

Guide to



Inclusive Teaching

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Foreword

There are two types of teachers. The first is the traditional instructor who merely comes to school to train students to perform math, reading and writing skills, collect his or her paycheck and retire to home. The second, and much more effective, is the educator who not only teaches the curriculum, but acts as a role model, developing behavioral and social skills, challenging and helping students succeed, and acting as a personal guide on a student's journey through life. Sound like a lot of work? It is. An educator must take the time to get to know each and everyone of his students, learn their strengths and weaknesses, provide an environment suitable for all students, and use teaching skills that are fit for each particular child. These tasks are impossible, unless there are only two children in each class, or every child has the exact same abilities, learning techniques, and home life. Inclusive (general education and special needs children) and multilevel instruction solves this problem and provides a healthy and complete environment for students to learn in.

This particular teaching guide is geared for a high school atmosphere, where there are hundreds of different children, and numerous teachers, curriculums, class subjects and resources. It will break down key components of inclusion from a school wide, administrative point of view, and then further into core high school curriculum, comprised by a group of students. Because no one educator or team will be teaching all subjects, this guide will give general instructions on Social Studies (used for U.S and World History), Mathematics (used for Algebra, Geometry, Trigonometry, Consumers Math, et al.), the Sciences, English, Government, Computers, Foreign Languages and Physical Education. For each discipline, the guide will introduce strategies for multilevel teaching, team teaching, and building classroom community, and will provide ideas and tools for designing the classroom, and adapting teacher style to include behavioral challenges and students with a variety of disabilities and differences.

Support Staff

In developing a guide for inclusive teaching for our school, a key element we would focus on is the use of support staff which includes special education teachers, gifted specialist, Title I teachers, reading specialist, counselors, school psychologist, and social workers. We would use an interdisciplinary teaming approach.

In order for our educators to teach classrooms of students with different abilities, they must have various forms of support. Without this support, we fear the task would be overwhelming. If we are to be successful in helping our school to move forward towards full inclusion at a greater impetus, all of the key players, teachers, administrators and students' families must provide necessary support to help the students. A support specialist would be an asset in helping our teachers to design their instruction at multiple levels. We would also welcome their support in working collaboratively with teachers in assessing student's needs and putting together needed services for each student.

We particularly like the concept of team teaching. Through our observations, we have learned that it really works. In fact, team teaching is the preferred approach for our inclusive classrooms. There is much to be learned from a special education teacher. We believe that almost all of our teachers are a very compassionate, caring, empathetic and nonjudgmental. However, special education teachers have gained knowledge and experience in the dynamics of working with special needs children. As a team, together we can accomplish much.

Support staff such as counselors, psychologist, and social workers can serve as invaluable resources to us in my challenge to successfully use inclusion in our classrooms. We will ask that teachers consult with them on matters such as student's emotional needs and ask for suggestion

and strategies in dealing with students who may exhibit special needs. Those in the helping profession can conduct individual and group counseling sessions with our students to help them to deal with many of the problems they are faced with on a day-to-day basis.

There may be occasions when we will ask counselors and others in the helping profession to make home visits so as to gain knowledge of a student's family dynamics. Knowing the role a child plays in his family could shine some light, for example, on why he acts out in class. In cases where we are faced with serious students issues, we will ask those trained in these matters to provide crisis intervention. We would request that these professionals also spend time with student in their classroom so as to observe and make recommendations.

Parent or guardian volunteers and others from the community could be a great source of support for our teacher, other staff, and students. We would ask parents or guardians to provide support in areas such as tutoring, reading, and assistance in supervising resource centers where all students can go for a little extra help. Support staff can be of great assistance to teachers in designing and implementing various learning activities that challenge students at their own ability level, while drawing on their strengths.

Teachers involved in specially funded programs (Title I, Special Education, Bilingual and Gifted Education) could be an asset in our classrooms. Even though they have specific students assigned to their caseload, they could still work with other students as well. A special education teacher along with a general education teacher might plan and teach collaborative lessons as a team. By working side-by-side, such professionals can only serve to strengthen each other in areas where both may need to improve or grow. If our inclusive classrooms are to be effective, all staff members must work together, meeting often, to coordinate service delivery to meet our students' needs.

Professional Development

On-going teacher preparation is extremely important in meeting the educational needs in a school system of increasing diversification. Despite all of the talk about the need for reform, many teachers continue to teach as they have in the past. In the absence of professional development and on-going training, many teachers naturally gravitate to the familiar, despite how ineffective it proves to be. As a result, student achievement, especially for those with special needs, remains stagnant. Improving teachers' knowledge and teaching skills is essential to raising student performance. We believe that we cannot climb past our current achievement plateau without educating teachers and administrators on what they need to do to reach a higher level of achievement for ALL students.

As our classrooms are becoming increasingly inclusive in nature, we must respond with school reform efforts, which meet the needs of all students. Our teachers must be taught to develop sensitive curricula that integrate multifunction level view points and apply instructional strategies that encourage all of our student to achieve.

In light of the fact that schools of today are shaped by many changes, our educators must deliver a curriculum that is learner-centered. When educating students with special needs, success or failure is not dependent upon the students' differences in intellectual levels but rather, is a reflection of the curricular and instructional practices these students experience. In many cases, neither the educational experiences or the background and attitudes of today's prospective teachers equips them to participate in inclusive schooling.

We want our teachers to develop the knowledge, skills, and attitudes necessary to work effectively with students at many functioning levels as well with those from diverse racial, ethnic, and social backgrounds. We will require that our teachers be involved in on-going field-based experience in diverse settings. Professional development is one of the best means to help educators to understand the diverse needs of our student population.

It is hard to believe, yet neither true, that some universities and colleges neither require nor offer courses in special education for pre-service teachers. They, instead, emphasize the necessity of an in-depth focus on a particular area of concentration or major field of study. We want our teachers to journey down additional pathways of exploration by availing themselves of the numerous on-going opportunities for knowledge and skills enhancement. We hope that our teachers will select workshops, which will help them to respond adequately to the special needs of students in their classrooms. Additionally, through relevant field-based educational programs, our teachers can learn to respect and build on the strengths of communities, families, and schools, and to cultivate and encourage shared decision making and responsibility, which will assure that the excellence among our students will continue to improve. As our school continues to grow and become more inclusive, we will insist that our teachers adopt to meet this challenge.

Team Supports

In an inclusive school, where many challenges need to be met, it is imperative for students, faculty and parents to work together as a team. This means working on and building faculty-faculty, teacher-student, and teacher-parent relationships.

To build a support structure for faculty in an inclusive school, a process known as collaborative consultation can be a step in the right direction. In this process, teachers meet with other staff members and present concerns or issue concerning children in their class. Among general and special education teachers, social workers, school psychologists, etc., a child's need or problem can be solved or approached from several different angles, resulting in a more thought out and productive plan. Teachers can ban together and help support a teacher or staff member who is having trouble in their classroom. To do this, the school may offer periodic meetings, biweekly or monthly, where staff can come to build and increase communication, focus on a particular child or just share issues of concern. Talking situations out with others may help the problem, or the meeting may help to focus attention on a particular school problem and provide the assistance that is needed.

Another way to build team support is through crisis intervention, a method used to build teacher and students relationships. A teacher acting as a principled negotiator by meeting a student's crisis with a solution that will have their needs met, respectfully, is vital in crisis intervention (Peterson). Since there are different stages in crisis development, it is important for child to be able to talk to or confide in another person. This available staff member, whether it be an assistant principal, liaison officer, or a designated "Peer Mediator", must be trained how to handle any situation. Outside of police involvement, listening and talking things out with the student can handle most situations. It is important for staff to be interested in students, listen to what they have to say and provide comfort. If the problem cannot be solved, a calm and reassuring voice can ease a troubled student, or a collaborative effort can be put into solving the problem. No matter what the situation is, support staff must be supportive, understanding, and watching out for the best interest of the child.

