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Portfolio

SED 5600

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Portfolio

My elementary school consists of grade kindergarten through fifth. The ages of these students are five through ten. The number of students in this elementary school is approximately six hundred. The students are arranged by grade and there are at least two classes of each grade. The socio-economic status is middle class and approximately five percent of the six hundred qualify for free or reduced lunch. There is a wide variety of racial, linguistic and cultural groups at the school that range from Caucasian, Hispanic, Jewish, African American and Asian.

The members and participants of a support team include:

- General education teacher
- Special education teacher
- Teacher consultant
- Therapists
- Counselor
- Psychologists
- Social workers
- Media specialist
- School nurse
- Paraprofessionals
- Other staff such as janitor, bus driver and secretaries.

The purpose of the support team meeting is to discuss what the best education for each student should comprise. The support team will meet once a week at a convenient time for all staff involved. Preferably during school hours on the teachers' planning time. The team will meet to discuss the IEP goals and how to adapt the curriculum to meet the needs of all students in the class. The support team will also discuss adaptive equipment and community interest. They will discuss collaborative groups such as girl/boy scouts and after school activities that the student wants be involved in.

Teachers will schedule a collaborative consultation with the support team. The schedule for the school year will include a planning time that is the same for all teachers and staff involved. The staff will meet once a week during this time. If other consultation is necessary, the staff can communicate over email, before or after school. Itinerary will be what each teacher needs in the classroom and also what other support staff feels needs to be implemented in the classroom.

The support team works to coordinate services to general education teachers at the weekly meetings. All staff will discuss what needs to be implemented and decide as a group what support staff is needed during the day. From here the team can set up a schedule. The support staff, such as therapists and teacher consultants can assist the teachers and students when necessary.

The support team needs to create a positive community in the classroom and take into consideration the behavioral challenges in the school. To do this the support staff

must create an environment that is very supportive to each other. They need to stress the importance of collaboration with each other. The team will create an atmosphere in the classroom that encourages peer partners, circles of support, conflict resolution, class meetings and sharing feelings and thoughts. The teachers will also encourage giving the students choices to teach them responsibility. The support staff should consider the following when dealing with behavior problems:

- Are the students' needs being met? If not, what can the team do?
- Create circles of support.
- Structure and organization in the classroom.
- Teach using multiple intelligences.
- Students should assist in classroom rules.

(Peterson and Hittie, 2002)

The support team should address assistive technology in the team meetings. This can and should be addressed at every meeting. (Is the technology working for the student? Is there anything else that is a concern for parents/teachers?) Therapists, psychologists and/or teachers will present their ideas about assistive technology to the rest of the group. Then the group will decide if the technology would be beneficial to the student in the environment. It must be beneficial to all parties and should not be a great inconvenience to anyone involved. Basically, if the equipment is too much for one person to handle, someone else must be brought in to handle it. If the technology is more complex, inservice and training sessions will need to occur. For example, a Dynavox is a complex machine and needs an expert to program it. At least one of the staff must be trained to use, program and fix minor problems with the machine. This is complex and will need more than one support member to use. The support staff should also discuss progress/concerns about the technology.

The support team will be scheduled at the same time every week as determined at the beginning to the school year. This will be planned into the teachers' planning time so that all staff members involved can meet together to discuss students' IEP goals and how to implement them into the classroom and adapt the curriculum to meet the students' needs.

A general education teacher brings a concern to the support staff meeting:

The general education teacher is concerned about a problem that an autistic student is having with getting the correct assignment turned in on time. She would like some suggestions on what to do to make sure that the student receives the correct assignment and that the student knows when it is due. The special education teacher suggested that the general education teacher write down on paper every part of the assignment and the due date. Then the teacher consultant suggested that not only to write down the assignment but also to write or watch the student write the assignment in their planner on the date that the assignment is due. The general education teacher thought that this was a great idea and also suggested that she could call home or send an email to reiterate the assignment to the parent or guardian. They also discussed some other scheduling conflicts that a student was having with a class in the morning. They

agreed to switch silent reading time from first thing in the morning to later in the morning.

