

# **Inclusive Teaching Support Portfolio**

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Inclusion  
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## **Introduction**

This portfolio is being developed for a public elementary school in a low – middle socioeconomic area in the metro Detroit (44% of the students receive free and/or reduced lunch). The school has kindergarten through fifth grade. The current enrollment rate for this school is 396 students. The school is a fair mix between African American and Caucasian ethnicity. Caucasian represents 51%, African American represents 45%, Hispanic represents 3% and American Indian represents 1%. The primary language spoken at this school and in the homes of students is English. This school is on the list to reduce the teachers unless the enrollment rate increases. This school offers before and after school care however, this is not offered to students that require extra care (i.e. use a wheelchair or diapers). According to the MEAP scores this school is considered as a failing school. Due to the low scores this school received a reading grant that requires all classrooms to read for \_ hour directly after lunch everyday, no exceptions.

Currently this school is not set up for an inclusive learning environment. I am writing this portfolio to make it into an environment where ALL students can come to learn. Presently this school has a cross categorical classroom that is set up as a segregated classroom. However, they do eat lunch in the lunchroom with the rest of the school and unfortunately they are at a separate table. This school is organized in clusters by grade level. Teams are at each grade level. Each grade level is physically in the same area of the school (i.e. all second grade classrooms are on the second floor on the East side of the building). At this time each teacher has their own teaching style.

From this point on I will discuss how I plan to change this and implement my ideas and strategies for all students learning capabilities.

## **Support Teams**

In effective inclusive schools, the support staff – special education teachers, Title 1 and bilingual teachers, counselors, social workers, psychologists, and others – work as a collaborative team to develop a comprehensive system of support (Peterson & Hittie, 2003, 133). These teams are in place to help the general education teachers learn new ideas for multileveled teaching, as they may only be used to teaching on one level. The members of the support team are, but are not limited to:

- General Education Teacher
- Support Teacher – special education teacher
- Paraprofessionals
- Media Specialist
- Librarian
- Psychologist
- Principal
- Physical Therapist
- Occupational Therapist
- Speech Therapist
- Music Teacher
- Art Teacher
- Gym Teacher
- Social Worker
- Janitor

- Bus Driver
- Noon Aides
- Secretary for the school
- Title 1 (if applicable)
- Bilingual Teacher/Paraprofessional (if applicable)

These team members should know each other and the roles that they play in their students lives. At the beginning of the year (at Open House time) all members of the students' lives should meet at least once to put a face to a name. This will allow for collaboration, if needed, later in the year if an issue should arise. Unfortunately it would be almost impossible to get each and every person involved in the school to meet throughout the year due to conflicting schedules between off site and on site personnel. These people play a part in ALL students learning. Within these people involved we need to build some teams to allow for collaboration. The teams that need to be created are, but are not limited to:

- Building child study teams – allows teachers or support staff to call attention to a student and bring it to the attention of the staff involved. This will allow collaboration right away to resolve issue immediately instead of waiting until the small issue becomes a big problem. If a teacher or support staff sees a problem they can go to another team member and talk about an issue and if needed call a meeting to be held preferably that week. This team should include the general education teacher, support teacher, paraprofessional, principle, bus driver, noon aides, psychologist, social worker, janitor, PT, OT, speech and any other applicable people involved in the student's life on a daily basis. It is ideal for all of these people to attend these meeting however, it is not required. The proper chain of communication can trickle down.
- Teacher and support staff teams – teachers meet to collaborate on issues concerning them, ask for assistance, get ideas, brainstorm new lessons, and discuss students and strategies for particular students. This team will meet weekly 1 hour before school starts. This team should include the general education teacher, support teacher, paraprofessional, PT, OT, Speech, gym teacher, art teacher, music teacher, librarian, media specialist (this member will help in identifying what assistive technology will help with each student), principal and any other applicable people involved in the student's life on a daily basis. It is ideal for all of these people to attend these meeting however, it is not required. The proper chain of communication can trickle down.
- Students helping students – this is peer buddies, peer tutoring, mentors and circles of support for ALL students. This type of support will allow the students to build friendships, feel power, have fun, build survival tactics and feel loved. Teachers can also benefit from this type of support. Teachers are able to free up time usually devoted to this type of educational need usually meet by them. This will allow for individual help, roaming of the room, monitoring and observing learning going on in the environment. This support is ongoing in the classroom everyday.