Finally, community building is an excellent way to tie society, parents and student together with the school. Allowing teachers to use school resources and connections can make community building extremely easy. Inviting guest speakers into the classroom can provide academic support to teachers and students and working with community agencies on projects will provide a good networking opportunity for all parties involved. Also, parents and other volunteers can help with class activities, school plays and other functions that would draw people closer together and build new friendships.

Scheduling and Placement

The process of placing students in specific classes may be the most challenging aspect of an inclusive school system. There are several problems that faculty and administration must face when dealing with placing not only students with special needs, but also students that we would label as regular. Also, what about the gifted students who may be forced to take on material at a slower pace because of inclusion? What about a student with special needs that does not want to be part of this program? What about the teacher that doesn't want to have inclusion in their classroom? These are all things that need to be considered when placing all students into classes.

In dealing with the problem of scheduling, it would be beneficial to first have a meeting with all teachers to explain how inclusion will occur in the school, and to accept volunteers would like to have an inclusive classroom. Hopefully, enough teachers from each department will cooperate, to avoid forcing multilevel classroom upon people who don't want to teach them.

The hard part comes next. Who will be placed where? Inclusive classrooms new to any teacher can be a bit overwhelming, which is why each general education teacher would have the support of a special education teacher in their classroom. This would incorporate team teaching, so personalities would have to be taken into consideration while placing teachers together, and also the amount of special education teachers would determine how many inclusive classes would be functioning at a particular time. In scheduling, all students will be placed into both team and non-team taught classrooms. For example, students that are in the resource room together would travel from class to class together, building a sense of community and comfort. Special education students should attend at least two thirds of the day in inclusive classrooms and a maximum of one third in a resource room. This will give the special education teacher a chance to see how each of the students is adapting to the regular class. If the students are doing well then they can be increase the amount of time spent in the regular class, eventually eliminating the need for a dependency on the resource room.

Students will also need to be placed in the proper classes. Tests, and evaluations, and IEPs will help determine, for example, which math class each special education student will be placed in. It would not be fair for the students to be placed into Calculus if he or she cannot yet divide. Unfortunately, elective class will have to be selected from those subjects that have inclusive class periods, or, if a student can function without the extra support of a team taught class, he or she may enter a non-team taught class. With enough work and determination, every student should be able to participate in a regular classroom for at least two thirds of the day.

Referral and Planning IEPs

IEP meetings should be conducted with a certain focus in mind: to help individual students to achieve their highest level of education. In order for these Individualized Education Programs to work, cooperation between teachers, parents, aids, and school districts is needed. IEP meetings should be conducted as early in the semester as possible in order to establish an early date proper instructional strategies for all students. Both group IEP meetings and one on one (teacher-parent) IEP meetings should be conducted to cover a wide base of issues. Once programs have been established, at least 1 or 2 meetings throughout the semester should be conducted in order to evaluate the progress of the student and to see if the program needs to be altered at all. This should allow for the student, parents, and teachers to work as a team to insure that the student has maximum success. IEP meetings for students with SXI conditions should take into consideration the school's existing facilities (i.e. are they wheelchair accessible, are the bathroom stalls accommodating, are there elevators or ramps and not just stairs, etc.) and determine if the school's conditions are satisfactory for their student. If not, parents might want to consider finding another school or civil action.

Referring to kids as "disabled" or giving them labels can often be a difficult task. It is very important for each school district to be very clear on how to approach this particular issue. First of all, referrals should be done on a collaborative basis. Special and general education

faculty, parents and administration should have annual meetings to discuss the labeling and placement of students. At these meetings, each student with a disability should be reevaluated in terms of whether or not they should even have a label. We feel it is very important that this be done on *at least* an annual basis because it is only fair to the student. As we have witnessed through observations done in through this class, students often seem to be improperly labeled or labeled for no reason at all. This should be prevented at all costs, because we feel careless and incorrect labeling could have damaging effects on the psyche of a student.

Once labels have been established and agreed upon, it is important (for inclusion's sake) to distribute kids with labels and disabilities evenly in classrooms with general education kids as much as possible. We feel a balance in student types in each classroom is an important key to the inclusion process. When kids find continuity in terms of the types of students they are matched with each in classroom, they often become more comfortable being around students who are different than them, since they are used to it. Realistically, this would be hard to do; it would be almost impossible for schools to refer an equal amount of EI kids, LD kids, ADHD kids, SXI kids, and general ed. kids to *every* classroom. However, that doesn't mean it shouldn't be a goal each school district strives to achieve.

After each semester, another meeting should be held to gather feedback on the success of the referrals, student scheduling, and distribution. At these meetings, it can be determined if the aforementioned strategies for referring and student distribution are working. If they are not, faculty, administration, and teachers should develop new approaches for referring students. If they *are* working, these same people should come up with some ideas as to how they can make their strategies better.

In conclusion, referrals and student distribution are extremely important parts of the inclusive schooling process in that they shape the classroom composition in which inclusive strategies are practiced.

Social Studies and Mathematics

Classroom Community

The most important aspect of any successful and well-run classroom is the community that exists within its walls. In large environments, such as a high school, classes are made up of cliques, friends, enemies, and new faces to other students and the teacher. This diverse group of students can either facilitate a higher, multicultural learning, or, a break down of communication, behavioral problems and a bad learning experience. It is essential, from day one, to work on building a safe, comfortable and enjoyable environment, promote communication and social skills and develop healthy, respectful student-student and student-teacher relationships. There are many different ways in which students and teachers can build community that would be effective in any classroom.

Getting to know students...

In any class, it is vital for an educator to know whom he is teaching. Knowing students likes, dislikes, strengths and weaknesses can make developing a teaching plan much easier. This will help a teacher set his expectation levels for the class, and bring attention to needs or concerns a student may have.

- ✓ Start off with a class survey, including contact information, a place for students to write their interests, dislikes, strengths and weaknesses (academic), concerns they may have regarding the class.
- ✓ Teacher writes his information on the board for students. Teachers and students should maintain a reciprocal role to build trust and a sense of understanding.

Getting to know parents...

Building rapport with parents will increase the flow of communication and allow the teacher to get to know the parents and also their child better. A note home can build trust, show understanding, and provide parents the opportunity to share their concerns about their child. This can also ease the tension between student and teacher, showing them that contact with parents is not always a negative thing.

- ✓ Send a parent survey home with the students, asking strengths and weaknesses of their child, giving teacher contact information, and allowing for the opportunity to share concerns of the child and any extra help or support the child may need through the semester.

Getting to know each other...

Allowing students the opportunity to get to know one another will facilitate friendships, support and will provide for a more comfortable atmosphere where students can share their ideas and concerns without feeling embarrassed. Also, this will allow for "outsiders" to join the classroom clique and for children who may have a disability to be part of an included and caring environment. While students are able to learn about and care for each other, disputes and other behavioral problems will be less of a concern, and students will benefit from a support group and learn social interaction skills. Getting to know one another can be done in numerous, fun ways.

- ✓ Games can be fun and educational. The name game introduces students and begins personal interactions.
- ✓ Try throwing a ball around the room. Each student who holds it says something about him/herself. There are thousands of icebreakers like this available. Be creative and let the students introduce their own games.
- ✓ Try teambuilding exercises that get all students involved. The human knot is an excellent way to get student to work together, gain familiarity and have fun doing it. Students with physical impairments, emotional and learning disorders, and even students who use a wheelchair would be able to participate.

Creating classroom leadership and rules...

Students may not have a say in the decided curriculum; however, they can be included in the formatting and rules of the classroom. This will give them a sense of ownership of the classroom, once again, including all students and providing a comfortable atmosphere. Also, if students play a role in developing the classroom, the chances of students thinking policies and assignments are unfair is greatly reduced. In class discussion and compromise, students learn how to work together, make decisions, communicate and problem solve. Students should also be assigned or volunteer for classroom leadership roles that may involve taking attendance, passing back papers, acting as a tutor, peer mentor or mediators for other students. Student roles would help students deal with the ability differences, resulting in a common respect for their peers.