List of support staff

Support teacher

This includes special education and general education teachers. The support teachers will attend inservice training to learn new approaches to teaching and about ideas on how to teach multi-level classrooms. The teachers will work collaboratively with other staff members such as therapists, parents, paraprofessionals and other teachers to gain maximum education for their students to create a well-rounded curriculum. Teachers should be creative, be open to new ideas and organize meaningful after school activities. (Peterson and Hittie, 2002)

Teacher consultant

Visits the classroom, observes students and consults with the classroom teacher about effective classroom strategies. The consultant may also obtain materials, refer students to other services and coordinate communication with parents. (Peterson and Hittie, 2002)

Paraprofessionals

Some responsibilities may be to lead small group instruction, provide assistance for personal care and other physical needs, assist students in completing directions given by the teacher, facilitate interaction among students, adapt lessons under the teacher's guidance and implement other needed tasks.

Speech therapists

Assist students with difficulties in producing sounds and communicating effectively.

Occupational therapist

Assist students with fine motor movements and coordination and also use of the upper extremities to accomplish functional tasks.

Physical therapists

Assist students to improve their gross motor abilities.

Rehabilitation teacher

Assist students who are blind or visually impaired in using accommodations, adaptive equipment and materials for daily living and communication.

Sign language interpreters

Assist students who are deaf to understand what is happening in the classroom and communicate with others.

Counselor, Social workers and Psychologists

These people consult with teachers regarding academic and emotional needs; they also suggest strategies to use in the classroom.

Media specialist

These individuals can provide great information to assist students with research projects and in training students in the use of computers and other media.

School nurse

Provide assistance related to health issues and coordinate in-school services with medical services outside the school. (Peterson and Hittie, 2002)

All of the support staff and services are provided in the classroom.

A day in the life of two support staff:

The general education teacher and a special education teacher work side by side on a daily basis. They both must collaborate and consult with one another in order to give their students the best education. In the morning, the general education teacher will discuss with the special education teacher the schedule for the day. They discuss and brainstorm ideas on how things will work best. They decide that for the reading activity, the class would be more beneficial split in half. The special education teacher takes half of the group and teaches the reading activity. The general education teacher takes the other half and completes the reading activity. This is how the general education teacher and special education teacher deal with collaboration on a daily basis. This allows everyone to learn in small groups. Later that day, the two staff members co-teach a math lesson. The general education teacher instructs the group and the special education teacher takes over while the general education teacher walks around the room to observe and help the other students if necessary. The paraprofessional assists anyone who needs extra instruction and is involved in all of the daily planning done by the two teachers.

Collaborative teaching: Roles of Special Education teachers:

- Work with other support staff
- Provide direct support and instruction with the general education teacher.
- Develop or acquire needed materials.
- Work with teachers to identify strategies for accommodating students.
- Connect families to one another to provide support.
- Co-teach lessons with general education teachers.

Schedule in working with other staff and teachers including planning time.

- 7:30 –8:10 Planning time for General Ed and Special Ed teachers
- 8:15 – 10:30 Class
- 10:35 – 11:30 Planning time while students are in specials
- 11:35 – 12:05 Lunch
- 12:10 – 3:00 Class

On Fridays, during the 10:35 – 11:30 planning time, the whole team will meet for the weekly support meeting.

In my school, I feel that it would be most beneficial for me to teach collaboratively with the general education teacher. Using ideas such as one teach, one observe and alternate teaching gives the students a change of pace and keeps things fresh, new and interesting. One of the benefits of collaborative teaching is that two heads are better than one. There will need to be adaptations made to the curriculum to meet the need of the special individuals in the classroom. This does not just apply to special education students but to multiple intelligence's also. By putting more heads together the classroom can be a great learning environment for all involved.

