

# Supporting Neurodiverse Students

## Co-Serving: Showing Up For Kids

Katie Berg MA Ed.

Supporting Neurodiverse Students Statewide Coordinator

<https://www.snswi.com>

kberg@cesa1.k12.wi.us

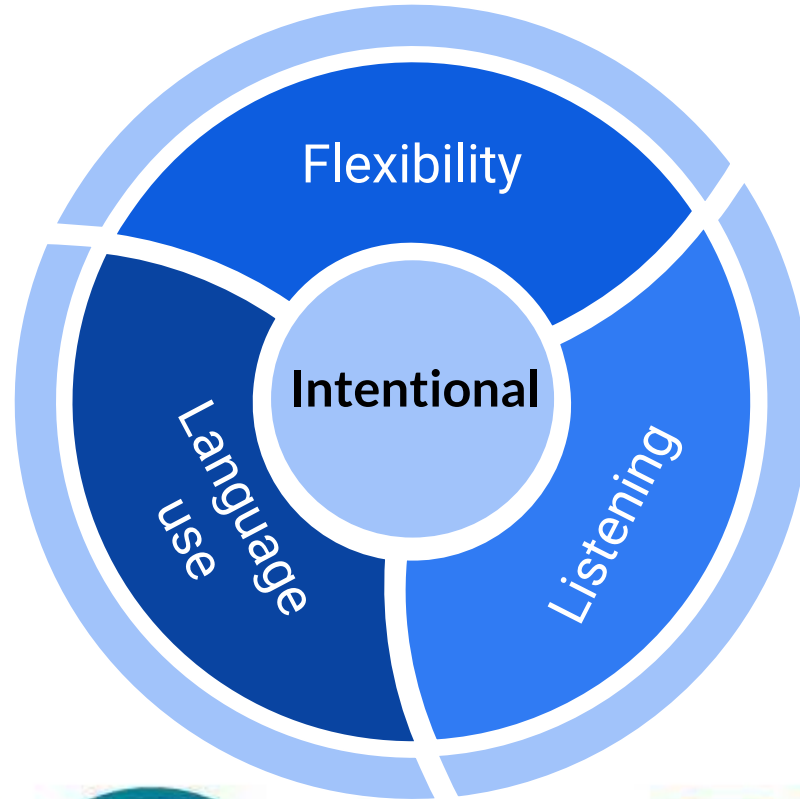


# High Leverage Practices in Special Education



**High-leverage practices are frequently occurring educational practices that all K-12 special educators should know how to do.**

# How We Show Up



# Flexibility



Self Reflection: How do you get stuck?

# Example

Imagine a student uses an individual schedule when you work with him and you have data to show it improves his engagement.

Giving - “Here is the visual schedule that will work for this student”

Co-Serving- “Predictability is something we have found this students struggles with. Do you have any current methods you use that help the student predict what's next?” The conversation can lead to how a predictability support (like a visual schedule) can be utilized in that environment.

# Listener



Resource:

<https://brightmorningteam.com/2017/04/expansive-listening-an-essential-coaching-skill/>

# Example

Imagine you just listened to your co-worker go through all the reasons the student shouldn't be in their class

Bias - "That teacher is burnt out and just doesn't want to do anything different than the ways she knows. She is going to have to be forced to do these supports, I better talk to administration."

Purposeful listening - "Sounds like that teacher is at a point of frustration, this child does add a lot of layers to process. I wonder what is going well with their interactions I can lean into."

# Expansive Listening - Elena Aguilar

**For Pain**  
**With Confidence**  
**With Hope**  
**For Relationships**  
**With Humility**  
**With Compassion**  
**For Possibility**  
**With Love**  
**For The Big Picture**  
**With Curiosity**



Make a commitment: Think of a situation you will be talking to a colleague about and pick a listening lens to try



# Language Use



# Example

Imagine a teacher has just told you the student runs from the room all the time, there isn't one trigger, its unpredictable

Trigger Language - "Well if you want us to be able to figure this out you need to take data. Try this ABC chart."

Intentional Language use - Sounds like we know a lot about the student. Since we can't pinpoint a trigger, what do we want to know? How can we get that info to help us out?

