

Addressing the Unique Needs of Instruction in Corrections

A Workshop by GED Testing Service®



Welcome

Thank you for attending the correctional education workshop.

Feel free to explore the materials, talk to each other, and share great stories.



We have a vast and varied amount of experience in the room

Ask questions

with the materials and with each other so you can gain insight.

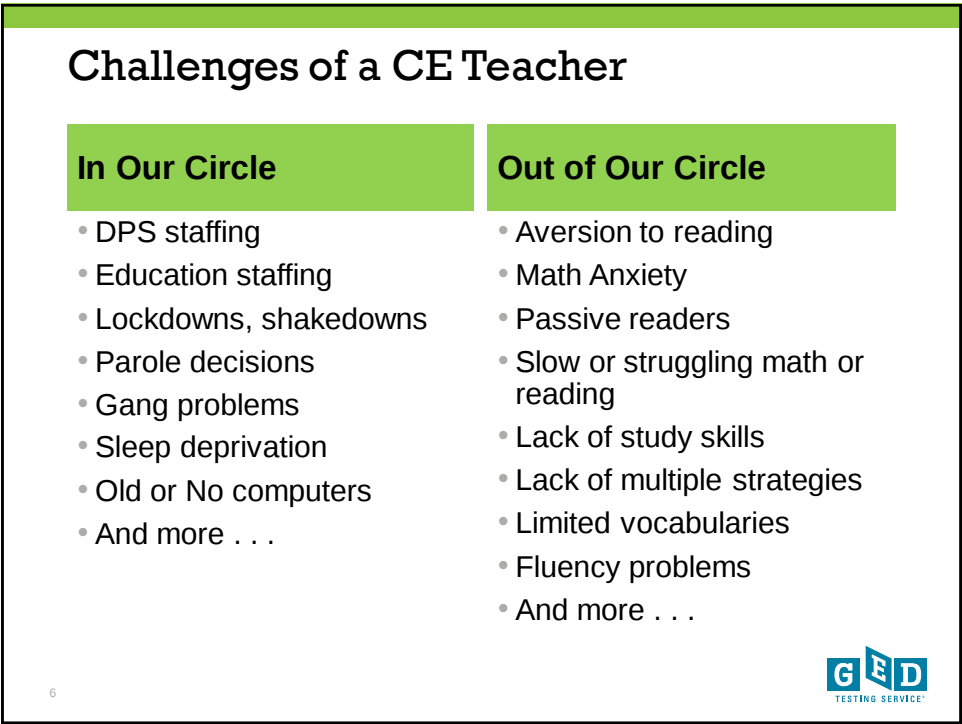
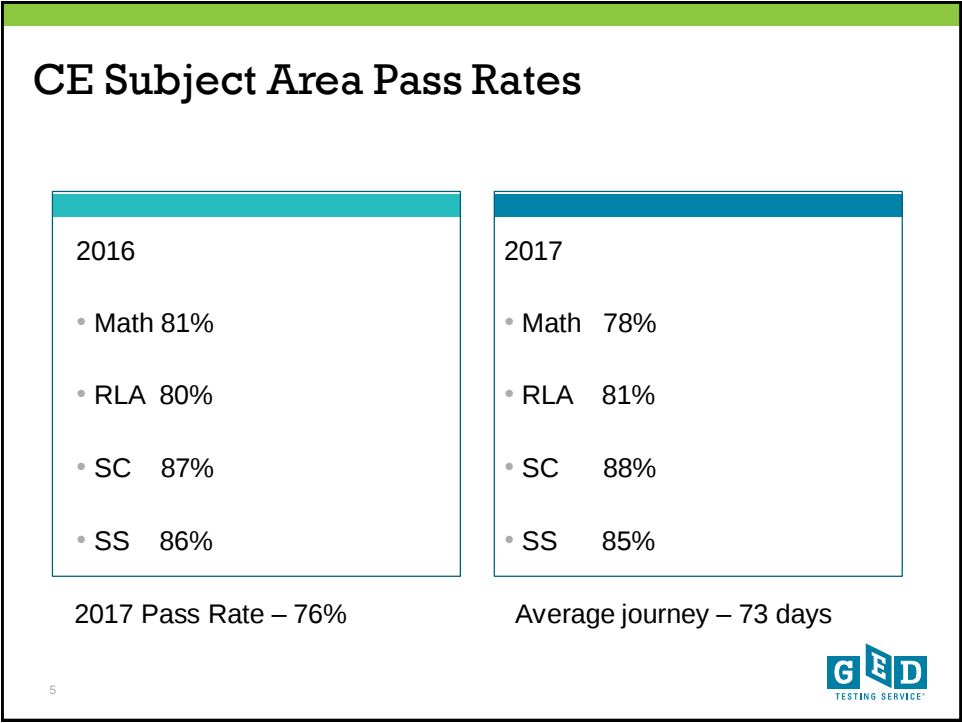
Actively engage

When you see someone struggle

Assist them

what other people offer as ideas and share your ideas.