Grading has changed drastically over the years. Since teaching practices have changed, so have the assessment strategies. There are three key factors that assessment should be based upon:

- Effort
- Growth and improvement
- Goals reached

It is important to assess or evaluate the students based on the instruction going on in the classroom. This means that while the students are reading, writing, discussing, reflecting and sharing, they should be assessed on these measures. Instead of using formal testing situations, it is more beneficial to the students to evaluate them based on class discussion, writing pieces, and projects that they complete. The assessment will be much more valuable to the teacher than a test that only measures the student's knowledge instead of the student's growth and learning. (Peterson and Hittie, 2002)

Howard Gardner's Multiple Intelligence theory is a great structure to use when assessing and grading students. Grading should be based upon the way the students learn and should be based upon the individual not the norm. The assessment would be much more accurate if the student was tested on how they have progressed. Grading should be based upon the following factors:

- Accomplishment of the goal expressed in the student's IEP or team member's goals.
- Improvement
- Effort

In my classroom we discussed having two teachers. What I told them was that we are two teachers and that we will both be teaching the same class. I explained to the students that one teacher is a special education teacher and that the other is a general education teacher but I did not mention which student(s) were the special education students.

The method of planning will include the special education teacher and the general education teacher collaborating during their planning time allotted during the day. During this time the teachers should talk about how to assess students, instructional methods and communication of other ideas. This is the perfect time to put finishing touches on any upcoming lessons or plan future units or field trips. Both teachers should

come with their own ideas in mind but also an open mind to others' ideas. (Peterson and Hittie, 2002)

The support staff will discuss community building and behavioral challenges during planning time. It is important to build a classroom community for the students, especially those with behavior problems. One way to achieve that goal is by allowing the students to participate in making classroom rules. This gives them a sense of responsibility to make their own choices and in turn, the students gain a sense of power in the classroom. This is important because the students feel like they are in charge of themselves and the teachers are not ruling them. Students are much more likely to behave in the classroom if they feel that they have some control or say in what they do in the classroom. Another way to create a positive community in the classroom is to allow the students some choice about what they want to learn. This gives them some power over what they want to learn and what is important to them.

The following is a description of a classroom that I am co-teaching:

In the classroom, I am standing on one side of the classroom and the general education teacher is standing on the other side of the classroom. We are taking turns instructing the students. They are working in groups to complete a math activity. They are engaged in measuring the length and width of tables, chairs, walls, etc. The general education teacher started the lesson by explaining to the class what measurement was and why it is important. I took over and demonstrated for the students how to measure a tabletop. Then I put the students in groups and gave them instructions. The general education teacher handed out the items they were to measure and the ruler and yard stick to the group leader. The students are now engaged in learning and the general education teacher and I are walking around the room and giving assistance where needed.

While partnering with and supporting parents in the classroom, I would reassure the parent that their child will be taken care of. I would explain to the parent how much staff and support we have by talking about the weekly support meetings to specifically discuss their child and how we can better accommodate him or her. I would also tell the parent how the other staff is involved in the success of the student. The paraprofessionals will be in the classroom on a daily basis as will any therapists that the student requires. I would also tell the parent that the student would be in the general education classroom all day (Except lunch) and how he or she will be making a wonderful contribution to the classroom. (The student will eat in the lunchroom with peers) The therapists and other services will still be provided to the student only it will be in the classroom setting. Lastly, the most important of inclusive teaching is that the student will learn or at minimum participate in all activities that the rest of the class is completing. The student will not be sitting off to the side or in the back of the room but in the middle of the activity or lesson. Parents will participate in the school by attending ceremonies, congratulating students who passed tests, sports games, and after-school activities such as dances and assemblies. (Peterson and Hittie, 2002) There are also other organizations such as PTO for the parents to have a say in what and how things happen in the school. These are all great things that teachers should encourage from all of their students' parents.