*Describe one team meeting as if you were an observer watching and listening – Building Child Study Team – A bus driver approaches the principal in privacy and brings up a concern about a student and would like to conduct a meeting to determine how to help student. In the meeting it is found out that the student is coming out of the bushes in front of an abandoned house to get on the bus every morning. The bus driver asks support staff if they have noticed anything or know what is going on. The teacher mentions that the student has been falling asleep in class and classmates are saying that he smells. Principal says lets make sure that when the student comes in the morning that he eats breakfast and lunch at school and we send him home with something for dinner (i.e. peanut butter and jelly sandwich). After breakfast he should go to the gym for a shower and give him clean clothes (wash his clothes for the next day). Social worker will talk to student prior to any intervention to see if the student will reveal any information. If no luck the student has a great relationship with the janitor so he will try and mentor student for some support. Social worker will also contact family to try and get them to come in for a meeting with her or go to their house to offer support and help for situation that they may or may not be in.*

## **Roles of the Support Staff**

The key to any successful learning environment is support, without it accomplishment comes very hard. Support in education is all around (i.e. janitor, paraprofessional, media specialist, etc.), the key is to utilize it well. The support staff in an inclusive learning environment are specialist in their fields. These specialists, who previously taught students in separate rooms, now often work in the general education classroom, helping us teach (Peterson & Hittie, 2003, 137). The goal for all of the support staff is, to do their teaching inconspicuously (be in the classroom but not singling out any students for support). This is known as “push in” verses the traditional “pull out” services. This way of teaching allows all the support staff to be involved in the teaching which in turn allows more time for the general education teacher (which we all know there is never enough). If all of the support staff are introduced as teachers there is no room for misconception or disrespectfulness on anyone’s part (particularly students saying I don’t have to listen to them because they are not a teacher). The students see all the teachers as equals. The students have a tremendous gain for being able to understand information being taught because there are so many different teaching styles. If students are only exposed to one way of teaching some of the students never get it because they may not learn the way that it was presented. All of the support staff listed below will take leadership in teaching. The subject matter depends on what the general education teacher would like a break from, doesn’t like to teach, need help with or simply would just like to delegate certain subjects out accordingly. Since these support staff are working together continuously it allows for extra collaboration on top of the regularly scheduled meetings.

- Support Teacher – special education teacher
  - Plan with the principal and general education teacher for new approaches to providing learning supports.

- In-service training
  - Organize in-service training quarterly
- Work with consultants
  - Work with consultants monthly and collaboration weekly
- Inclusive education planning committee
  - Be an active member of inclusive education planning committee and plan training quarterly maybe coordinate with in-service.
- Plan for Individual students
  - Facilitate/organize yearly IEP's. Keep the people to attend informed of any changes and aware of any upcoming meeting about the student.
- Consult with individual families and parent meetings
  - Keep in contact with the families and aware of the student and families' needs and wants.
- Advocate on the behalf of individual students and families
  - Be in constant collaboration with the student to be aware of their likes and dislikes.
- Assist in multi-level instruction and adaptations for students
  - Take leadership in promoting collaborative teaching and cooperative learning.
- Paraprofessionals
  - Take leadership in all class activities – lead own reading group, teach a lesson to whole class. Come up with new and innovative ideas for teaching.
- Media Specialist
  - Always on lookout for new and innovative assistive technology that can be used in all classrooms for all learning abilities.
  - When new assistive technology become available to school take training and then come back and train appropriate people.
- Librarian
  - Always on look out for multileveled teaching strategies.
  - Keeping multileveled books on hand at the library
  - Keeping library stocked with varying ability learning levels (i.e. computers, videos, fish, maipulatives).
- Psychologist
  - Offer support when needed
  - Keep all psych evaluations up to date
  - Consult with teachers regarding students academic and emotional needs and suggest strategies for instruction.
- Principal
  - Keeping the school a safe learning environment
  - Looking for grants out there to bring in more money to the school
  - Pitching in when needed
  - Keeping an open door policy with all staff
- Physical Therapist

