



Envisioning the Future: Educating All Children by Addressing Special Needs

Tammy Myers MS CCC/SLP
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Tammy Myers inspires even the most reading-resistant to love books. A licensed speech pathologist, Myers has pioneered an approach that takes kids on a journey to become strong and confident readers.

Tammy's work began more than 20 years ago with children who had speech and neurological disabilities. To help them learn to communicate and learn, she introduced techniques that engaged their senses, included bright colors, movement, and creativity. She found the children she worked with not only became better communicators, they also became better readers. Reading became a school skill and a strategic life skill. Giving these students with 'special needs' life literacy skills, also opened the doors for acceptance with their peers, inspired teachers to support them through academic challenges, and empowered parents to support their child's personal growth.

Today, Tammy and her team of educators help children of all reading levels at Mrs. Myers' Reading Room in Racine, Wisconsin. The year round programs take children through activities in four brightly colored rooms, called "Chapters". Using videos, music, iPads, play-dough and even shaving cream (yes, shaving cream!), kids engage completely in the learning experience. By the end of the program, each child has written his or her own book and receives a published copy!

In addition to Mrs. Myers' Reading Room, Tammy works with students with speech and language disorders, coordinates a literacy program through Mrs. Myers' Education Services for the community in cooperation with private schools. She is a graduate of Leadership Racine, an active member of RAMAC, and current president of TEMPO Racine. Her speaking engagements include educational presentations for administrators, teachers, and parents to promote success in the classroom through language and literacy. Student success continues to be her motivation and drive. Her passion for student literacy will captivate the heart of any audience.

A graduate of the University of Arkansas for Medical Sciences, Tammy Myers received a Bachelor of Science degree and a Master of Science in Communication Disorders. She is a life long learner striving for knowledge in the complex processes of cognition, psychology, and language. She maintains her Certificate of Clinical Competence through the national American Speech Language and Hearing Association. She continues in private practice speech language therapy in Racine. Tammy lives in Racine, Wisconsin, with her husband and three amazing children. Her youngest daughter, Iana, has Down Syndrome. Working with Iana's private school toward her success, gave Tammy the platform to help other students. As teachers and administrators navigate the educational and behavioral challenges of students with special needs entering into the private school setting through the Choice and SNSP channels, Tammy has personal and professional experience applying her knowledge toward student success. This experience positioned her as an expert in strategic planning for student success and positioning for the future of our private schools to educate all students of all abilities.

Contact information:

Tammy Myers MS CCC/SLP
Speech Language Pathologist
6233 Durand Avenue, Suite C
Mount Pleasant, WI 53406
(262)456-2384 office
(262)456-2387 fax
(262)721-7357 cell
tmyersmmrr@gmail.com

Please feel free to contact me at anytime for any reason by any means (call, text, email, visit...). I live my passion for helping children find their voice. It is what I do all day, everyday. If you have questions or need help please contact me. If you have an idea to share, or just want to run it by someone...please call. I look forward to hearing from you. May God bless you, bless the lives of the children you teach and all of your efforts.

Warmly,
Tammy

<p>Judgment</p> <p>You make wise decisions (people, technical, business, and creative) despite ambiguity</p> <p>You identify root causes, and get beyond treating symptoms</p> <p>You think strategically, and can articulate what you are, <i>and are not</i>, trying to do</p> <p>You smartly separate what must be done well now, and what can be improved later</p>	<p>Communication</p> <p>You listen well, instead of reacting fast, so you can better understand</p> <p>You are concise and articulate in speech and writing</p> <p>You treat people with respect independent of their status or disagreement with you</p> <p>You maintain calm poise in stressful situations</p>	<p>Impact</p> <p>You accomplish amazing amounts of important work</p> <p>You demonstrate consistently strong performance so colleagues can rely upon you</p> <p>You focus on great results rather than on process</p> <p>You exhibit bias-to-action, and avoid analysis-paralysis</p>
<p>Curiosity</p> <p>You learn rapidly and eagerly</p> <p>You seek to understand our strategy, market, subscribers, and suppliers</p> <p>You are broadly knowledgeable about business, technology and entertainment</p> <p>You contribute effectively outside of your speciality</p>	<p>Innovation</p> <p>You re-conceptualize issues to discover practical solutions to hard problems</p> <p>You challenge prevailing assumptions when warranted, and suggest better approaches</p> <p>You create new ideas that prove useful</p> <p>You keep us nimble by minimizing complexity and finding time to simplify</p>	<p>Courage</p> <p>You say what you think even if it is controversial</p> <p>You make tough decisions without excessive agonizing</p> <p>You take smart risks</p> <p>You question actions inconsistent with our values</p>
<p>Passion</p> <p>You inspire others with your thirst for excellence</p> <p>You care intensely about Netflix' success</p> <p>You celebrate wins</p> <p>You are tenacious</p>	<p>Honesty</p> <p>You are known for candor and directness</p> <p>You are non-political when you disagree with others</p> <p>You only say things about fellow employees you will say to their face</p> <p>You are quick to admit mistakes</p>	<p>Selflessness</p> <p>You seek what is best for Netflix, rather than best for yourself or your group</p> <p>You are ego-less when searching for the best ideas</p> <p>You make time to help colleagues</p> <p>You share information openly and proactively</p>