Some strategies that I would use in my classroom for designing instruction are:

- Establish a good rapport with the parents. In order to create this, I would send home letters to the parents welcoming them and their child to my classroom.
- Invite the parents to come in and see the classroom and open the communication lines for thoughts, questions and concerns. I want to make my students and their parents feel comfortable. When the students' parents visit my classroom, I would make sure that everyone on the team is there to talk to the parents.
- Describe to the parents some of the things that will be changing, some of the things that we will be doing in the upcoming months and how their child will participate. These ideas and changes will be from a prior meeting with all members of the support staff.
- I would make sure that I have regularly scheduled meetings with the support staff to make accommodations and adaptations to the curriculum.
- Work with the regular education teacher to co-teach. It would be very beneficial for the students and the general education teacher to have some on-site advice and accommodations. The two teachers would meet on a daily basis to talk about who will teach what and how this will happen. There are several strategies such as one teach, one observe and alternate teaching that would work great in an inclusive classroom. In the beginning, it will be trial and error to find the best teaching strategies for the teachers and the students involved.
- Be open-minded and listen to concerns and suggestions.

The following are two brief multi-level lesson plans that include: multi-level learning goals, activities and multilevel evaluation.

Lesson #1: Name of lesson Frogs

Learning Goals	Level 1 (<i>Highest</i>)	Level 2	Level 3 (<i>Lowest</i>)
Overall Goal The students are to learn about the lifestyle of the frog and learn the different stages in a frog's lifetime.	Be able to name all of the cycles and important information about each stage.	Tell about where frogs live	Be able to recognize that an egg is the first stage.
	Be able to describe and explain all of the different stages and body parts.	Explain the body parts and why they are important.	Know that a tadpole is the second stage and there are several variations to the stage.
	Be able to tell about the life cycle and tell why these components are important.	Be able to tell about the body parts of the full grown frog.	Be able to recognize that the frog is last stage in the cycle.

Learning Activities	Multiple intelligences, scaffolding, & learning styles	Multi-level
Dissection of the frog	All students will dissect the frog with a partner.	Assessment should take place during each stage of the dissection.
Create a frog habitat out of materials and a box.	Students will study and see videos about habitats in order to understand how to create a habitat. (Play frog sounds in the background.)	All students are able to contribute ideas or make choices based on pictures of items that belong or do not belong in a habitat.
Field trip to nature center or a pond to observe the habitat of the frog.	Students will be in two groups receiving instruction from the special education teacher and the other group from the general education teacher.	Students will observe and ask questions at the field trip site and we will complete an activity back at school to review and clarify any misunderstandings or misconceptions.

<p>Produce a frog replica out of art materials.</p>	<p>Students can use any materials that they choose to make their frog.</p>	<p>Teacher will asses students by the body parts and shape that the frog is. If the student's frog is generally the correct shape and has all of its legs etc, it will be evident that the student understands what body parts a frog has.</p>
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<p><i>Assessment and evaluation</i></p>	<p>Multi-level</p>
<p>Be able to name the life cycles</p>	<p>High: Be able to discuss all of the life cycles of the frog and what happens in each cycle. Low: Be able to recognize by picture that the three major stages are the egg, tadpole and the frog.</p>
<p>Be able to name the body parts during the life cycles.</p>	<p>High: Be able to discuss all body parts for all of the cycles. Low: Discuss the major body parts for the tadpole and frog stage.</p>

Lesson #2: Name of lesson Butterflies

Learning Goals	Level 1 (<i>Highest</i>)	Level 2	Level 3 (<i>Lowest</i>)
<p>Overall Goal Students understand that the butterfly goes through several cycles to end up a butterfly and understand the butterfly habitat.</p>	<p>Be able to understand and discuss the different cycles that the butterfly produces.</p>	<p>Be able to explain where butterflies live and two important things about their habitat.</p>	<p>Recognize that a caterpillar is the first stage in the life cycle.</p>
	<p>Label all of the parts of the butterfly on the diagram.</p>	<p>What do butterflies eat?</p>	<p>Be able to understand that a cocoon is the second stage in the life cycle.</p>
	<p>Compare and contrast the different species of the butterfly.</p>	<p>Know the three stages of the butterfly.</p>	<p>Be able to understand that the butterfly is the final stage in the life cycle.</p>