Classroom Design

According to Glasser, humans need five things to survive; love and belonging, power, fun, freedom, and survival (Hittie and Peterson p.442). A teacher's classroom design can easily appeal to all five if constructed carefully. Thinking of ways in which the students can feel part of the classroom can satisfy the first, love and belonging. This may include hanging student's work on the walls, proudly displaying their achievements, or, as a group, deciding which posters or decorations should be placed around the room. Children can achieve power by having numerous resources at their fingertips. One wall or corner of the room can be designated as the "Resource Center" including computers and programs, calculators, dictionaries, atlases, almanacs, etc. all near ground level on book shelves, where they would be accessible to all students whether they

be short, physically disabled, or in a wheelchair. Also, a "Service Desk" where students could go for extra help from peers and teachers would be beneficial. To achieve fun and freedom, the teacher must arrange the furniture in a way that is wheelchair accessible, and conducive to assignment types and teaching styles.

In a math class, desks may be arranged individually or in pairs, depending on the type of lesson and assignment being completed. Also, if "stations" (groups of students rotating stations to complete different assignments) are being used, it would be beneficial to arranged desks in X groups for X amount of stations. Freedom comes from being able to move about the class, whether it be students choosing where they sit everyday, or having the liberty to move furniture freely.

In a social studies class where there is more group work and interaction, desks should be arranged in clusters where students could sit in groups. The fun and freedom would be choosing daily which group to sit in and relaxing in a social setting with friends.

Finally, survival would be achieved when the classroom is set up successfully. Students would be able to survive in the class if all resources were highly accessible, movement throughout the classroom is made easy and desks are set up in a way conducive to learning and promoting social interactions. Adaptations would be made for students with sensory-physical problems such as talking software, Braille printouts, and visual magnification devices. Walls would be covered with colorful posters and examples of students work for belonging, ownership, a comfortable setting and ultimately, ease.

Multilevel Teaching

All human beings do not look identical, develop alike, or even speak the same language, so why would someone expect children to learn the same, have the similar abilities and all know an equal amount of information to work at grade level? No one can, which is why traditional methods of teaching all students "by the book" and at the same pace are not as effective as recent practices. Multilevel lesson plans not only fit the needs of children who have different learning styles, but also those students with disabilities that may be working above or below grade level. This style of teaching allows for all students to perform work that is appropriate for their ability level, while building confidence and challenging them to excel at higher levels.

While creating a multilevel lesson plan, a teacher must remember to include and account for several key elements. First of all, all students have multiple intelligences, or ways in which they show their aptitude. Each person contains all eight intelligences, however, they do not develop the same in everyone, leaving some children communicating and learning in different ways from that of their peers (Hittie and Peterson p. 260-1).

1. The first intelligence is **Linguistic** which allows people to effective communicate and understand through the use of language. These students are particularly successful in story writing or telling, reading, and describing things.

In a math class...

Teachers may use story problems or written out explanations of math problems to reach these student's strong points. Also, while students are solving problems, it may be helpful to give the option to write their own story problem, solving the equation, or give a written description of how the problem was solved. In a team, these students could read problems out loud, helping audio learners to understand.

In a social studies class...

Since so much of history lies in books of the minds of other people, a teacher may incorporate reading historical novels into daily class assignments, or have students conduct an interview with a war veteran for example. For projects, these students could write their own stories, or conduct a play that recreates a historical event. In a team, these students could be

responsible for reading the material out loud for student to understand, or take on the role of the group spokesperson to effectively convey the thoughts and ideas of the group.

2. **Logical-mathematical**, the second intelligence, gives student the ability to reason using logic and handle numbers well. Brainteasers, experiments, and mathematical application would be most successful in relating to these students.

In a math class...

These students would feel most at home in a math class where solving equations and using logic to solve problems is primarily used. These students could act as tutors for others kids in the class, helping partners or groups by describing the process of solving the problem.

In a social studies class...

Information to these students could effectively to be introduced using mathematical statistics, or by a logically formed (chronological order) outline of events. These students, in a group, would be good at describing why a particular event occurred and how different historical incidences are connected and related.

3. **Spatial** intelligent students excel in knowing the world around them, using cognitive maps to know where they and other objects are in relation to a specific location, and using different materials to invent or put projects together.

In a math class...

Students who learn through spatial awareness would best develop their mathematical skills through the use of pictures, diagrams, charts and graphs. These students tend to be visual learners and can help other students to visualize the graph of a function, or in a group, be responsible for developing charts and pictures that correspond with the assignments.

In a social studies class...

For a teacher presenting history in different areas of the world, it would be helpful to teach using maps, pictures, and taking field trips to historical landmarks. In group projects, spatial students would be very useful in drawing maps of the specific location, putting together and arranging information into charts, slide shows and creating other visual aids.

4. The fourth intelligence deals **Bodily-kinesthetic** functions. These students are great in expressing themselves through the use of their body. Generally, these students excel at sports, manipulating objects, movements and building.

In a math class...

In teaching bodily-kinesthetic students, teachers could use a "hands on" method, manipulating objects to work out problems. For example, to learn how to calculate velocity, these students could run, walk, etc. while different students use stopwatches to obtain the time for the calculation. In a group, these students would help the group by physically acting out a problem, or by constructing an object that describes the assignment.

In a social studies class...

An excellent teaching method to demonstrate historical events to the rest of the class would be to have these children act out a scene from the textbook. Also, hands on projects would be an effective assignment for these students, allowing them to participate in the acting or building models for their group.

5. **Musical** intelligent students have an ability to relate information to music, helping them recognize patterns, and recognize material by its connection to songs. Mostly, these children learn better with music in the background, so it would be beneficial for a teacher to softly play music during class, but not so loud as to disrupt the other students.

In a math class...

Students may be allowed to try describing or explaining problems in the form of music. This may also help other students in a group relate to the material after it has been linked to the melody of their favorite song.

In a social studies class...

Students participating in a creative project may be allowed to present material in the form of a song or rap. In a group, they could make instruments to aid in a presentation, or be responsible for providing music to complete a class unit.

6. Some students are particularly successful in using their **Interpersonal** intelligence. This involves people who can interact well with others and who can understand and relate to the feelings and thoughts of others. This makes them an excellent candidate for group work, and getting others to work together by understanding the dynamics of the different team members.

In a math class...

For a teacher to relate mathematics to interpersonal students, it may be beneficial to relate the information to the people who discovered it, or to the actual application of the material. For example, a lesson could be related to farmers by using algebra to calculate crop yield. Relating the information to human thoughts and feelings may help to understand the work.

In a social studies class...

These students would be key in helping other students in the class relate to the material presented. They could act as class mentors, lead in group assignments and add a personal effect to historical events by bringing to light the thoughts and feelings of the people involved.

7. **Intra-personal** intelligent people are known for deep thinking and understanding the feelings and inner workings of their own bodies. These students are very in tune with who they are and what they like, and why they feel the way they do. Generally, these students like solo projects and being quiet. They would be an important asset as a class counselor with their good listening skills and understanding of the workings of the mind.

In a math class...

Effective techniques for intra-personal students could include writing about their group problem solving experiences, or writing/talking about personal reflection on assignments and problems.

In a social studies class, group projects would probably make these students feel very intimidated and uncomfortable. However, these students could be useful in developing a group plan of action, and encouraging or teaching students how to feel and display their inner feelings.

8. The final intelligence is the **Naturalist**. These students are very sensitive to the world around them, the effects of the environment on humans and vice versa.

In a math class...

To make math interesting, teachers may try incorporating the environment and its issues into story problems and examples. These students would benefit from running an environmental project, calculating how many flowers are needed to plant be planted and how much the total cost would be.

In a social studies class...