Acknowledge



Consider this . . .

“Explaining a concept to a partner requires extensive understanding demonstrated by an increase in brain activity.”

- See one
- Do one
- Teach one



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Let's look at one challenge: math anxiety

- 25% of 4-year and 80% of 2-year college students
 - Indicated a moderate to high math anxiety
 - Increase in math anxiety causes increase in activity in the brain regions associated with pain
- In a study where an MRI was given to math anxious people, brain activity in the amygdala caused a reduction in the area of the brain known to support working memory and numerical processing.

Math Anxiety: A Factor in Math Achievement Not to Be Ignored (2005) -
Sian Beilock



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“ *The student who never learns the ‘why’ behind the ‘how’ of solving certain mathematics problems will have a hard time applying skills used in one type of problem to other types.* ”

Teaching Reading in Mathematics - Barton and Heidema



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Math Study Tips

- “Eat your frogs first” - do your most difficult study early when you are fresh.
- Focus
- Chunk your problems
- Test yourself all the time
- Alternate different problem solving techniques
- “Teach it to a ten year old”
- Write about the anxiety
- Exercise
- Learn with motion, e.g., gestures, walking

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Math Anxiety

Two useful resources:

- A Mind for Numbers: How to Excel at Math and Science (2014) by Barbara Oakley, Ph.D.
- Choke: What the Secrets of the Brain Reveal About Getting It Right When You Have To (2010) by Sian Beilock

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Time to increase your brain activity

Select a challenge that you have encountered in your program and share how you resolved the challenge.



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“ If a student is not fluent in word recognition, he/she is thinking about the sounds of the letters and letter combination rather than using the energy to make sense of the text being read. In contrast, because the fluent reader dedicates little capacity to word recognition, most of his/her capacity is available for comprehension. ”

Pressley



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Reading Tips

- Fluency Problems?
 - Make certain student has the high frequency words memorized
 - Find passages that the student can read multiple times
 - Use timed readings
 - Improve vocabulary
 - Listen to the student read aloud

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Reading Skills

“The world is seeing an increase in zoonosis in the past decade.”

“ There are bears in plain brown wrappers doing flip flops on 78,
taking pictures and passing out green stamps.”

- Comprehension is contingent upon the ability to draw upon prior knowledge.
- What skills are you using to determine what these authors are communicating?

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Teach reading comprehension strategies to adult learners

Students who fail to employ reading strategies tend to experience difficulties inferring conceptual meaning, relating to what they read and evaluating texts for clarity and consistency.

Direct instruction in the use of reading strategies can improve the reading comprehension skills of students.

What works for you?



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What would you say if . . .

- Your frustrated student asks,
 - “How do you study reading?”
 - “The prescription page says I have to learn to analyze.
 - Now, what does that mean?”

GED® Score Reports

- Give the student the answers to the question, “What questions did I miss?”
- Give students a road map to see what they need, to get where they are going.
- Give the teacher the next day’s lessons.

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How to use the score reports?

Do you . . .

- Give the student his/her sheet and review it?
- Suggest that he/she work on 2 concepts rather than do the all the pages?
- Encourage students to learn one new thing and study it well?

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What's on the GED® Score Report?

- Text Selection
- Score and skills improvement
- Publisher study recommended pages
- What My Score means: My Performance

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Mining the Context

Classroom ideas for what resonates with the learner





“ Here is your challenge as a teacher. Come up with a lesson plan that requires minimal materials. Ask students to use nothing sharper than a crayon. Students cannot take any work home, and have no access to outside resources like the internet. By the way, a third or more of your students will have special education needs, and all of your students have experienced trauma. OK, go!

”

Zoe Savitsky, Deputy Legal Director Southern Law Center



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Can You Convince Me? – Start at the Beginning

Have students get into groups of three or four and come up with a stance on an issue important to them. Once they come up with a stance, they present that stance to the class along with their reasons. Each of the other groups in the class state whether or not they agree with the group's stance, based on the evidence presented. The group with the most other groups "persuaded" gets a prize.





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Sample Writing Topics

What offenses should get automatic parole and/or probation?

Should all treatment programs (anger, drug, parenting) be eliminated from prison and placed in the community?

Does home detention work?