<i>Learning Activities</i>	Multiple intelligences, scaffolding, & learning styles	Multi-level
Discussion and observation of caterpillars, cocoons and butterflies in a classroom activity.	All students are observing the butterflies growing and changing.	Students will be drawing and writing passages about their observations.
Create a butterfly habitat out of a box and watch a life cycle in it.	Students will all participate in making a comfortable habitat with all of the components for the classroom selection.	All students are able to contribute ideas or make choices based on pictures of items that belong or do not belong in a habitat.
Field trip to butterfly exhibit at the Detroit Zoo.	Students will receive a tour from the experts about butterfly lifestyles, habitats and species.	All students will benefit from the hands-on learning experience.
Create their own butterflies	All students will make their own butterfly by using items such as yarn, clay, drawing and coloring, etc.	All students will participate in the activity. Some butterflies may be more complex than others but all will be unique.

<i>Assessment and evaluation</i>	Multi-level
Understand the basic life cycles of the butterfly.	High: Be able to discuss all of the life cycles of the butterfly and what happens in each cycle. Low: Be able to recognize by picture that the three major stages are the caterpillar, cocoon and butterfly.
Understand and be able to explain about the butterfly and its habitat.	High: Be able to explain what a butterfly looks like, the species that is poisonous and the species that is the most common in this area. Low: Be able to explain where butterflies live and what they eat.

Building community in the classroom is extremely important to help the students feel comfortable in the environment. There are several things that can be done in a classroom that can assist teachers in achieving a great classroom community.

- Asking the students to express their ideas about what they would like to learn. This is important because the teacher can tailor the curriculum to meet the wants and needs of the students and the standards at the same time. It is a great way to get the students involved because it is material that they want to learn.
- Allowing the students to assist in classroom rules. This gives the students a sense of ownership and responsibility. It also shares the responsibility of the classroom by allowing the students to control themselves. When

students are allowed to give input they do not feel like they are being dictated by the teacher(s).

- Getting to know the teachers and other classmates during the first few weeks of school is crucial to creating a positive classroom environment. In order for the students to feel comfortable with one another and the teachers they must create relationships.
- Having classroom meetings are important for encouraging the students to make decisions and have discussions. This is where the students can have discussions that both student or teacher can initiate.
- Multi-level cooperative learning can create success in students because group assistance can assist students in tasks they ordinarily could not do alone.
- Circles of support and buddies are great ways to involve students together to assist in discussing problems and supporting each other.
- Celebrating differences promotes student to learn and understand one another.

(Peterson and Hittie, 2002)

The students are completing a get-to-know-you activity. This is an assignment where each student must find one person who read two books over the summer; has a pet; likes movies; likes to roller skate, ECT. They must ask each other what they like/have do to get to know others. There are two students in the room who have some fine motor impairments and cannot write easily. I was surprised to see that almost all of the other students approach the student with special needs and write for him like it was no big deal. The special needs student did not even look like he was embarrassed or ashamed because of the disability. It really was a great experience.

The following are suggestions for dealing with behavior challenges:

- Ask myself if I am meeting the students' needs: Survival, love and belonging, power, fun and freedom. If any of these needs are missing, it is possible it is the reason for the behavior problem.
- Circles of support: Invite friends, family and peers to provide support for the student. An adult such as a teacher or social worker needs to be a facilitator and the students decides whom to invite to the circle. After the time and meeting place is set, the team develops a plan to explore the dreams, fears and problems the student needs help with and develops an action plan. In the plan, the student and other participants discuss how they can assist the individual in dealing with his problems, fears or dreams.
- Structure and organization: Help the students organize themselves by color coding notebooks and providing planners or agendas. Also, being organized as a teacher helps the student. It is much easier to follow the directions when they are laid out in a neat manner and much harder when they are either not provided or confusing.
- Use the multiple intelligences to teach all of my students.

- Offer choices and creativity.
- Teach in fun and encouraging ways.
- Study differences in the classroom.
- Have students assist in making classroom rules.
- Show concern and care.
- Create sharing times to talk about events that are going on in the students' personal life.
- Use hands-on materials such as field trips or experiments.
- Building resilience by reducing factors that increase the risk of harm and increasing protective factors such as positive relationships with caring adults.