A teacher would be successful in their teaching to these students by incorporating how different historical events like wars affected or contributed to the environment. These students would be good at heading up a community environment project, or drawing illustrations.

Allowing flexibility to incorporate all eight intelligences into every assignment is critical for effective instruction to diverse learners. Teachers not only have to take into consideration not only different learners and intelligences, but also different ability levels for the general and special educations in the class. To have a successfully inclusive classroom, each assignment and

lesson needs to be broken down into components that will satisfy all ability levels in the classroom. For example, a reading assignment should be created to allow students who are above grade level to read more advanced literature, and children who are a few grades behind to read simpler texts that are fit for their reading level.

In a math class...

Unfortunately, many children struggle while developing their mathematics skills. As a result, there is usually a wide spectrum of ability levels in each math class. One essential tool in any math class would be the use of an equation book. This is a simple notebook, kept throughout the semester for a grade, which contains all the equations and formulas learned in class. This is an easy grade for students to use to improve their grade if they're not exceptionally great at taking tests. Also, this is a perfect assignment allowing for diversity for students who work at different levels. Each student's equation book will look different, having different formulas for their ability level, but each will function as a great study tool.

Another great tool for learning and building up to higher grade levels is the double entry journal. The teacher gives five problems a week for students to solve in their journal. The problems, designed at students level are to be solved on one half the paper and explained in words on the other side. Grading is based on effort and progress, not if the problems are correct. The purpose of this journal is to learn by reinforcement and push students to keep achieving.

Math games are a fun and exciting way to get all students involved. Simple Bingo cards can be made up with unsolved equations at different levels and answers would be called out to the problems for a Bingo. As the students progress, the teacher simply gives them more advanced cards. This especially works for children with disabilities who may have lower ability levels. The students don't know who has what level, so all the children can participate equally, without drawing attention to specific students.

Projects are also a good way to get students physically involved with mathematics. The teacher could cooperate with the school store and have the math students help keep the books, inventory and stock the store. There would be many different levels associated with different jobs so every child would have a place to learn and participate. Also, using community sources to aid in learning and build classroom community would be beneficial. Students could work with a local architecture company to see how geometry is used in the field, or guest speaker could come talk to class, relating class material with their jobs and functions. This would give meaning to math, which all students are looking for especially when they get into trigonometry!

Normal assignments can be made fun and multilevel by combining the use of individual, buddy and group methods. Also, math stations, where students rotate to different clusters of desks for individual work, group problem solving, math games and individual help, give students a way to move around and benefit from teachers and other children's knowledge.

Finally, hands on learning and the use of computer programs can become part of a daily lesson plan. There are many different programs that students can use that are designed for different ability levels and slowly progress children to higher level depending on their success.

In a social studies class...

There are many options for a multilevel lesson plan in a history class because of the extensive range of material, and also, the numerous ways in which history is presented. Like in the math class, logs are an easy way to earn a participation grade and are a great tool to aid in learning. A Learning Log can be used for students to write down the main points covered in class each day. This is a good way to study for tests, and also to increase learning by reinforcement. Also, in these logs, students could write down questions they may have, which teachers could answer weekly.

Extensive learning is another good way to include all children and incorporate different intelligences. Extensive learning is a method of learning about a particular subject with the use of

many different sources. For example, could read, or listen to the book Ann Frank, watch the movie, attend the play as a field trip, and then have a discussion about the similarities, differences and main themes of each source. A project could also accompany the study, allowing different methods of completion to accommodate different ability levels.

For creative projects, an open-ended method provides for the use of imagination, accentuating talents or gifts and promoting diversity. Students could write stories, poems, or songs, make a video or a poster. The options are endless, and students would be able to complete the project requirements within the own limits and abilities.

Community involvement can be positive way to inspire or interest children in historical subject matter. Guest speakers, like Vietnam War Veterans, could come and talk and answer questions for the class. Also, service project could be incorporated into the lesson plan. Students could put together a historical plan, utilizing students different talents, characters, and ability levels, and perform for elementary school, nursing homes or VFW posts.

Field trips can be an important asset in helping children relate to the past. For example, a class trip to Gettysburg would put students in the middle of the action, helping them understand the magnitude of such a battle. Trips to the American History museum or art museum can also be a good way to accent a particular subject and bring people and objects alive in a student's mind no matter what the disability or ability level is. Assignments can be introduced in different ways, whether they be individual, group, buddy work or class discussions. Assignments can include interviewing local people and writing a report appropriate for the student. Also, drawing maps of the areas being studied is another good way to bring out students creativity no matter how good of an artist they are.

Grading for students should be a reflection of how much a student has learned, the effort he/she put into the work, and how he/she has progressed. In an inclusive class, a teacher will have many students who have been discouraged and passed off with a bad grade for not being at the "traditional" grade level standards. Many times, there are even children without labels who may struggle with test taking and do badly in school as a result. Classes can be arranged and assignments weighted so that a child could get a minimum of a "C" without doing well on all of the tests. Participations grades like journals or assignment logs are a good way to off set the weight and affect on tests. In any class, special thought needs to go into how an inclusive class, with multiple ability levels is going to be graded.

Adaptations

In a class or school with children that have special needs, there are many adaptations to coursework, class design and teaching methods that will have to be made. Some children, with or without labels, understand information better when it is read out loud to them. To better serve these children, it would be beneficial to read the exams aloud, or have them and class notes available to listen to at their own pace on audio tapes. This option could be provided directly in the classroom with the use of tape players and headsets.

Some students may be very intelligent, but behind grade level in reading. In a history class especially, where many contexts are presented in words, it may be possible to provide alternative texts that contain the same information, but are written at a lower reading level. This could be quite expensive and would depend greatly on the district and funds available. However, these students could benefit from audiotapes, also, and possibly a copied set of class notes that were written at a lower level. Also, changes need to be made to test formats. Students who have a hard time reading, or may have trouble rapidly understanding large amounts of information would have a hard time twenty matching questions in a row. It may be easier, and just as effective to break it down into four small sets of five questions.

Another common adaptation that has to be made for some students is in the area of assignments. Alterations to the number of pages to read, the number of questions to answer or problems to solve may have to be decreased, only focusing on core material.

In an inclusive school, not all children in classrooms will be limited to learning disorders and other labels, but could also contain more severe disabilities such as a loss of sight, hearing, and other physical illnesses. These students will need special consideration and an extra effort to assure that their needs are met. For example, for a child who has lost the ability to see, a machine will need to be used to switch all texts, notes, tests and other important papers into Braille. While teaching this student, too much of the material cannot be focused on seeing or identifying pictures, but accompanying these things with an extensive description. For a student who has lost his/her ability to hear, an interpreter will have to be present at all times. Also, it would be beneficial for schools to offer sign language as a foreign language to promote communication between all children.

Finally, as said before, all classrooms need to be equipped to accommodate children with handicaps. Classes need to be wheelchair accessible, with adequate room to move about the room, and all resources (books and other materials) need to be within reach. Also, the use of technology and assistive technology may be beneficial or even necessary for some students. Children who are severely disabled may need special devices like talking computers, for example.

Support Staff

"Supporting teachers in working with students at multiple ability levels, who also have emotional and social challenges in their lives, or sensory-physical difference, is critical," not only for the children, but for educators and parents, also (Peterson). In a typical school, there are generally numerous specialists that are available to work with teachers, parents and students. These include school counselors, nurses, and psychologists, speech therapists, social workers, special and bilingual teachers, and others like Title 1 teachers, paraprofessionals and other volunteers. Even though most of these people do not work in the classroom, most, if not all, should work together as a team to develop student's Individualized Education Plans (IEPs), and offer their services to teachers, students and parents.

