter 15

My Child Is a Person, Not a Disability

Formation of Character (Volume 5) by Charlotte Mason – Stand-alone chapters to enhance all parents, regardless of the ages of their children and case studies of children cured of bad habits.
Imagination and Play – Part I

Towards a Philosophy of Education (Volume 6) by Charlotte Mason – Charlotte's final book, written after years of seeing her approach in action – Though more philosophical, this volume gives the best overview of her approach and includes the final version of her 20 Principles – The best place to start for parents of older children.

Ideas for Guiding Children – Book 1: Chapters 2, 6, and 7

The Story of My Life by Helen Keller – Anne Sullivan's teaching methods also dovetail nicely with guiding children through relationship and ideas. Charlotte Mason was very interested in how she taught Helen.

Children's Book References:

Understood Betsy by Dorothy Canfield Fisher – This classic tale illustrates shared understanding and how adults can guide a child through her personal struggles. Chapter 5 describes how all children have their own zone of proximal development. Chapter 7 gives perspective on failing tests.

The Little House series by Laura Ingalls Wilder – Laura's parents reflect the kind of model encouraged by Charlotte Mason. *Little House in the Big Woods* captures the out-of-door life recommended for preschool and kindergarten children.

Internet References:

The Original Homeschooling Series by Charlotte Mason – Her six-volume series is online for free and in book form in both Charlotte Mason's original words and a paraphrase with modern language and context. Concise summaries of her books and principles are also online and free:

<http://www.amblesideonline.org/CM/toc.html>

<http://www.amblesideonline.org/CM/ModernEnglish.html>

<http://www.amblesideonline.org/CM/Summaries.html>

<http://www.amblesideonline.org/CM/20Principles.html>

Relationship Development Intervention – This form of intervention for children with autism has enabled Pamela to make huge strides in her social development in the past two years:

<http://www.rdiconnect.com>

<http://groups.yahoo.com/group/Autism-remediation-for-our-children/>