Should a person on a nonviolent charge get automatic parole and probation?

How effective are parenting skills when a person is in prison?

Should states increase the number of seats in occupational programs to aid inmates in becoming employed after release?

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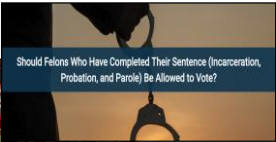


Select relevant reading materials

- **Pro/Con** – pros and cons of controversial issues
<https://www.procon.org/>
- **Newsela** <https://newsela.com/>



PRO/CON: Over the ramparts we watched as athletes were kneeling



Should Felons Who Have Completed Their Sentence (Incarceration, Probation, and Parole) Be Allowed to Vote?



PRO/CON: Should e-cigs be regulated just like cigarettes?



Should Adults Have the Right to Carry a Concealed Handgun?

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What are the payoffs?

- Connect argumentative writing to real-world materials and different modes of expression
- Make valid inferences
- Draw on evidence—and distinguish between relevant and irrelevant
- Read more types of non-fiction texts
- More questions correct on the Reasoning through Language Arts Test



Minimizing Barriers to Learning

A Challenge

What topics/materials do you use to teach argumentative writing?



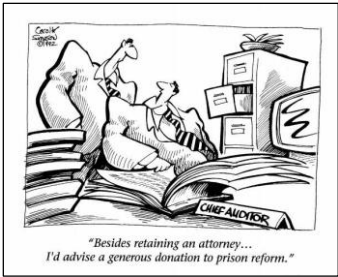
Analyzing Editorial Cartoons: Make Topics Meaningful

Access relevant topics, such as “Images for Prison Reform Political Cartoon”



Use strategies chart and have students

- pinpoint details
- examine characters
- read all words
- look for symbols
- find inferences



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Make it their own

Have students create their own cartoons on identified topics

- Drawing for Change: Analyzing and Making Political Cartoons – Michael Gonchar (New York Times) <https://learning.blogs.nytimes.com/2015/09/17/drawing-for-change-analyzing-and-making-political-cartoons/>

- Brainstorm Ideas: What is the issue?
- Make a Point: What do you want to say?
- Draw: What are different ways to communicate your ideas?
- Get Feedback: Which idea is the best?
- Publish: Reaching your audience



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Teach Big Ideas in Real-world Contexts

- **Individual Rights and Responsibilities**
 - Discussions and valid arguments on real-world situations (e.g., burning the flag, marijuana/drugs decriminalization, voting rights for felons, library access and books)
- **The 6 Big Ideas in the Constitution** (limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty)
<https://www.archives.gov/legislative/resources/education/constitution>
- **Documents of Freedom** National Geographic – Select relevant lessons
<https://www.nationalgeographic.org/search/education/?q=Documents+of+Freedom>

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What are the payoffs?

- Access primary/secondary sources
- Connect social studies concepts to personal and real-world situations
- Make valid inferences
- Draw on evidence—and distinguish between relevant and irrelevant
- More questions correct on the Social Studies Test



Minimizing Barriers to Learning

A Challenge

What social studies/government topics are most interesting to your students? What strategies do you use to teach the “big ideas” of social studies?



Scientific Method in Action

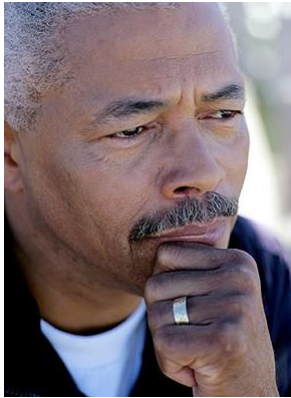


No lab materials or video options?

No problem.



Scientific Method in Action



Start with Real World!

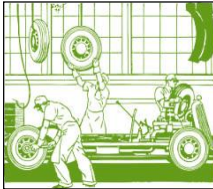
Have students recall an experience where a problem was solved using the scientific method.

Have them break down the steps so they can explain what hypothesis they formed and how they test it and then proved it to be correct or not.



Revise experimental design problems by using scenarios!

The manager of an automobile factory feels that his workers aren't working as well as they could and thinks that he can improve productivity by having workers drink *Super Energy Juice*. He splits his workers into two groups, group A and group B: Group A receives the *Super Energy Juice* and Group B does not. He asks them to assemble as many cars as possible in one hour. At the end of one hour, Group A assembled 27 cars and Group B assembled 41 cars.



What are the payoffs?

- Apply scientific method
- Cultivate scientific thinking
- Make valid inferences
- Draw on evidence—and distinguish between relevant and irrelevant
- More questions correct on the Science Test



Minimizing Barriers to Learning

A Challenge

What is one thing that you can do to implement the scientific method in your classroom when you don't have a lab or access to videos?