In the classroom, however, general and special education teachers and/or paraprofessionals and Title 1 teachers would work together as a team, teaching and supporting students in the classroom. As one teacher is giving a lesson, the other is available to walk around the room to help students and answer questions. With two teachers in the classroom, students would receive more individualized instruction and benefit from a comfortable and supportive atmosphere. Special education teachers would also have an easier time seeing that students' IEPs were met in the class, rather than using the "pull out" method to assure children were getting adequate instruction and special help with their work.

Also, meetings between all components of the support staff should be conducted periodically to assure that all people are on the same page. This also gives teachers and other specialists' time to share concerns with others and make effective plans through collaborative consultation.

Behavioral Challenges

As babies, we cry and thrash around to communicate a message. Even after speech develops and we are able to convey their ideas and needs through words, behavior still remains the way in which people communicate. As said before, all people need fun, freedom, love and belonging, power and survival. When children do not have these five needs fulfilled, unwanted or inappropriate behavioral problems can begin.

The first lesson in dealing with behavioral problems is being aware that all actions have a driving force behind them. Knowing this is key in changing the "bad" behavior and also helping the child get what he/she needs. "Rather than trying to control the reaction, the challenge is to understand the need, whether survival, love and belonging, power, fun, or freedom, and identify and teach alternative strategies for meeting it (Peterson).

To best help children get what they need, teachers need to help them express their needs in different, more appropriate and effective ways. To do this, the behavior that is considered "Bad" needs to be clarified, then why that particular behavior is occurring. Asking the child why he or she is behaving that way, and what the child needs is always a good place to start. By talking with other teachers and to parents, the problem might even present itself.

Supporting the child by giving him/her love and caring and attending to other needs can help make the child feel at ease. By facilitating relationships, giving positive reinforcement, providing a comfortable classroom atmosphere, and being patient, a teacher can best try to fulfill the needs of the child.

Partner with Parents

Inclusive classrooms can be a scary idea for a parent who has only experienced separate special education class where children were with other students with similar challenges and history. They seemed to receive education from teachers who were specialized in their son or daughters disability, where the son or daughter either succeeded or failed. To make the switch, after years of struggle and hardship, into a large class where their child may be singled or may not receive the same special care can be a very frightening experience. To make this change as easy as possible for both student and parent, there are several strategies that can be used.

First, it is vital that all students be able to participate in inclusive classes. This way, each child is accepted into the school wide community and can be accepted by both teachers and students.

Secondly, teachers and other participants in the support teams must be willing to meet with parents, listening to their concerns, and address each question with positive thoughtfulness. If parents go into a situation feeling comfortable and knowing that their children will be cared for, paid attention to, and provided with all necessary adaptations and accommodations, they will be much more willing to support the school and the teachers working with their child. Also, teachers need to explain to parents how inclusion will work within their school and classroom, and reassure parents that the method of inclusion will most greatly benefit their child.

Parents need to be included into their child's educational plan, to help focus on what is best for the child, and help teachers better understand the strengths and weaknesses of the child to form expectation levels. They also need to be invited to join class activities and trips to be included in working as a team. These strategies are not only meant for the parents of children with special needs, but for all parents to complete classroom community and successfully pursue inclusive teaching.

Complete Inclusion

The road to the highest level of learning, complete acceptance of others and developing children into confident, successful, loving adults occurs through the teaching method of inclusion. It takes hard work, a lot of dedication, and small changes to teaching strategies. Though developing classroom community and design, using multilevel lesson plans and proper adaptations to facilitate all children, building a support staff, attending to behavior, and partnering with parents, the road to a completely inclusive school and society can be a successful one.

Science

As I take on the new task of becoming a teacher, I will be tackling the secondary science field. My main focuses will be in the fields of Biology, Chemistry, and Physics. I will focus mainly on the high school level rather than the middle school level because I think that I can bring more to the table when dealing with the older students. Since students generally struggle in the sciences, I feel that I have what it takes to relate the material in a way that everyone will be able to learn and benefit from. In these fields of science, the laboratory is a key aspect of learning the material. The lab provides an opportunity for students who do not do well on class exercises to excel in a principle that requires a hands-on approach to learning. The lab should incorporate the scientific method, which is the most important process in the sciences, as well as be fun for students. I feel that if you can make learning fun, then anybody can do well in the classroom. As far as an individual basis for teaching, every student should have the same opportunities as the next. This includes students with special needs that wouldn't under normal circumstances be involved in classes that are as complicated as Chemistry and Physics. If this means staying after with these students, then so be it. It is my responsibility as well as my job to provide these students with the resources needed to excel in the classroom. This is the most important part of my job as far as I am concerned.

Multi-level Teaching and Adaptations

I will not have my classroom structured around a classical style of teaching. All students function at different levels, and as a teacher I must be able to teach to all of these levels simultaneously. This means that I will need to develop my classroom in a way that will teach to all students, and not just the students that are in the "average" of the class. In order to accomplish this multi-level teaching in my classroom, I will need to come up with ways to challenge students through lesson plans that incorporate all levels in the classroom. In science it is important to be able to relate the material to students because some of the material can be extremely challenging. Group work is always fun for students. This is maybe easier to accomplish in science because there is a lab aspect to the sciences. This will also incorporate different learning styles for students because some students need hands-on activity to grasp certain areas.

You may ask, "how will I develop these types of methods in my teaching?" I feel that the number one thing that any teacher must do is identify the strengths and needs of all of their students. In school the most important things to notice is how well students are doing in your class, and the behaviors of your students. For example, if 80% of your students are performing below what we would call "C" level, then something is probably wrong. Also, if students are lashing out at one another or getting into fights, then something could possibly be going on in his or her life to make them behave like this. These are things that as a teacher I must identify and handle in order to be able to teach these children.

Everybody has strengths and deficiencies. I am not very good at English, but I am extremely strong at Math and Logic. What I will need to do as a teacher is identify the strengths of my students in class. As a teacher, I must see students' strengths, rather than only focusing on problems. There was a student that I went to school with who was the class clown. He could make the entire class focus their attention on him rather than the teacher. The teacher constantly picked on him, and suspended him for his antics. However, no one ever told him that he could do anything he wanted to because of his capability to persuade people to do what he wanted. He holds the record for most detentions at my high school, but now he is in college for advertising. He took what he was good at and made positive things happen, instead of only seeing the negative. This means that I also need to take the positive things out of students and develop those to all areas of science. This will allow my students to adapt from one ideal to the next. Instead of focusing on deficiencies, I will focus on strengths.

In order to combat the difference in learning styles, I must first realize the learning styles that my students will have. For example, students with ADHD typically excel with activities that involve movement. I do not want to be the type of teacher that lectures on the overhead by writing down notes and having students copy as I write. My 11th and 12th grade chemistry teacher was a master at this. We sat in the dark copying word for word what she wrote on the overhead projector. This was extremely boring for the students. I would think that this would be equally boring for the teacher also, but sure enough, everyday was the same thing: Go to Chemistry and copy. I will not do this. In my classes I will have class discussions where everyone MUST participate. This way I can see the students learning and the satisfaction they get out of understanding the material. In Chemistry, Biology, and Physics there will be weekly labs. This gives the students the opportunity to learn in a hands on environment. With Chemistry we will burn different solids and break them up into their simplest form in order to determine what type of solids we are dealing with. We will also do this with liquids by dissolving solutions to see what type of solids may be dissolved in the solution. In Biology I hope to show the students how to construct ecosystems by growing plants in the classroom. This will allow an on-going project for the whole year. This way the students can actually see what they have accomplished at the end. I feel that dissection is also key in a Biology class. In my past experiences students seem to enjoy this the most. This will allow us to study the life cycles of different animals and what constitutes its' living, such as its' vital organs and muscles. Physics will surely be the most fun for the students. We will be able to prove that acceleration due to gravity is constant for all masses by dropping different weighted objects from equal heights and timing them to find out that they all fall at the same rate. We can have a paper airplane throwing competition. One category will be distance and the other will be time in the air. This will give students the ability to show how air resistance and aerodynamics effects flight time and flight speed. One of the neatest tricks will be to show how to measure large heights and distances without actually going to the top of a building and dropping a huge tape measure. For example, you can measure the distance across the Detroit River with very little effort. All you have to know is your height and the angle that you make when you look across the river. Acceleration of projectiles can be related to all aspects of sports such as the speed that a ball leaves a baseball bat. We can actually go outside and make these measurements. Hopefully students that incorporate motor activity as a learning style can excel at these types of activities. This will also give these students a chance to leave their seats, at least for my class, and get their hands dirty. With real life applications of science, such as the above, I feel that students will be able to relate to the material and learn more at a faster pace. Hopefully they will have a little bit of fun while they are doing these things also.