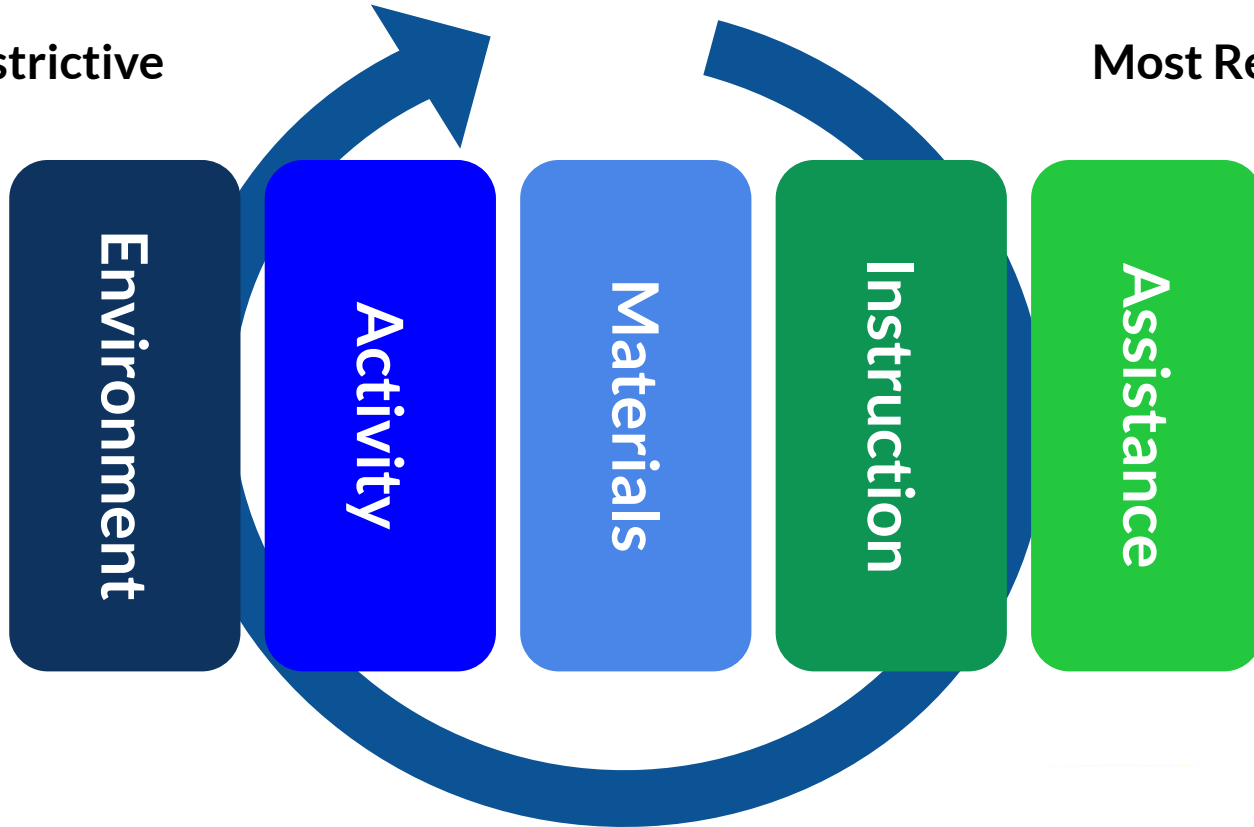
# Intentional



# Natural Environment

Least Restrictive

Most Restrictive



Adapted from: Cara's Kit: Creating Adaptations for Routines and Activities

# Specially Designed Instruction



Adapting content, methodology, or delivery of instruction

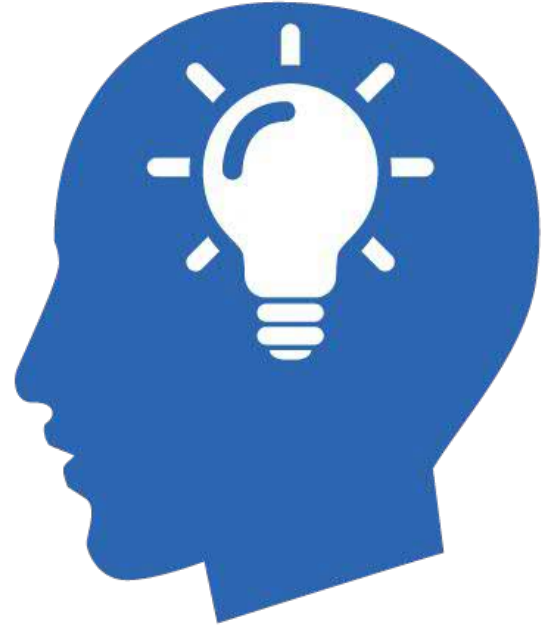
Address the unique needs of the child

Ensure access to the general education curriculum

# Evidenced-Based Improvement Strategies

“Thinking  
is  
required”

Iris Jacobson and Kathy Laffrin





# UDL Process

Set Clear,  
Rigorous Goals



Anticipate  
Barriers



Design Options





# Reflection

One thing I am already good at is...



One action item I can commit to do is...

# Additional Questions

## Steps to get your questions answered

1. Email Katie Berg at [kberg@cesa1.k12.wi.us](mailto:kberg@cesa1.k12.wi.us)
2. Wait for your video response to come to you via email.
3. Check out other questions that have been asked by going to the SNS website, Statewide training tab, click on conferences and then choose the training you attended or watched virtually.

<https://tinyurl.com/neurodiversitywi>

4.