- Always searching for adaptations for classroom to make mobility/learning easier to for ALL students.
  - Providing physical therapy to students that require it, in a fashion that does not single a certain individual out (i.e. teaching stretching techniques to the whole class that not only benefits the student sin mention but the class as a whole).
- Occupational Therapist
  - Always searching for adaptations for classroom to make manipulating objects/learning easier for ALL students.
  - Providing fine motor skills to the whole class not singling out one particular student (i.e. squirting a water balloon) which in turn benefits the class as a whole.
- Speech Therapist
  - Always searching for adaptation for classroom that make communication for ALL student easier (i.e. a communication board might be used for a student that can not talk which will benefit a student that is able to talk be able to understand the non-verbal student).
  - Providing speech skills to the class as a whole instead of pulling a student out (i.e. singing a funny song which encourages ALL students' participation).
- Music Teacher
  - Collaborate with speech therapist for new and innovative ideas in multileveled instruction in music.
  - Allowing learning kinesthetically (some students learn using this technique).
- Art Teacher
  - Collaborate with occupational therapist for new and innovative ideas in multileveled instruction for art.
  - Fit in IEP OT goals into art manipulation.
- Gym Teacher
  - Collaborate with physical therapist for new and innovative ideas in multileveled instruction for gym.
  - Fit in IEP PT goals into gym class for ALL student involved.
- Social Worker
  - Get all proper support for families to allow family time easier (i.e financial support of needed)
  - Provide counseling to students
  - Consult with teachers regarding students' academic and emotional needs and suggest strategies for instruction.
- Janitor
  - Build friendships with students
  - Provide a safe and clean learning environment
- Bus Driver
  - Build friendships with the students

- Provide the students with a safe and friendly transportation to and from school.
- Noon Aides
  - Build friendships with the students
  - Provide a clean and safe eating environment
- Secretary for the school
  - Keep the school running
  - Order any needed items
  - Remind everyone of where they are supposed to be
  - Answer phone and take messages
  - Keep website up to date
  - Order bussing when needed for events
  - Keep all staff in line (LOL)
- Title 1 (if applicable) (same responsibility as support teacher)
- Bilingual Teacher/Paraprofessional (if applicable)
  - Provide translation to student (if this were a need this paraprofessional would need to be in the classroom of the bilingual student 100% of the time until the student began to learn the spoken language of the classroom).

*Describe a day in the life of two support staff:*

*Special Education Teacher – will arrive to school (on a non teacher and support staff meeting day) 15 minutes prior to school starting. Go outside of classroom to meet and greet ALL students the hallways. Once the bell rings go around to all the classrooms to greet ALL the students and determine if any immediate assistance is needed. Go to planned 1<sup>st</sup> grade classroom for co-teaching of a multileveled lesson (previously prepared by sp ed teacher) on maps, stay there for 50 minutes. In the middle of lesson you are paged (for a behavior problem in 4<sup>th</sup> grade) so gen ed teacher takes over teaching the lesson. Go back to 1<sup>st</sup> grade to help wrap up the lesson. Then go back to 4<sup>th</sup> grade classroom for co-teaching of a multileveled lesson (previously prepared by sp ed teacher) on magnets, stay there for 50 minutes. Go to 5<sup>th</sup> grade classroom to assist in transferring of student to toilet. Stay in 5<sup>th</sup> grade for multileveled teaching (previously prepared by sp ed teacher) of plant earth, stay there for an additional 40 minutes. Go to lunchroom and assist in oral and/or tube feeding of students. Go to lunch while students are outside for lunch recess. Go around giving paraprofessionals a break for lunch. Go to kindergarten to read a naptime story for 15 minutes. Go to science room to assist 2<sup>nd</sup> graders in milkshake science activity. Go to 3<sup>rd</sup> grade to teach a multileveled lesson (previously prepared by sp ed teacher) on plants.*

*Paraprofessionals – will arrive to school (on a non teacher and support staff meeting day) 15 minutes prior to school starting. Paraprofessional will go to assigned room and talk with teacher to get any pertinent information about the day's plans. Go outside of classroom to meet and greet ALL students the hallways. Once the bell rings co-lead (with the teacher) the students in an early morning exercise routine that engages ALL students abilities. Read the students a*