Certainly with these ideas in mind, you must also be in the classroom. You cannot be outside all the time, especially in the winter. With this in mind I must make the classroom as equally productive. For example, I would like to use other sources than the textbook. I was one of those students that hated and even made fun of teachers that only taught from the textbook. It is boring, and I cannot have my students falling asleep in my class. Therefore I must incorporate other sources into my daily activities besides the textbook. For example, newspaper articles are always a good source of up to date science happenings. The EPA is always starting controversy, and just last week their was an articles about the discovery of a new neutron star which may make up for lost matter in space. Rather than use the boring overhead projector, I will use PowerPoint presentations. This gives color and you can use video clips for demonstrations on the computer. Everybody likes watching television, so I do not see why there would be anything wrong with bringing in videos. The Discovery Channel is a perfect resource for all areas of science. Everything from the discovery of black holes to studying the ecology of the dinosaurs can be viewed and studied by using recordings from the previous nights' special presentation. Demonstrations can also be done such as the breaking down of white light into its' primary colors by using a prism.

It is important when teaching science to do these types of things. Not even the most gifted students can learn the true topics in Chemistry, Biology, and Physics by just reading the textbooks. It is not the same as actually reaching out and touching the world of science. I feel that with these ideas anyone can learn in my classroom.

Grading

The classical style of grading is not one that is truly efficient. Someone can get an “A” and not do anything. I have been one of these people for as long as I can remember. What really hinders learning is giving bad grades to students who really try. I think the use of grades based on effort is a good place to start, but I think that I would like to try to break my grading of students into three different categories.

1. Effort/Attitude: I hate it when students that do not care can still get an “A.” Students with a bad attitude in the classroom bother me even more. An effort grade will allow this to not occur, especially in the labs. Lab work will be done in groups and it is easy to see who is and who is not working in the lab. I will also allow the students to fill out rubrics, much like we are doing in class right now in our groups. This will allow students to evaluate what they did personally and compare it with what their partners did. This effort grade will also allow the students that struggle with the material to still do well as long as they are putting forth their best effort.
2. Tests/Quizzes: Unfortunately, you have to give tests and quizzes. This could bring down the averages of the students who struggle, but do well on labs and put forth an effort. However, it will bring the averages of the students who do not have to do much to do well. As much as I would like to not give tests, I will need some way to evaluate the students’ progress.
3. Laboratory: I would like to make the lab worth the most out of the three areas. I feel that the lab will be the most important area of my class, as well as the most involved. Students will definitely need to put forth a strong effort in order to do well on the labs. This will also be part of #1. Since the lab incorporates several different learning styles, and allows students with special needs the best opportunity of doing well, this part of the grading will have the most emphasis on final grades.

The final evaluation, rather than taking a huge exam, will be a portfolio. In all of my science classes, students will put together a portfolio of what they learned throughout the semester, what they thought was the most fun, and examples of assignments that they felt were noteworthy. I think that this would be an easy project and most students should do well if they take pride in their work. I think that this will also give an opportunity to the students that do not do well on tests. This type of evaluation will be the fairest on all students’ parties rather than only allowing certain students to do well. This is much better than a test anyway, so hopefully the students will agree with me. With taking these aspects of grading into consideration, I feel this will give the best opportunity for students of all levels to do well in my class.

Behavioral Challenges

The most difficult experience in the classroom is surely dealing with behavioral problems. I am not going to be one of those teachers that get out my pink slips at the beginning of class in order to intimidate everybody. If anything, this will cause the students to test me. However, if someone does act up I will need to take swift action. The class is only 55 minutes long, so we can’t have too many distractions. So, what if a student does get out of hand? I must

first identify the problem and find out why the student is acting this way. Perhaps there is something going on at home that I don't know about. This will involve me asking the student personally why he or she is behaving the way they are. The student is either going to tell me why or they are going to say, "I don't know?" My main goal would be to keep the parents out of it, but if something is going on at home they should be informed. There is most likely some need that the student is not receiving at home. According to Glasser, all people have five basic needs. These are Safety and Survival, Love and Belong, Fun, Freedom, and Power. For example, if the student is getting out of his or her chair or does not want to do what he or she is told, we could have a problem with freedom. If the student tells me why they were acting out, then I must find which need is not being met and try to solve this. In this particular example the student is lacking the need of freedom. Allowing him to choose what he is going to do in his lab today could solve the problem, or he could even choose his lab partner. Maybe he could even choose his seat for the day.

In theory these types of actions could solve any behavior problem. If you just send the student to the office, we are not accomplishing anything. The student falls behind in class, and gets in trouble at home. Plus, tomorrow I am going to have this same behavioral problem because the issue was not addressed properly. Each behavioral problem will be unique in its own right. My job is to take control of the situation, and address the problem quickly and efficiently so that I can get that student and my class on the right track again.

Classroom Community

Classroom community is the most important part of teaching. If students can come in and feel like they are part of something, then they will do that much better in class. If I am able to create a community in the classroom, then my students should also be able to take what they learn in the classroom into the real world. The most important aspect of community in the classroom is that every student is involved. This means taking students with and without special needs and incorporating them in the classroom together. For example, students with needs should work with students that are considered "regular." I will not separate the students into two different groups, and have each group working on something different. I would not have a class based on inclusion if I did this. I also feel that students should have some say as to what the rules will be. This could prove to be very successful because most of the time students will be harder on themselves than I would be. Certainly we could not have students doing whatever they wanted so certain limitations would have to be set. At the secondary level however, I feel that students would take pride in creating their own rules. I also think that students would be less likely to break their own rules. Why would somebody make a rule up if they were going to break it anyway? This will cut down immensely on behavior problems, especially those simple behavior problems such as tardiness and gum chewing.

Another aspect of classroom community is the layout of the room. When you think of a science classroom, you automatically think of long tables with stools and a sink. Two stools to a table that line up in 5 or 6 rows would be a common assumption. Since most labs are set up in this way, I will have to find some way to combat the monotony. One way would be to allow students to pick their lab partners, and where they sit. I will also decorate the room with science posters and comic strips. You wouldn't believe how many comics incorporate science into their theme. I would love to have examples of past and present homework assignments and projects posted around the room. This will allow students to see what past students have done, and what is expected out of them. A calendar of events for the week would also be good for students to see. Like the college syllabus, an outline for the students of what is to come could be beneficial to everyone. Rather than passing it out, I could post it on a bulletin board. This way I can refer to it throughout class discussions. I could also pose a question to the students as to what we will do on a particular day. I can give them a list of topics for the week, and have them choose what

will be done each day. A vote can be taken, and that way the students have some say as to what we will do next. All of these types of things make the students feel more involved in the classroom.

If I have a class that is participating inclusion, I must take into account the possible use of another teacher. Team teaching is a new practice at most schools, and is extremely effective. The environment of the classroom should not be vastly different from what I have been discussing though. If anything, the use of two teachers in the classroom should be that much more effective. I will need to know when it is the other teacher's turn to speak, and should never shun him or her away. We should work together because we definitely share a common goal. This means discussing possible lesson plans and incorporating them together in the classroom. This will give the students the best possible chance for success.

