## **10.3** Structuring a Lesson to Support Students With Special Needs

Instructions: The lists (adapted from Van de Walle, Karp, & Bay-Williams, 2019) offer research-based strategies that support students with special needs. Identify one focus from each key area—or a particular area but multiple considerations—and brainstorm what ways that might be accomplished for a particular lesson.

Key Area	Planning Considerations	Notes
	What plans do you have for each student who	
	has special needs in regard to	
on and nt	<ul> <li>Student location (close to instruction)</li> </ul>	
	<ul> <li>Reduce competing stimuli (noises, sights, or other distractions)</li> </ul>	
	<ul> <li>Smooth transitions (from one phase of a lesson to the next)</li> </ul>	
Organizati environme	<ul> <li>Post (and state) big idea of lesson</li> </ul>	
	➢ Build on prior knowledge	
son	<ul> <li>Use a variety of visuals and concrete examples</li> </ul>	
les	➢ Vocabulary support	
the	<ul> <li>Use friendly numbers (but same rigor)</li> </ul>	
lucing ge)	<ul> <li>Clear directions (one direction at a time, check for understanding)</li> </ul>	
Introd (Engai	<ul> <li>Vary task size (so it is not overwhelming)</li> </ul>	
	<ul> <li>Provide ways to organize work (e.g., graphic organizer, use of heuristics such as Polya's four-step process for problem-solving)</li> </ul>	
he ore)	<ul> <li>Provide support in communicating ideas (writing and speaking)</li> </ul>	
ng t :xpl	➤ Emphasize big ideas	
lopi n (E	<ul> <li>Make mathematical connections explicit</li> </ul>	
Deve lesso	<ul> <li>Encourage self-monitoring, self-assessment, and reflection</li> </ul>	
uos	<ul> <li>Provide support in communicating ideas (writing and speaking), such as writing prompts</li> </ul>	
les	➤ Emphasize big ideas	
the	<ul> <li>Emphasize mathematical connections among ideas</li> </ul>	
zing	<ul> <li>Provide/solicit examples and non-examples</li> </ul>	
ari) ain)	<ul> <li>Provide additional practice</li> </ul>	
Sumn (Expla	<ul> <li>Offer strategies to help remember, as appropriate (e.g., mnemonics)</li> </ul>	

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.