*story on the carpet. Students will get into heterogeneous cooperative learning groups that they are assigned to and engage in the teacher's lesson on math. Go around to the different groups and answer questions, making sure students are on task and offer help. At 10:00 am give student X their tube feeding of water (IN THE CLASSROOM) while student is still engaging in group activity. At 10:15 students will get into heterogeneous reading groups. You are in charge of a reading group that does not have the "inclusion student" in it. Monitor and help students sound out words and ask comprehension questions for each ability level in the group while monitoring other reading groups progression around you. As everyone is getting ready for lunch, take the student that uses diapers to the bathroom to assist in toileting. Go to the lunchroom with the ALL of the students to assist in eating (i.e. some students may have trouble opening a juice box, or getting the sandwich to their mouth). Assist the noon aides during recess. Take a lunch break for yourself. Go back to the classroom and demonstrate how a tornado forms (lesson was previously planned out by my paraprofessional). Assist students in their heterogeneous cooperative learning groups. While teacher is teaching about the process of plants walk around the classroom making sure ALL students are on task. Assist student that uses diapers in toileting again. Then assist ALL students in getting ready to go home.*

### **Collaborative Teaching: Roles of Special Education Teachers**

Collaborative is defined by The American Century Dictionary as working together and to cooperate with an enemy (pp. 112). Collaborative teaching follows along the same concept. All the people involved in students' lives collaborate to come to common grounds. This may mean that some teachers may not get along, but with the best interest of the student in mind all of the personal feelings will be set aside for collaboration. Collaboration of teachers together will pay off in the long run. If all the teachers are in sink with each other the students will receive more worthwhile learning because redundancies will not be likely to occur.

The special education teacher in the school will have the most duties above all personnel in the school. It is the role of the special education teacher to:

- Support/Collaborate ALL general education teacher in the building
  - Including taking on subject responsibility (Co-Teaching)
  - Assist in grading and report cards
  - Assist in multi-leveled teaching
  - Assist in making adaptations
  - Assist/lead in IEP for ALL students in the building
  - Assist in behavioral challenges
  - Assist in building a community
- Support/Collaborate ALL students in the building
- Support/Collaborate with ALL other support staff in the building (i.e. PT, OT, Speech, media specialist, etc..)
- Act as a consultant to teachers and students to learn difficult and/or new skills
- Liaison between school and parents
- Schedule and attend team meetings



The responsibilities listed above are routine for the special education teacher to complete throughout a day. Collaboration and planning time as mentioned before are completed throughout the day due to the time in the classroom together. One hour per week before school starts is scheduled for Teacher and Support Staff Meeting. This meeting is the official time to collaborate among support staff and because they are all in the classroom at various times everyone is on the same page which makes the meeting successful.

Inclusive Teaching mentions four key approaches which support staff provide support for teachers (pp.135).

- Pull-Out Remediation – As I mentioned earlier in my learning environment for ALL students this approach will be used only after all other “push in” approaches have been exhausted. The less the students are pulled away from their learning environment the more they will get out of their education. There are certain situations where “pull out” may be the only way to best serve the students’ needs.
- Adaptations – adaptations will be an ongoing process for all support staff. The media specialist will be continuously looking for assistive technology and the librarian will continuously search for multileveled books and resources. Adaptations are not one person’s specific job they can be made by anyone that has an innovative idea/concept that may work. This approach is a “hit or miss” some technologies may turn out to be a flop and others that may seem too simple may be the best solution for any technology problem.
- Support for Teacher needs – the special education teacher as well as all support staff will be handed material from the “teacher” to teach to the class (not the plans but the subject and content to cover, whoever teaches is responsible for making it a multileveled lesson). As previously mentioned the “teacher” may not like to teach certain subjects or just plain does not have the knack for teaching, for example, math and a support staff may love and teach math well. The students will definitely get better learning results if the lesson is taught by someone who enjoys a subject. The extra time allows the “teacher” to roam the room and check to make sure all are on task or answer questions, complete running records, observe support teacher to make suggestions and/or learn new teaching techniques, etc.
- Inclusive Multilevel Teaching – in this approach all support staff can assist the “teacher” in making lessons multileveled to allow for various ability levels engaging all students. This approach will cut down on the adaptations that would need to be made. Adaptations will most likely still be needed for the students that are more profound in their ability levels. However this approach will make the adaptations much easier because it will already be at the lowest level of ability.

Behavioral challenges in the classroom are inevitable in working with children. If you create an environment that is rich in Love, Power, Survival, Freedom and Fun most of the typical behavior issues will not be seen. Behavior issues are a form of communication from a child to whoever is seeing this behavior. The communication is usually what the child is lacking from home or something may be bothering them (i.e.

their leg braces are pinching them). The school will model appropriate behavior. Sometimes the simplest behavior issues are solved when the child is taught how to do something. If the child doesn't know how, and we don't teach it, we can not expect them to behave. Unfortunately, there will be some behavior issues that can not be solved even with the most needs being met. In these cases it will be the responsibility of the special education teacher to start the process of a positive behavior plan. The special education teacher will need the support of all staff involved in the students' life, including the parents.