We Want to Work with People Who Embody These Nine Values

Classroom / Curriculum Modification Options

- Listen to audio recordings instead of reading text
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader; or note taker
- Hear instructions orally **and** See them visually
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson; study guide created by the teacher
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions
- Give responses in a form (oral or written) that's easier for him
- Dictate answers to a scribe / or peer
- Use a spelling dictionary or electronic spell-checker
- Use a electronic device to type notes or give responses in class
- Use word banks and/or vocabulary lists
- Use a calculator or table of "math facts"
- Work or take a test in a different setting, such as a quiet room with few distractions or small group
- Sit where he learns best (for example, near the teacher)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day
- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner; use accountability partner
- Receive study skills instruction; access to resource teacher to request help
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than the one for classmates
- Be excused from particular projects

Vocabulary:

Ancillary Services
Behavioral Plan
Classroom Aid
Classroom Aide
Counseling
Culture
Data Driven
Differentiation
DPI
Entitlement Program
Forward Test
Homework Help
IEP
In-classroom
Inclusion
Indirect
Individual
ISP

MAP

Mission

Modifications

Occupational Therapy - Fine motor vs modulation (includes behavior)

Parental Support

Public School Services

Pull-out

Push-in

Qualify for Services

Research Based

Resource Room

RTI

Small group

Special Education

Speech Therapy - Speech vs Language (Includes thinking / cognition)

SSP

Supplemental Programing

Tutoring

When to refer to your occupational therapist...



Warning Signs of Occupational Difficulties



3-4 year olds

- Unable to walk up or down stairs using alternating feet
- Unable to stack 10 cubes
- Does not use eating utensils well
- Unable to follow 2-3 step commands
- Does not joke or tease
- Does not name, count, sort, or compare (a small number of items)
- Does not show emotion and understand others' emotions
- Drops items when carrying them
- Unable to assist with most dressing tasks
- Does not copy a horizontal line, circle, or cross
- Difficulty drawing a person with 2-4 body parts
- Unable to cut paper in half

Kindergarten

- Difficulty tying knots
- Difficulty dressing independently
- Unable to balance on 1 foot (about 10 seconds)
- Does not run with coordination
- Difficulty copying triangle, coloring between lines, using mature pencil grasp
- Difficulty washing and drying hands well
- Unable to recall stories
- Unable to name 4 colors
- Difficulty counting 10 objects
- Difficulty writing their name
- Unable to play away from parent
- Not independent in using bathroom

1st and 2nd Grade

- Unable to tie bows, button, snap, or zip
- Difficulty skipping, galloping, or hopping
- Difficulty controlling an object (ball) with feet or hands
- Does not follow rules or self-regulate behavior
- Unable to work independently, challenge self
- Does not play well with peers

3rd and 4th Grade

- Difficulty jumping vertically
- Does not catch ball maturely
- Uncontrolled balance
- Does not take responsibility for actions
- Difficulty following rules respectfully
- Difficulty participating in groups

5th and 6th Grade

- Unable to participate in target sports (golf, bowling, etc.)
- Does not use time wisely (free time to do homework)
- Difficulty listening, following directions, and requesting help
- Difficulty with self-control related to conflict
- Does not cooperate with and support other students
- Difficulty with respect and concern for others





Ages 3 to 11

Warning Signs

of Speech/Language difficulties
to refer to your Speech Pathologist



3 and 4 year olds

- Not understood by strangers
- Lack of conversational skills
- Limited vocabulary growth
- Lack of grammatical markers (i.e., jumped)
- Does not tell personal stories (narratives)
- Speaks in short phrases rather than sentences

Kindergarten

- Not understood by strangers
- Difficulty following directions
- Difficulty with letter-sound associations
- Difficulty expressing themselves
- Difficulty with phonological awareness (i.e. rhyming)
- Little interest in learning about print concepts

1st and 2nd Grade

- Difficulty learning to read
- Lack of conversational skills
- Small vocabulary
- Difficulty comprehending spoken language
- Difficulty making inferences
- Difficulty blending sounds
- Difficulty with topic maintenance
- Speech sound errors

3rd and 4th Grade

- Difficulty answering questions
- Difficulty formulating verbal messages
- Deficits in listening comprehension
- Deficits in reading comprehension
- Difficulty decoding unfamiliar words
- Difficulty making inferences and predictions
- Difficulty with topic maintenance
- Difficulty with spelling
- Speech sound errors

5th and 6th Grade

- Difficulty with topic maintenance
- Difficulty with reading comprehension
- Difficulty with math word problems
- Difficulty with writing
- Difficulty with spelling
- Speech sound errors

Other Factors:

Stuttering (Dysfluency)

- Repetition of the 1st sound of words
- Frequent pausing while talking
- Stretching sounds (r-r-r-r-run)

Voice

- Hoarse voice
- Breathy voice
- Nasal sounding voice