(Peterson and Hittie, 2002)

A student with a behavior problem could be a student who frustrates easily. When the work becomes difficult and the student feels overwhelmed, the student will sometimes act out violently. Usually throwing small items such as pencils or erasers but will on rare occasion hit himself or others. When the behavior was first evident the teacher contacted home and discussed with the parent her concerns. The parents also expressed having the same problems at home. The team met with the parents and they set up a behavior plan. They decided to watch the student closely and look for signs of frustration. The paraprofessionals were also aware of this plan. If the student shows signs of extreme frustration, a staff member is to try to assist the student with the problem he is having. If this does no work, the student can go to the reading tent and calm himself down. He is allowed to read or just relax until he feels that he is ready to return to the group. The student is also aware of this plan and is able to remove himself from the stressful situation if he feels it is necessary.

Designing the classroom and assistive technology in the classroom:

I would first assess my classroom. Where are the windows, outlets, doors, tables, cabinets, computers and sink? I would begin to arrange the rooms so that one side is the louder side and the other side is a quieter. I would arrange tables or use the ledge of the windowsill for science projects such as plants or observing outdoors. The room will be full of colorful bulletin boards and lots of space for student work. The carpet area will have a rocking chair, bean bags and pillows. The seating arrangement will be in small groups of desks. There will also be lots of room to move around the groups of desks for students in wheelchairs or any other assistive walking device. There will be two computers in the classroom with necessary adaptive equipment installed.

Some school adaptations that I would make: Wider doors and easier wheelchair access by adding a switch to open the door. I would also make sure that everything that the student needs to access is at a level that they are able to reach with little effort. If the school has more than one floor it would also be important for it to have a working elevator for anyone who uses a wheelchair.

For students with ADHD, I would make sure that the activities were hands-on using all of the multiple intelligence's. I would also make sure that I had a reading tent so that the student's have a place to go read or just for some privacy. Books on tape, peer buddy reading and talking software would be appropriate for a visual impairment. Sign language interpreter and closed-captioned videos would be ideal adaptations for students with a hearing impairment. These are all great things that are easy to incorporate into the classroom with minimal effort.

Other ideas include:

- Spellcheckers
- Alphasmarts
- Write out loud (Computer program)
- Braille
- Dynavox
- Switches or communication boards
- Boardmaker (Computer program)
- Pother computer programs and games
- Large pencils and pencil grips
- A rubber pad on desk so things do not slide around.
- Mouth sticks and head pointers

The following are three case studies including:

- IEP goals and objectives
- Curriculum matrix showing key learning goals and how they relate to your curriculum.
- Daily schedule with needed supports and adaptations.
- Describe explicitly how your teaching strategies or needed adaptations and support will help each student participate.

Case Study #1

Sherie came back to school this year after a long recovery from an automobile accident. She is a very pretty girl and was very bright before the accident, one of the most popular students in the school. However, she had a serious closed head injury (brain injury). She is now nearly blind and has poor motor control -- she has difficulty walking and holding onto small objects. She also has trouble with remembering things, even little things. She has been working in "cognitive rehabilitation" and has regained some capacity for reading (at a 3rd grade level). But her academic skills are more like a student who is trainable mentally impaired. She considers herself as capable as before the accident, however, and gets very angry when teachers return her work with needed corrections. Her parents recently divorced bitterly and she is living with her mother who is working two jobs to make ends meet. She is a 7th grade student and attends math, science, Language Arts, lunch, specials and study hall with same grade peers.

IEP Goals and Objectives

- 1) Student will use adaptive equipment in the classroom 3 times a week.

(i.e. Magnifying glass, CCTV, Braille, graphic software, computer/computer software.)

- Student will participate in a math activity using the CCTV once a week.
- Student will use Braille / read in Braille once a week.
- 2) Student will actively participate in a group or with a partner in an activity.
 - Student will choose a partner or a group and assume a role. (i.e. Recorder, facilitator.)
- 3) Students will actively participate in science experiments.
 - Student will play one role in the science experiment per week. (i.e. Materials collector, recorder, facilitator.)