*Describe one classroom period as if you were an observer watching and listening to how you are co-teaching – You would observe a multileveled lesson that incorporated all of the multiple intelligences. You would observe the style of co-teaching known as one teaches, one observes. I would be teaching the lesson and the general education teacher would be walking around to the various heterogeneous cooperative learning groups to answer questions and keeping students on task. The gen ed teacher would be monitoring the comprehension of the students and stop me for an example to be shown in a different way, gen ed teacher would give a new way of learning the subject that may help other students comprehend the meaning better. All students learn using different parts of their brain so the more examples given by various teaching styles the better it is for the students' comprehension.*

## **Partnering with and Supporting Parents**

The reason that I went into special education was to educate myself (a parent of a beautiful 6 year old little girl that has a label of SXI). Then I found myself knowledgeable in my rights and the law and now my mission as an educator/parent is to educate all other parents to their rights and laws particularly informing them of inclusive education for their children. Supporting parents in my school will come naturally as I will talk openly with staff about my trials and tribulations to help all staff understand what all parents have and will go through when they have a child in the special education system. Due to my personal background I have a good knowledge as to what parents have or will go through and I can relate first hand. In my school we will:

- OFFER INCLUSIVE EDUCATION FIRST AND ALLOW PARENTS TO EXPLORE ALL THE PLUSES BEFORE EVEN MENTIONING SEGREGATED SETTINGS. In fact make the parent ask for segregated classrooms, do not offer as a choice as multi-level teaching is the best opportunity for ALL children to learn.
- Each teacher, whether the call comes from a support staff or general education teacher, will make at least 2 positive phone calls home per week (when they have called all students on case load, start the calls all over again).
- Create an open door policy that allows parents to drop in to class anytime they want to.

- Keep an open policy to meet with parents any time they need to. They may just need to talk to another adult that can just listen and sympathize with them.

Parents and community are what our students come from and go home to. Parents know their child better than any paid person that is working with children. We need to build a strong bond between the school and the environment surrounding them. In order to do this we need to keep an open communication between the parents by asking them what things work at home and communicating what is being taught in the classroom so that the learning can follow home with the child and be reiterated. This can also be a key aspect of reducing problematic behavior in the classroom. If a student knows that their teacher has a good relationship with their parent and communicates regularly they are less likely to misbehave in the classroom for fear of parents finding out.

### **Inclusive Instruction for Students of Diverse Abilities**

1. Describe strategies for designing instruction – universal design means to design it “right” the first time for all practical purposes. Not only does it cost less it benefits everyone. If a building is designed from the start for universal design (handicapped accessible) it is much cheaper and benefits everyone. How many times have you used the door switch to open the door because your hands were full? If we design lessons this way it saves time for the teachers and confusion for the students. If the lesson is taught using the multiple intelligences (multileveled teaching) adaptations will not have to be made for each individual ability level. As mentioned earlier for students that are severely impaired adaptations will have to be made however, it will make it much easier to do because the lesson is already multileveled. You would simply take the lowest level and adapt from there instead of taking the highest level and bringing the lesson down from that level.
2. Detail two brief multi-level lesson plans

Name of lesson Assembly Line

<b>Learning Goals</b>	<b>Level 1 (Highest)</b>	<b>Level 2</b>	<b>Level 3 (Lowest)</b>
<b>Overall Goal</b> Reflection of learning about the assembly line	Student will free write any reflections about unit at the end of each activity.	Give students a topic to write about in journals	Allow student to point to picture about given topic.
	Student will teach to class what they have learned and ask for questions/comments.	Students will get with a partner and share what each has learned.	Student will be asked a question and using one word answer or pictures to answer it.
	Take something of interest to them and research more in-depth and brings finding to class to discuss.	Students will share with whole class what their favorite part of the unit was and why.	Pick out from a group of three pictures what their favorite part of the unit was.