Assuming that I will have students with special needs in my classroom, I will need to take into account the special attention they may need. The use of this support teacher must be taken advantage of to its full potential. For example, students with visual impairments may need to have texts and directions blown up. I would hope to have the use of Braille materials so that these students have the best chance to do well. People with hearing impairments may need extra help with a signer. Students that are reading at a lower level can have tests and directions read to them rather than struggling through the complicating science jargon. I would like to give extra help to students that are reading at a lower level. Maybe I could be in charge of an after school reading workshop for these students. Reading is the most important aspect of communication in our society. If we have high school students that cannot read, then they will probably never be able to read. I would hate to see young minds go to waste like that. The most important part of classroom community is the communication between students. Students should be able to feed off of each other. This means that the "regular" students should be able to teach the students that have disabilities. This will be accomplished by working in groups. I will also have one student each day be the class note taker. He or she will take notes. Then I will copy them, and disperse them to all the students. This will help students that would normally not be able to keep up. Hopefully this will allow all students to be on the same page.

Hopefully I will be able to incorporate all of these ideas into my classroom. I believe that if I can successfully do this, then I will have a classroom where all students thrive by feeding off of each other. The number one goal of any teacher is to give their students the best possible chance for success. Now all I have to do is give it a try.

English and Political Science

Classroom Community

The setting is my High School English/Grammar Class. I have 35 students, 3 of whom have special needs. Will one lesson plan using lecture and teacher-directed discussion as the primary instructional strategies work for all students. The answer is an emphatic No! In deciding what to do, I must keep in mind that my instructional practices are to provide for student differences.

In my classroom, with the assistance of parents and other school staff members, I will collaboratively plan challenging and engaging classroom learning activities and assignments. I will also concentrate on using student-centered instruction by using project-centered learning, discovery and inquiry strategies. I would also establish multiple learning centers within my classroom. High expectations are something I would maintain for all students at their prospective functioning level. I would try to make learning meaningful for all students by interacting learning

with life. Particularly important in teaching in an inclusive environment is the use of peer coaching, interactive computer programming, and small group and cooperative learning groups.

As a teacher, I realize the importance of recognizing and being sensitive to individual student differences. This includes student from any one of the following categories: Mental retardation, hearing, speech, or language, visual, emotional, orthopedic, autism, traumatic brain injury, other health impairments or specific learning disabilities. To the extent possible, students with special needs must be educated with their peers in regular classroom, as they have the right to a free and appropriate education, as well as to nondiscriminatory assessment (Individuals with Disabilities Education Act - IDEA, 1997).

I am aware that teaching students who have special needs requires more care, greater skill, more attention to individual needs, and an even greater understanding of the students. The challenge of teaching students with special needs in my classroom are great enough that to do it well, I would invest in on-going specialized training - courses in working with the special needs learner whom is included in the regular classroom.

When a student with special needs is placed in my classroom, I see my task as that of dealing directly with the differences between this student and other students in my classroom. To do this, I would develop an understanding of the general characteristics of different types of special needs learners, identify the student's unique needs relative to my classroom, and design lessons that teach to different needs at the same time.

Congress stipulated in P.L. 94-1142, 1975 that an Individualized Educational Plan (IEP) be devised annually for each special needs child. A team consisting of special education teachers, the child's parent(s) or guardians, and the classroom teacher does this. As the classroom teacher, I would play an active role in preparing the specification for the special needs students assigned to my classroom as well as having the major responsibility for implementing the plan. I believe that these specialized plans promote successful student learning.

After I have identified exactly what the special needs of a learner are, I would privately ask that special needs student (depending of course upon the nature of the disability) whether there is anything he or she would like for me to know about themselves so that I can specifically facilitate their learning. In working with special needs students in my classroom, I would adapt and modify material and procedures to the special needs of each student. For example, a student who has extreme difficulty setting still for more than a few minutes will need planned changes in learning activities. When establishing student-seating arrangements in my classroom I would give preference to students according to their special needs. In reference to the physical layout of my room, it is important that I utilize my space wisely and arrange my classroom so as to deal with the multiple necessities of having to teach anywhere from 25 - 30 students, taking into consideration that some may have special needs. I want my classroom to be arranged in such a way that my students, as well as myself, can move about it in an orderly manner. I would try to incorporate into my lessons activities that engage all learning modalities - visual, auditory, tactile, and kinesthetic. I would strive to be flexible in my classroom procedure. For example, I would allow the use of tape recorders for note taking and test taking for students who have trouble with the written language.

Consistency in my expectations is something I will try to maintain in my classroom because I believe that special needs learner, particularly, can become frustrated when they do not understand a teacher's expectations. I will also strive to plan activities that will help my students connect what is being learned with their real world. For example, if we were covering voting polls in city election, I might erect mock voting booths in which the students might actually enter into and cast their votes for a particular person in class as the week's leader. Or, if my English/grammar class is covering, for example, a lesson on the different parts of speech, when doing a questioning sequence on the topic, I will plan questions designed for the special needs learners so that they are likely to answer them with confidence. I will keep in mind that many learners need more time to respond to questions. Therefore, I will give adequate time for mental

processing before soliciting a response. Because praise does so much to build self-esteem and self-confidence, after a student responds, I will build upon that student's response to indicate to the student that his or her contribution was accepted as being important.

In order to teach towards student success in my English/Grammar classes, I will offer my students activities that ensure each individual student's success. And, when correcting papers or essays, I will help to build my students' confidence by making complementary comments in the margins of their papers. This would help to motivate my students to write more - The more they write, the better will become their writing skills. In both my Political Science and English/Grammar Classes, I will provide guided or coached practice. If I am fortunate enough to work for a school district which uses team teaching, together in the same classroom, covering the same lesson, I might teach English while a special education teacher teach Political Science, tying the two lessons together in a meaningful way. I will also try to provide more time in class for students to work on assignments and projects. During this time, I will monitor the work of my students while looking for misconceptions, thus ensuring that students are on the right track.

Many students, especially those with special needs, need help with organization. For example, I might have a three-hole punch available in my classroom so that students can put papers into their notebook immediately, thus avoiding disorganization and lost papers. Or, during class presentations, I will try to always use an overhead projector with transparencies. This will allow those students who need more time to process and then copy material from the board.

Computers, Foreign Language, and Physical Education

Throughout this class, we have been discussing methods of inclusion in the public school system and how they can benefit the learning process for all students involved. I feel this goal of inclusion can be accomplished much more successfully if schools are designed and prepared for the effort it will take to make this type of a system work. In the following guide, I will be providing examples of the way in which I feel a successful inclusive high school should be designed, since my focus is secondary education. Later, I will specifically be looking at Foreign Language and Physical Education classes.

Computers Classroom Community

First of all, each computer lab should be wheelchair accessible, with wide aisles and computer stations capable of being elevated or lowered to reach the person in the wheel chair. For most effective teaching, computer courses should be held in square or rectangle-shaped rooms, with computers against each wall. This way, stations can be easily accessed and used by SXI students. Keyboards and mice should be designed to accommodate the widest variety of students. Various computer brands should be evaluated before purchasing computers for the school district; it is important to choose a system with the capabilities of meeting the needs of the greatest number of students. A large overhead projection screen and a projector connected to the teacher's computer should be used to visually show students computer work. Each computer classroom should have some sort of easy-access filing system (i.e. folders in milk crates) so that students can work on organizing assignments and keeping track of their progress.

Again, as in the other two classes, meetings with parents or guardian should be conducted to establish IEPs for ALL students in the class. When talking about computer courses, it is important that a goal is established for the students, faculty, and parents. In some districts, computers are viewed as a "blow-off" class or an extra-curricular class, and this just shouldn't be. Therefore, it is important to talk about the goals of *individual* students during IEPs to make sure that valuable class time is not wasted. Also, parents should be encouraged at the meetings to

purchase the same programs that the school is using for their home PC (if they have one) so that the child can use the programs both at home and at school.