Starting Mathematics Conversations

Catch the learner's interest and draw them in to a subject through conversation about:

- Hobbies
- Work
- Past life
- Specific topics
 - Racing
 - Chess as a tool for math
 - Gambling: Cards (design, winnings, debts, probability)

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Mathematics of the Prison: Buildings and the Environment

- The corridors and their angles, either parallel, perpendicular or guess what angle?
- If there is a circle in the middle and six corridors off it, how can we work out the angle at the point where the corridor starts, given that a circle is 360 degrees?
- How many floor tiles in a classroom?
- How many rectangle tables do we push together to make a square?
- How much time does it take to polish the floors in the block?

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Don't Forget the Connection Between Math and Life in Corrections

Sample Ideas for Math Lesson Plans

How soon can I go home?

- Have students determine their release date by good time credits - either 5 days or 10 days a month depending on the type of job.
- Note: parole can be offered at 25% of time given for non violent crimes and 50% of time given for violent crimes

Sentencing Policy

- Use the differences between concurrent and consecutive sentences to help describe abstract concepts such as the number line.

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Testing Strategy for Mathematical Reasoning Test

Teach students to . . .

- Tackle problems in three waves
 - Do problems that are easily and quickly completed
 - Go back to problems that will take a little longer
 - Save the most challenging problems for last
- Use close reading skills to determine what the word problems are asking
- Take advantage of the erasable whiteboards and graph paper
- Check answers carefully

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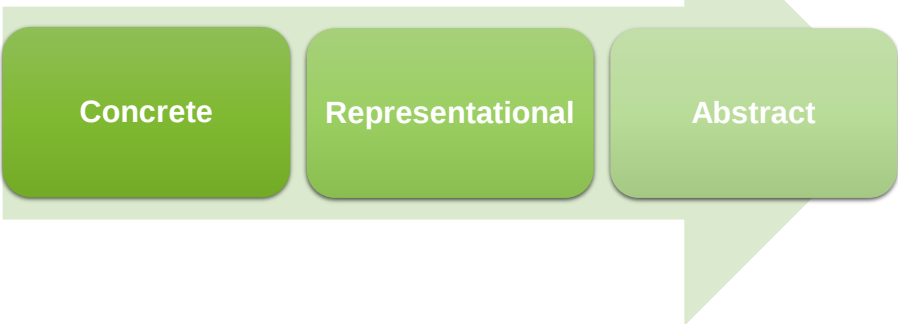
What are the payoffs?

- View math as part of the environment in which they live
- Cultivate mathematical reasoning skills
- Apply mathematical concepts to different situations and in different ways
- Improve mathematical problem-solving skills
- More questions correct on the Mathematical Reasoning Test



Use Experiential Learning

Experiential Learning



(Hartshorn and Boren, 1990; Heddens, 1986; Reisman, 1982; Ross and Kurtz, 1993).



Use Manipulatives to Support Learning

You don't need commercially made manipulatives

You don't need virtual manipulatives
<http://nlvm.usu.edu/en/nav/vlibrary.html>

Instead, you can use paper manipulatives . . .

With the same result!



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Minimizing Barriers to Learning

A Challenge

How do you teach abstract mathematical concepts in a concrete way in your facility?



Extra Ideas

- Group dynamics are important and can affect learning and relationships, so
 - listen to people's stories
 - encourage and praise - highlight creativity
 - use motivational questioning techniques
 - be aware of issues for non-native speakers
 - leave space for communications and group support to develop

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A Few “Go to” Resources for the Classroom

Luxor Lesson – Mathematical Reasoning

<https://mathprojects.com/2012/04/03/the-luxor/>

Slip or Trip, The Lunchroom Murder – RLA

<https://www.bcpss.org/bbcswebdav/institution/ILT/SY13-14/Session%206%20-%20APRIL%20ILT/Toolkit%20Resources/TOOLKIT%20DIG-%20Secondary%20ELA.pdf>

Standard Deviation *Dog Show* – Mathematical Reasoning

<https://www.mathsisfun.com/definitions/standard-deviation.html>

Teaching Math in Context (Appalachian State University)

https://abspd.appstate.edu/sites/abspd.appstate.edu/files/Teaching_Math_Tool_Kit.pdf

Florida IPDAE

<http://floridaipdae.org/>

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Your turn

Time to share
your stories
or ask your
questions.



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Remember

- You teach people.
- You overcome challenges every day.
- You do an amazing job.
- You are very important.
- Congratulations! Thank you.



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Thank you!

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