Learning Activities	Multiple intelligences, scaffolding, & learning styles	Multi-level
Get a model of an assembly line that is currently used for production, from General Motors for students to explore.	<p>High ability – students investigate in greater depth</p> <p>Middle ability – students relate to real life how an automobile is made.</p> <p>Low ability – Student can manipulate assembly line using a switch to start it.</p>	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
Students work in heterogeneous groups to design and create the first assembly line as learned about in class.	Students take on different tasks according to ability level.	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
Re-enactment of the assembly line through a skit. Student will play the parts of various people in the assembly line profession, including foreman.	Students take on different tasks according to ability level.	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
Field trip to Henry Ford Museum and General Motors factory.	<p>High ability – Students investigate in greater depth.</p> <p>Middle ability – apply knowledge into real life situations</p> <p>Low ability – students can manipulate objects on field trip using senses.</p>	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
Reflection Activity	Students write at their ability level, sketch pictures, or use a tape recorder.	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>

Assessment and evaluation	Multi-level
Use rubric for evaluating the assembly line. Re-enactment of the assembly line through a skit. Student will play the parts of various people in the assembly line profession, including foreman	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> <li>6. Kinesthetic</li> <li>7. Visual</li> </ol>

Anecdotal records done through observations and individual and group conferences to evaluate during this unit to find out what/how each student is learning	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
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Name of lesson Teeth

Learning Goals	Level 1 ( <i>Highest</i> )	Level 2	Level 3 ( <i>Lowest</i> )
<b>Overall Goal</b>  Students will make a model of the teeth in their mouth	Students will sort the teeth and put them in order without using a model. Students will then evaluate their work as well as others to make sure they have it right.	Students will look in mirror at own teeth to complete this task.	Students will be asked yes/no questions as to what tooth goes where.
	Students will complete tasks on own and off assistance to peers.	Students will look at model to complete tasks.	Students will look at own mouth as a model (take a picture of teeth) and identify whose mouth is whose.

Learning Activities	Multiple intelligences, scaffolding, & learning styles	Multi-level
Students will use multicolored marshmallows to represent the different teeth in their mouths and paste them appropriately on a piece of paper.	<p>High ability – students will complete task on own and offer assistance to peers.</p> <p>Middle ability – students will look at model to complete tasks.</p> <p>Low ability – students will look at own mouth as a model (take a picture of teeth) and identify whose mouth is whose.</p>	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
Field trip to local dentist office.	<p>High ability – Students investigate in greater depth.</p> <p>Middle ability – apply knowledge into real life situations</p> <p>Low ability – students can manipulate objects on field trip using senses.</p>	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>

Reflection Activity	Students write at their ability level, sketch pictures, or use a tape recorder.	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>
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Assessment and evaluation	Multi-level
Use rubric for evaluating the models of the mouth. Students will get into heterogeneous groups to make up a funny riddle/skit for the teeth locations in their mouths.	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> <li>6. Kinesthetic</li> <li>7. Visual</li> </ol>
Anecdotal records done through observations and individual and group conferences to evaluate during this unit to find out what/how each student is learning	<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Comprehension</li> <li>3. Application</li> <li>4. Synthesis</li> <li>5. Evaluation</li> </ol>

3. Community in the classroom - Community is defined by The American Century Dictionary as a body of people living in one locale, body of people having religion m ethnic origin, profession, etc. in common (pp.116). The common interest of all children that come to school is to LEARN! That does not matter if they are high ability learners or non-verbal learners. The community starts being built as soon as all the students are treated equally. If students are reading silently a community would promote “it takes a village to raise a child” and if a student was unable to read, a student that was able to read would read the story to “with” them. If your classroom was working in cooperative learning groups the groups would be grouped together heterogeneously to promote a community of diverse learners.

*A lesson as if I was an observer – If the students were working in reading groups. A classroom that builds a strong community would have the students grouped heterogeneously to allow a group full of multiple intelligences. Students learn from each other and this setting promotes learning from each other. Students that were able, would read out loud. Each student would get a chance to ask and answer a comprehension question whether the answer is verbal or non-verbal (i.e. using gestures for yes no questions or a communication board).*

4. Behavioral Challenges – as mentioned earlier can be dramatically reduced if five components are met:
- a. Love
  - b. Power
  - c. Freedom
  - d. Survival

e. Fun

If these are met most of the problems will be eliminated. However, if you do encourage cooperative learning groups, play groups, teach fun and engaging lessons, and do your homework on your students' culture prior to teaching your students will also lessen the behavior problems in your classroom. You also need to allow your students an out if they need one. Sometimes, as I know I do, students also need a break to get away from the classroom. If you design communication that allows students to tell you this in a non disturbing way this will also reduce problems in the classroom. Teaching multileveled is a great way not only to engage all students but to motivate students to explore new knowledge, which also reduces problematic behavior.