Curriculum Matrix

School Day					
IEP Goals	Math	Social Studies	Physical Education	Language Arts	Daily Living
To learn addition, subtraction, multiplication and division.	X				X
To write a letter.		X		X	X
To actively participate in group activities.	X	X	X	X	X
Improve stamina by walking 1 mile each week.			X		
Improve grasping ability by holding a pencil or a small object 3 times per week.	X	X	X	X	X
To successfully use a planner/agenda to assist in remembering things.	X	X		X	X
To control anger and frustration.	X	X	X	X	X

Student Daily Schedule

Time	Class/ subject/ activity	Supports, teaching approach, or adaptations
8:30	Math	Hands-on materials and groups.
9:30	Science	Hands-on materials and groups.
10:30	Language Arts	Computer with IntelliKeys.

11:30	Lunch	Student should sit with peers.
12:30	Gym	Play games to include such as basketball.
1:30	Social Studies	Large visual aids and raised maps.
2:30	Study Hall	Extra help and time to complete assignments.

The teaching strategies that I used to support Sherie for math and science are hands-on materials and group work because she can participate in the group work to touch and see materials whether it is manipulatives or experiments. For Language Arts, IntelliKeys is a great tool because this adaptive keyboard can be enlarged and adapted to the needs of the student. This keyboard can be a great writing tool for Sherie to express herself. Large visual aids such as overheads and raised maps are a great tool for Sherie to use because she has a visual impairment. This will help her see what she can and feel the mountains, rivers, etc. I felt that a study hall was appropriate for Sherie because she may not have enough class time to complete assignments. Taking them home can create issues because she may not have adaptive equipment or assistance at home to complete assignments to the best of her ability. All of the students have a study hall and Sherie attends with her peers.

Case Study #2

Jenny is a student with severe physical impairment. She attends middle school and is in the 7th grade. Jenny is fully included in all of the same classes that her peers attend, including lunch. She uses a wheel chair and has good gross motor movements with her arms. However, she can bare little weight on her legs for a short period of time. Jenny has a mild cognitive impairment and is way behind her peers in math and English. Her language skills are great but her reading, writing and math skills are at about the third grade level.

IEP Goals and Objectives

- 1) Student will raise math skills at least one grade level.
 - Practice multiplication using manipulatives.
 - Will complete three story problems a week successfully.
 - Student will use fractions using manipulatives.
- 2) Student will strengthen reading and writing skills.
 - Student will read during quiet time.
 - Student will complete a writing assignment at least two times per week.
- 3) Student will strengthen muscles and complete successful transfers.
 - Student will assist in wheel chair transfers at least one time per day.
 - Student will bare weight on feet and legs for one minute during transfers.

Curriculum Matrix

School Day					
IEP Goals	Science	Physical Education	Math	Spelling	Language arts
To comprehend math at a high 4 th to fifth grade level	X		X		
To comprehend a reading level at a high fourth to low fifth grade level.	X		X	X	X
Improve stamina by standing for five minutes a day		X			
To participate more in other groups in the classroom.	X	X	X	X	X
To wheel herself to her classes in 5 minutes or less.	X	X	X	X	X
To use more adaptive equipment into the classroom.	X	X	X	X	X
To be able to recognize words such as restroom, fire escape, exit and the sign for a man and woman restroom in public.				X	X

Student Daily Schedule

Time:	Activity	Supports & Adaptations
8:00	Advisory	Silent reading, small group activities and announcements.
8:30	Enrichment	AlphaSmart for typing assignments, a desk/table for the student to be able to fit under and computer. Student will have access to computers to print up assignments.

