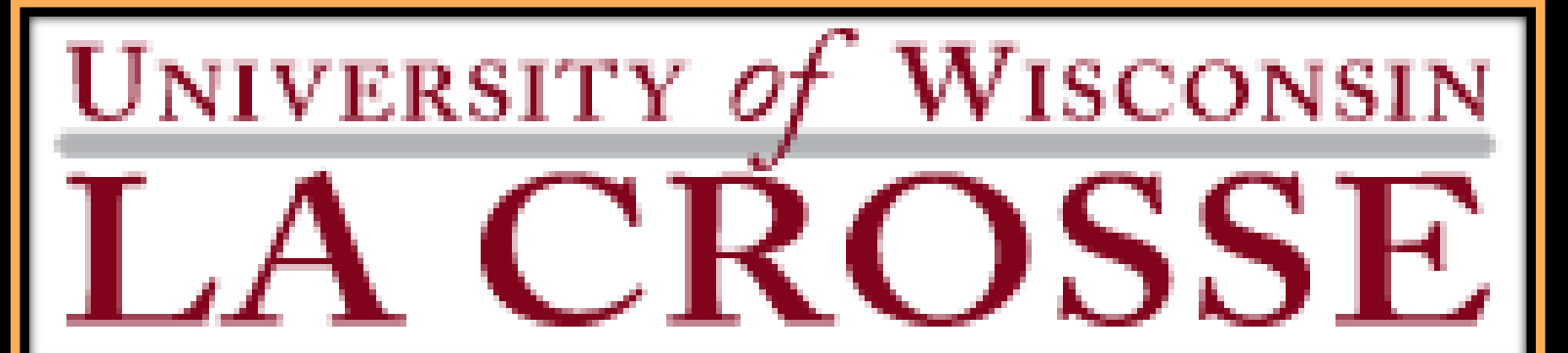
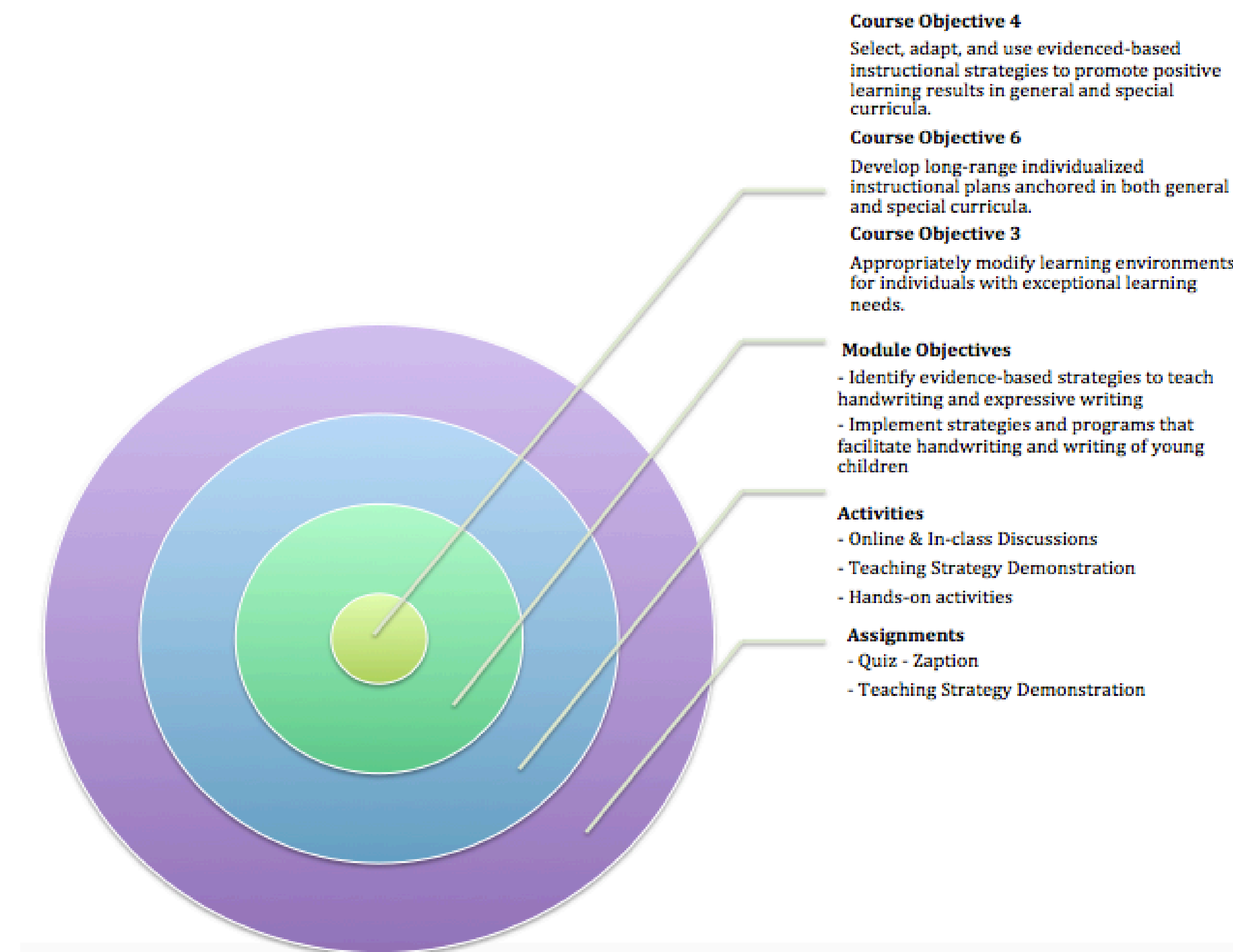


# The Efficacy of a Flipped Classroom: Methods in Special Education

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## Course & Module Objectives



## Online Activities & Assessment

UNIVERSITY of WISCONSIN LA CROSSE Desire2Learn SPE 446/447/546: Methods Cross Cat SPE MC-EA/EA-A

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### Assessing and Teaching Handwriting and Writing Expression

**Assessing and Teaching Handwriting and Writing Expression**  
 Read Chapter 10 about Assessing and Teaching Handwriting and Writing Expression. You can access the powerpoint about [Assessing and Teaching Writing.pptx](#). In this chapter you will be informed of handwriting problems as well as assessment of handwriting skills. In addition, you will find out how to teach handwriting, including various activities that support these skills.