*Example of a challenging behavior and what I would do to handle it – A student that disrupted the class by screaming out – The first thing that needs to be done is a functional assessment to see why the student is disrupting the class. Call a Building Child Study Team Meeting to discuss strategies to approach in determining alternative solutions for this behavior. The student may be trying to communicate pain, boredom, seeking attention, etc. Once the antecedent is determined seek alternative devices for communication. For example if it was determined that the student needed a break from the classroom because it was overwhelming, then the student depending on ability levels point to something that communicates to the teacher that they need to leave the classroom for a breather. The student would have a designated spot in the school to go to for relaxing/decompress for a few minutes and then return to the classroom. A few minutes a day for one student's disruptive behavior can be a lifesaver for managing their own behaviors in future.*

5. Designing the classroom and assistive technology – The classroom should be set up for cooperative learning groups. There should be enough room in all parts of the classroom for a wheelchair and walker to get through. Books should be at a level that all hands could reach (i.e. a shorter person or someone who sits in a wheelchair). Bathrooms need to be accessible to all individuals. Students' work should be all over the walls and in the hallway. Students have several options for working (i.e. under desks, bean bags, hallway, desks, carpet, etc). As mentioned earlier all support staff would be a part of creating, thinking and searching for new and innovative technology that would work for students in the school. Anticipated assistive technology that I see us using are: communication devices, Big Mac switches, books on tape, multileveled books, magnifying glass and computers to name a few.

## Case Studies

1. **David** – is in the third grade and has moderate mental impairments, epilepsy (he has around one grand mal seizure each week) and mild cerebral palsy (he can walk haltingly and speak slowly but not intelligibly). David has been a pretty withdrawn little boy and has not made friends in his special education classroom. He likes to play on the computer and look at books though he can only recognize a few words and letters. His mother is very poor; his father was just sent to jail for drug related charges. Last year David was in a special education class which he disliked because people made fun of him for being in the “dummy room”. He got in many fights and began hanging out in the halls whenever he could get away with it. The special education teacher considered him a major behavior problem. This year he is part of the effort to include students with disabilities in regular classes.

IEP Goals	Silent Reading	Math	Language Arts	Phonics	Science
Forming sounds				Forming sounds for each letter of the alpha. Starting with only 5 letters at a time	
Recognizing functioning words	While reading a book student will write down 5 functioning words that were in the book (teacher will have already gone over these words prior to doing obj)	XXX	XXX	Forming sounds for each letter of functioning word that is written on paper (the words should be the same for each activity)	Completing functioning words to make the word have meaning (i.e. men’s bathroom go in school to find it, refrigerator go and find it in school and get out the science activity ingredients for the day).
Social abilities	XXX	David will be captain of a cooperative	David will participate in a cooperative	XXX	XXX



		learning group.	learning group.		
Behavior issues – emotional behaviors acting out due to home situation – Dad is in jail (once above are in place these should decrease)	XXX	XXX	XXX	XXX	XXX

<b>Time</b>	<b>Class/subject/activity</b>	<b>Supports, teaching approach, or adaptation</b>
8:30	Silent reading	David will have a book that is at his reading level and will work on above objective for silent reading.
9:00	Math	David will use manipulatives and work in a cooperative group with varying ability levels.
10:00	Language Arts	If any literature is to be read teacher will read allowed to whole class or have it on tape for David.
11:00	Phonics	Start with 5 letters and teach sounds to David. This is to be done in general education classroom. Once the paraprofessional teaches David how to do this he can complete this task on his own during reading time in the classroom.
12:00	Lunch	No adaptations
1:00	Science	If any literature is to be read teacher will read allowed to whole class or have it on tape for David.

2. **Jena** - is in the first grade. She lives with her single mother who works nights. She has three brothers who are in grades 3, 6, and 7. Two of them are in special education classrooms. When her mother works they stay with their aunt across the street. She has shown some language delays and is very active in the classroom. She is frequently disruptive in the classroom getting into fights and running around the class a lot, so much so that the aide in the special education room last year spent a lot of time with her. Jena likes to draw and paint, sing very loud, and run around in the class and playground.