Because there are computer programs designed for students of various ability levels, schools should provide ample funding for appropriate programs to be purchased and downloaded. This way, multilevel teaching can be accomplished successfully. Grading should be based on each student's ability to complete his or her specific computer program. However, it is important that teachers do not compromise the standard of academic excellence they are expected to teach to. What we mean by this is that grading should be based on the ability level of the student to reach the standard of excellence dictated by his or her individual computer program. Again, the team-teaching concept should be applied, with one gen. ed. teacher and one spc. ed. teacher present. These teachers should be available to all the kids in the class, and should incorporate different strategies depending on the makeup of each class. At least two aids should be present in the class, with specific skills concerning students with disabilities and behavioral problems. Also, the aids should be skilled in a variety of computer programs, allowing them to assist all the students in the class efficiently. With this many staff in a class at one time, it will help students with differing programs to receive the assistance they need to be successful in computer classes that can often be very difficult. All in all, we believe the incorporation of the above practices can make for a successful computers class.

Foreign Language Classroom Community

Class should be conducted in a way that implements a variety of learning methods. For instance, visual, hands-on, writing, reading, and vocal teaching strategies should be incorporated in order to meet the needs of all students in the classroom. The more learning methods used by these teachers, the more children of multiple learning levels will be reached successfully. Some ideas are flash cards, which associate pictures with words underneath in both English and the foreign language; instructional video tapes; group activities with vocal recitation of learned words, etc. Plays and skits in the language are a good way to include all students in one way or another, and foreign language competitions that are held in most areas have a wide variety of categories to compete in, allowing maximum participation (i.e. posters, skits, song, dance, writing, display, etc.). Functions like this allow students to practice their foreign language skills in a public or "community" environment, and it also teaches behavior skills in terms of working cooperatively with a team. Also, cultural games are fun way for teachers to break up the monotony of classroom learning. For instance, French teachers might organize a boules tournament (a traditional French game similar to bocce ball), which could be played outside and done on certain days as a group or community activity. Spanish teachers might occasionally have piñata parties to teach students about Spanish customs. These would be ways for teachers to help students of all ability levels develop a desire and love for the language.

Rather than focusing solely on the teaching of the language, teachers should focus on the countries of origin and the countries where the language is spoken as a primary language. For example, French team teachers should have several units on French history, geography, tourist sites, and way of life. Too often, teachers adhere strictly to just teaching the spoken language. It is true that practical applications of the language should be stressed such as speaking and writing the language clearly and effectively. However, this process shouldn't sacrifice other aspects of the language that many students may find to be more interesting and enjoyable.

Each Foreign language room should be equipped with the necessary computer technology to enable disabled students to type or click on different things if they are unable to physically write with a pen or pencil. Also, teachers should place each of their lessons on computer discs so that all students can check them out in case they miss a class. Teachers should also keep all of their tests on audiocassettes, in the event that a student needs to make up a test or prefer tests orally. Each foreign language class should have a special bin where each student

keeps a daily journal; this is a simple way for students to earn points simply by being conscientious and making daily entries. If there are SXI students in the classroom, proper spacing along the back, sides, and front of the class should be provided for them to move about comfortably and access all the materials (i.e. books, computers, etc.). Rooms should be brightly decorated with colorful posters, pictures, wall paintings, and things of that nature to give it an aura of happiness and fun. All foreign language classrooms should be equipped with TV's VCRs, and radio equipment, since multimedia learning is a very important part of understanding languages. Craft-type accessories (i.e. scissors, glue, paste, etc.) should be kept on hand for projects. Desks should be square with removable chairs so that they can be easily clustered and rearranged. This will allow teachers to rearrange their classrooms to accommodate the needs of SXI students or students who require wheel chairs.

Teachers in foreign language classes should conduct IEP meetings with the parents of ALL the students in the class within the first two weeks to determine a successful strategy for helping children to learn the language to the best of their ability. In addition to the general and special education teachers in the classroom, school districts should provide the services of one gifted language specialist for each foreign language included at the school. This specialist would travel from room to room, assisting students with special foreign language needs. Again, this specialist should be available to assist ALL children with learning the language. The teachers should teach according to a certain standard of excellence, but also take into consideration the specific ability levels dictated by the results of the IEP meetings. Teachers should be prepared to offer additional assistance outside of the classroom for those that need it. Also, take home programs should be developed for students who struggle and whose guardians are willing and capable of working with the teacher to make their child successful; either that, or students should be allowed to check out and take home the lesson plans the teachers keep on computer disk. If the "home situation" of the student doesn't allow for this, after school assistance sessions should be incorporated, with both the special and general education teachers present. All in all, a team needs to be established between the teachers, aids, students, and guardians in order for a foreign language class to be successful.

Physical Education Classroom Community

Locker rooms should be designed with easy access for wheel chairs and other special devices in mind. A certain number of lockers should be oversized with the capacity to hold special devices needed by certain students (i.e. communication devices, braces, wheelchairs, etc.). Bathrooms should be wheel chair accessible. School should provide necessary safety equipment for all students, regardless of ability levels, and specific equipment if necessary. Each student should be given a lock and a locker to keep personal items in; this helps promote personal responsibility. Large open areas (i.e. a empty gymnasium or a vacant football practice field) should be available for outdoor activities or games that require walls (for example, floor hockey or pillow polo).

In terms of support staff, schools should have a certified athletic trainer on hand (doesn't have to be for gym class only, could be the school's team athletic trainer) to treat potential injuries to students while participating in activities. Also, lifeguards should be provided during swim units, as should individual aids for each SXI student participating in water-related activities. Other than that, the two allotted teachers should be sufficient.

The class in itself provides great community and behavioral challenges. For instance, a unit on soccer would teach students to function cooperatively in a group to achieve a common goal. Also, it would motivate kids to participate in community funded soccer programs in the spring, summer, and fall, helping them to develop a love of athletics. In terms of behavioral challenges, physical education class is one of the best there is. The mere fact that the students are of multi-level learning capacities suggests that great behavioral control will be need by each to

communicate with others on his/her team in order to be successful in the event of a closely contested activity. Also, penalties such as sitting out or loss of a participation grade should be given to students who fail to adhere to specific game rules. This will help challenge students to keep their behavior in line.

Not much in the way of technology is needed for physical education class, regardless of the number of labeled or SXI students that are present. The mere fact that it's called "physical education class" suggests that practically everything can be accomplished physically. Even so, teachers should have access to a TV and VCR in order to show demonstrations to students if they do not learn well from word-of-mouth. For example, a teacher should use videos to demonstrate proper swim strokes, the correct shot technique for basketball, how to run without hurting your feet, and things of that nature.

Teachers should incorporate activities in which students with various levels of ability are able to participate; teachers should not just focus on the most common sports (basketball, football, softball, etc.). Examples: bowling, swimming, running or walking on the track, Frisbee, nature walks, and things of that nature should be considered. In the event that activities (like swimming) require assistance, aids should be brought in to help students with disabilities apply proper safety gear and such, as was mentioned earlier.

Participation evaluation in the class should be based on students' individual ability levels, which can be established by conducting meetings with parents or guardians where IEPs are developed and established for each child. This should be done within the first two weeks of the semester. Grading should be done in a similar fashion; it should be based on individual ability levels, based on each child's IEP agenda, and without showing any biases towards any group of children. In the event that a child is unable to participate in a general activity due to a physical or mental disability, the teacher should be responsible for finding away to include that child in some other way (i.e. let him keep score, be a referee, manage the equipment, etc.). All in all, since Phys. Ed. Class is a generally participation-based, teachers should make every effort to allow children with disabilities to be a part of as many activities as possible. IEP meetings, proper facilities, and a conscious effort to incorporate "doable" activities should be the focus when addressing Phys. Ed.

In conclusion, my inclusive high school would incorporate all of these practices in one way or another. I feel that the principles and ideas that I've mentioned in the above draft of our final project will help to make our inclusive high school a successful one.