**Curriculum Based Measurement (CBM) - Writing**  
 Take a look at the [Curriculum Based Measurement \(CBM\) - Writing](#) to find out how to administer, score, as well as materials needed to conduct CBM for writing. Also, you will find information on how to use the data to inform your instruction.

**Handwriting Without Tears**  
 Millions of students all over the world use Handwriting Without Tears. This is considered an easy-to-teach, easy-to-learn curriculum that makes handwriting mastery enjoyable for students and their teachers. [Handwriting Without Tears](#) helps pre-kindergarten to fifth grade students develop the important skills they need to print words, sentences, and paragraphs by playing, singing, and building letters. It supports students with letter and number recognition, and capital and number formation.

**When they Can't Write**  
 Educators recognize the importance of written composition as a vital component of cognitive development. When they Can't Write provides a hierarchical structure for teaching composition skills that is workable for any student, especially for students with learning disabilities. Take a look at [Basic Sentence Patterns](#) to find out how to help students how to bein basic sentences and to be specific when writing.

**Improving Writing Performance: A Strategy for Writing Persuasive Essays**  
 Take a look at the IRIS module: [Improving Writing Performance: A Strategy for Writing Persuasive Essays](#) that highlights the differences between students who write well and those who struggle. Elements of the writing process are discussed, as are the prerequisite skills students need to write good papers. The module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.

Welcome to SPE 446/447/546!

This Blog is created to assist you with Teaching Strategies Demonstration. This assignment consist of online and in-class components.

**\* Presenters responsibilities:**

**1. Online Presentation (30pts)**

Online presentation consist of:

**A. Brainshark Presentation (15pts)**

This presentation should address the following components:

- The presentation should be created using myBrainshark technology tool
- The presentation should be between 10-15 pages long.
- Presenters should provide a narrative for each of the slides. Each group member should participate in the commentary.
- The content of the presentations should include:
  - Overview of the strategy
  - Rationale for using it with specific population
  - Procedural steps
  - Materials used
  - Reference page

**B. Video Vignette (15pts)**

Your online presentation should include a video vignette, which should:

- Illustrate an example of your selected strategy
- The video should be minimum of 3-5 minutes
- The video should depict all group members demonstrating the strategy.

**\* Peers' responsibilities:**

Peers are required to view the Brainshark presentation and the Video prior to class. You should comment and/or ask at least one question for:

- Brainshark Presentation (2pts)
- Video (2pts)

Use Comments feature on the appropriate Teaching Demonstration page to as questions and/or make comments. Questions/comments will be answered/discussed in class by both presenters. Each comment and/or question will be awarded 2 points.

## In-Class Activities

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### In-Class Activities

- Curriculum-Based Measurement - Writing**  
 Use [Curriculum Based Measurement \(CBM\) - Writing](#) to administer and score CBM for writing.
- Handwriting Without Tears**  
 Go [HERE](#) to find out how to use Handwriting Withut Tears materials to teach writing to students in early ages.

#	Group #1	Group #2	Group #3
1	Nicole	Aubrey	Julia
2	Kiara	Caitlin	Rachel
3	Maia	Naomi	Briehn
4	Jayne	Brandon	Allison
5	Lynwood	Jacqueline	Paige

**Zaption Quizzes**

**TREE Writing Strategy**

Shared by: Lema Kabashi | Length: 03:55

This zaption quiz consists of two questions about the TREE strategy.

START

POWERED BY Zaption

**TREE Writing Strategy**

Author: Lema Kabashi | Published: April 3rd, 2015 | Length: 03:55

What are the components of TREE strategy?

Type your response here

Submit

**Tour Settings**

Intro Text

This zaption quiz consists of two questions about the TREE strategy.

Allow users to skip:

Forwards and backwards

Backwards only

Not at all

Require viewers to answer all questions

DONE

## Hand-on Activities



## Results (SEI)

Course	2014	2015
SPE 447 SPE 446		n = 1 n = 14
SPE 446	n = 29	
Mean		M = 5 M = 4.3
Mean	M = 3.9	

**3. Self Regulated Strategy Development**

[POW + TREE](#)

[W-W-W, What=2; How=2](#)

**4. Cognitive Strategy Instruction**

- Case Studies: Work within your partner to identify the problem(s) that the student in your case study is dealing with.

#	Corey	Kaynia	Jessica	Henry	Ja'Min	Terrence	Margarita
1	Nicole	Kiara	Maia Van	Jayne	Julia	Brandon	Allison
2	Aubrey	Caitlin	Briehn	Rachel	Naomi	Paige	Jacqueline

- Determine the goal for your student
- Identify one of the writing strategies below that will appropriately address the needs of your student and will help him/her improve writing skills.  
 DEFENDS; POWER; HOW; PLEASE; HELPERS IN WRITING; MAPPING; SCORE A; SPACE ; WRITER; PROJECT
- Demonstrate that strategy to the class

**4. When They Can't Write**

Use [Basic Sentence Patterns](#) to use with your students who can't write.