<b>IEP Goals</b>	<b>Reading</b>	<b>Math</b>	<b>Language Arts</b>	<b>Phonics</b>	<b>Science</b>
Forming sounds				Forming sounds for each letter of the alpha. Starting with only 5 letters at a time	
Recognizing functioning words	While reading a book student will write down 5 functioning words that were in the book (teacher will have already gone over these words prior to doing obj)	XXX	XXX	Forming sounds for each letter of functioning word that is written on paper (the words should be the same for each activity)	Completing functioning words to make the word have meaning (i.e. men's bathroom go in school to find it, refrigerator go and find it in school and get out the science activity ingredients for the day).
Social abilities	XXX	Student will be captain of a cooperative learning group.	Student will participate in a cooperative learning group.	XXX	XXX
Behavioral – fighting	Student will have a book to read that in on level to				

	engage in reading (if the book is not too difficult student will not be bored and start a fight)				
Behavioral – running around		Give less math work so that the student does not get frustrated and run around the room			

<b>Time</b>	<b>Class/subject/activity</b>	<b>Supports, teaching approach, or adaptation</b>
8:30	Silent reading	Student will have a book that is at his reading level and will work on above objective for silent reading.
9:00	Math	Student will use manipulatives and work in a cooperative group with varying ability levels.
10:00	Language Arts	If any literature is to be read teacher will read allowed to whole class or have it on tape for student.
11:00	Phonics	Start with 5 letters and teach sounds to student. This is to be done by the paraprofessional during this time in the classroom.
12:00	Lunch	No adaptations Lunch is perfect opportunity to improve on language skills.
1:00	Science	If any literature is to be read teacher will read allowed to whole class, allow student to pair up with a good reader or have it on tape for student.

3. **Laurie** - has very severe cerebral palsy and is in the 5<sup>th</sup> grade. She uses a small wheelchair and pushes herself along with her feet slowly. She has a cheerful personality and is very interested in learning. She has mild mental retardation and is very interested in reading and writing. She is very difficult to understand in her speech. Often people have to ask her to repeat what she has said. Her parents are caring and supportive people though their resources are limited. Her father works as an auto mechanic at the local garage and her mother works as a waitress. They have provided a lot of support to Laurie and she is very close to them. She has developed a couple of friends in the last two years but often seems alone in the class.

<b>IEP Goals</b>	<b>Silent Reading</b>	<b>Math</b>	<b>Language Arts</b>	<b>Phonics</b>	<b>Science</b>
Forming sounds				Forming sounds for each letter of the alpha. Starting with only 5 letters at a time	
Develop alternative communication		Use communication board to give answer			
Recognizing functioning words	While reading a book student will write down 5 functioning words that were in the book (teacher will have already gone over these words prior to doing obj)	XXX	XXX	Forming sounds for each letter of functioning word that is written on paper (the words should be the same for each activity)	Completing functioning words to make the word have meaning (i.e. men's bathroom go in school to find it, refrigerator go and find it in school and get out the science activity ingredients for the day).

Social abilities	XXX	David will be captain of a cooperative learning group.	David will participate in a cooperative learning group.	XXX	XXX
Behavior issues – withdrawn (once above are in place these should decrease)	XXX	XXX	XXX	XXX	XXX

<b>Time</b>	<b>Class/subject/activity</b>	<b>Supports, teaching approach, or adaptation</b>
8:30	Silent reading	Student will have a book that is at his reading level and will work on above objective for silent reading.
9:00	Math	Student will use manipulatives and work in a cooperative group with varying ability levels. Use communication device to answer questions.
10:00	Language Arts	If any literature is to be read teacher will read allowed to whole class, pair student up with a good reader, or have it on tape for student. Use communication device to answer questions.
11:00	Phonics	Start with 5 letters and teach sounds to student. This is to be done by the paraprofessional during this time in the classroom.
12:00	Lunch	No adaptations
1:00	Science	If any literature is to be read teacher will read allowed to whole class, pair student up with a good reader, or have it on tape for student. Use communication device to answer questions.

## Appendices

Allyn and Bacon (2003). *Inclusive Teaching Creating: Effective Schools for All Learners*. Retrieved June 1, 2003 from [http://wps.ablongman.com/ab\\_peterson\\_inclusive\\_1](http://wps.ablongman.com/ab_peterson_inclusive_1)

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The American Century Dictionary (1997). New York: Warner Books. (pp. 112, 116).