9:30	Science	Hands-on activities and experiments. Dittos and homework will be used only if they are adapted for her.
10:30	Physical Education	The student will be included in the general education class and use adaptive equipment in the class to complete activities that the others are doing.
11:30	Lunch	Student needs no adaptations for this. She goes to the lunchroom by herself and eats independently.
12:00	Silent reading	Target student comes to the classroom for silent reading and is also positioned out of her wheelchair to stretch her legs. This is in a beanbag or on the floor with peers.
1:00	Spelling	She receives her list of words on Monday and does activities with the words for the rest of the week with an oral assessment on Friday.
1:30	Math	The special education teacher works with her on the new math skills she is currently learning. The paraprofessionals assist in this process.
2:30	Daily Living	Students learn how to complete everyday activities such as making their own snack, some art activities and some woodworking activities. This activity is in a class with non-disabled peers.
3:00	Dismissal	

Jenny uses an AlphaSmart to type assignments and then hooks it up to a computer to print. This allows the student to participate in class by taking her own notes and typing assignments that everyone else is doing. The student would also have a pen that reads. This would allow her to read words that she does not recognize. (The student knows the meaning of most words once she hears them.) Science class should have lots of hands-on materials and experiments. Which allows her to participate with her peers. There should be very little dittos unless they are adapted for her because she cannot read the words. After lunch, during silent reading, the student gets out of a wheelchair and sits on the beanbag with other students. This allows the student to participate with peers.

Case Study #3

James, an ADHD, LD student has a difficult time with sitting for long periods of time. The student has very involved parents who want the best for their son and do not believe in medication. The student expresses difficulty with mathematics skills and needs extra help with understanding the concept. James attends homeroom, science, math, English, lunch, specials, social studies and spelling classes with other 5th grade peers.

IEP Goals and Objectives

- 1) Student will be able to use multiplication factors up to 12 fluently.

- Student will practice problems using manipulatives at least 3 times per week.
 - Student will participate in daily math class to practice math skills.
- 2) Student will be able to solve simple story problems.
- Student will complete 3 story problems a week successfully.
 - Student will participate in activities related to classmate story problems. For example. There are 5 students in each row, 1-5. How many students are there in the classroom?
- 3) Student will participate in a reading/writing activity at least five times per week.
- Student may read during lunch, before school, during quiet time or at home.
 - Student may utilize any of the places such as the reading tent or quiet area to complete assignments or silent reading.

Curriculum matrix

IEP GOALS/Objective	SCHOOL DAY				
	Math	Social Studies	Physical Education	Language Arts	Spelling
To learn multiplication tables up to 12.	X				
Solve simple story problems	X		X		
Participate in group activities	X	X	X	X	X
Participate in reading/writing activity	X	X		X	X
To successfully use a planner to assist in organizational skills.	X	X		X	X
Use color-coded notebooks for organizational skills.	X	X		X	X
Practice addition, subtraction, multiplication, division and fractions.	X				

Student Daily Schedule

8:00	Homeroom	Silent reading, announcements
8:30	Science	Lost of hands-on experiments
9:30	Math	Examples, manipulatives and real-life concepts
10:30	English	A tool such as a computer for spell and grammar check.
11:30	Lunch	Student should sit with peers.
12:00	Gym	Lots of movement using multiple intelligences.
1:00	Social Studies	Lots of hands-on materials and relate information to students using real life concepts.
2:00	Spelling	Movement activities such as spelling bees and oral tests.

For James, I felt that during the scheduled homeroom time, that receiving extra help completing unfinished assignments and studying for tests would use the time wisely. This time first thing in the morning would give him extra time and assistance in a structured environment. Science and math should be very hands-on such as manipulatives or experiments. These elements would keep the student engaged while teaching to the student's ability level. For English, a laptop or class computer would be a great tool to keep the student interested in writing and would also give the student a place to check spelling and grammar. Physical education should be full of physical activity using all of the multiple intelligence's to use up some of the excess energy associated with hyperactivity in the ADHD. It is also important to take social studies concepts and put them into real world concepts that students can see. Social studies mostly consists of concepts that students cannot see let alone understand. So, it is important to take an economy lesson and turn it into an economy activity where they create their own businesses and they all run their own part of it. This would be a great hands-on activity instead of traditional lecture. For spelling lessons, it is also important to use all of the multiple intelligences by conducting spelling bee's and oral testing options. Let the student choose the best way.