

# **Inclusive Teaching Support Portfolio**



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## **Inclusive Education Introduction**

I once heard someone say, “The process of change begins when there is desire to move in a new direction.” In the realm of education, inclusion is the new direction.

Although the word “inclusion” does not appear in IDEA (The Individuals with Disabilities Education Act), it is understood by many as combining the Least Restrictive Environment (LRE) with the appropriateness of the services provided. According to the Appelbaum Training Institute, Inclusion is:

- The belief that all children are included for all of the day in a regular classroom setting and have their needs met in this classroom.
- The belief that a classroom is designed to accentuate the success of all its members.
- The belief that the classroom is the source for future relationships and for lifelong friendships.

Inclusion should be the next American educational reform. After visiting a school where inclusion works, attending a seminar put on by Applebaum Training Institute, and reading Dr. J. Michael Peterson’s book, Inclusive Teaching, I have developed a firm and sincere mind-frame that supports full inclusion. This portfolio is designed to assist in the development of inclusive education for all students at St. Christopher School located in Detroit, MI, or a school similar to it. St. Christopher’s is a Catholic school, however, 90% of the students in the school are non- Catholics. With an enrollment of 150, St. Christopher is home to Kindergarten through 8<sup>th</sup> grade students, ranging in age from five to fifteen years old. In terms of race and culture, 90% of students are African-American, 5% are White, and 5% are a combination of both Hispanic and Arabic. The majority of

families in the school would fall into the “lower-class” economic level, with 85% of our students eligible for free or reduced lunches.

The following describes how grade level and subject teams are currently structured:

- Kindergarten, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades are traditional elementary classrooms. One teacher teaches all subjects to the students in those grades.
- 1<sup>st</sup> and 2<sup>nd</sup> grade is a multi-aged group, taught by one teacher. The methods used in teaching the class resemble more of a “split” rather than an authentic multi-aged classroom.
- 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades are departmentalized, and a revised form of looping is used. There is only one classroom for each grade level in the Middle School. The class sizes are very small. 6<sup>th</sup> grade has fourteen students, 7<sup>th</sup> grade has sixteen students, and there are eighteen students in the 8<sup>th</sup> grade. The 6<sup>th</sup> grade teacher teaches English to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. The 7<sup>th</sup> grade teacher teaches math to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, as well as science to 7<sup>th</sup>, and 8<sup>th</sup>. The 8<sup>th</sup> grade teacher teaches social studies to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, as well as Literature to 7<sup>th</sup>, and 8<sup>th</sup> grade. Each teacher is responsible for teaching her own spelling and religion classes. A student will have the same English, math, and social studies teacher for three years, which is a form of looping.

Our main goal is to create an inclusive school environment that welcomes all students and whose philosophy and design is centered around Dr. J. Michael Peterson’s Whole Schooling Model which promotes “excellence and equity for a democratic society.” The purpose of this portfolio is to describe the current practices at St.

Christopher School in terms of Special Education and inclusion and describe how inclusive practices will be implemented. My focus is on the school community as a whole, as well as specific team planning strategies and caseload structure for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade.

This portfolio is divided into the following eight sections that outline how inclusion will be planned and implemented in St. Christopher's School:

I. Support Teams

II. Roles of Support Staff

III. Collaborative Teaching: Roles of Special Education Teachers

IV. Partnering With and Supporting Parents

V. Inclusive Instruction for Students with Diverse Abilities

VI. Case Studies

VII. Appendices

VIII. References

# Support Teams



## **Support Teams**

### **Members and Participants of the Support Team**

In general, the members of the collaborative team will vary depending on the needs of the students. A solid support team will consist of general and special educators, teacher consultant, administrators, counselor, psychologist, social worker, paraprofessionals, and related service specialists (speech therapist, occupational therapist, physical therapist, rehabilitation teacher, or sign language interpreter). In addition to school faculty, parents, friends, peers, siblings, and community members, such as a pastor or a community organization leaders, may also become a part of a support network for the student with special needs. All of these support personnel contribute knowledge from their specific area of expertise to develop appropriate activities within general education classrooms that address the unique talents and needs of students with disabilities.

### **Whole-Team Meetings – When, Where, and for What Purpose?**

Once the members of the support team for a child with special needs has been established, the next step is to schedule a meeting time and place for discussion of the specific included child. It is essential that the entire team meet together at least once a month. On the first Friday of every month, St. Christopher School has a PTG educational program for the entire school. This would be a perfect time for the support team to meet. Parent volunteers and staff members who are not part of the child's support staff can help out at the assembly so team members can attend the meeting. The meeting will be held from 12:30-1:15, as that is the usual time frame for the PTG programs. The meetings will be held in the attached banquet hall, which has large round tables for easy discussion and a sense of equality among support team members. Everyone in the team is equally important and brings her/his unique perspective to the meeting.

The purpose of the whole-team meeting is to provide an exchange of ideas on behalf of the included student. The team will use this meeting to reach an agreement about concerns they have for the included student, discuss how the student's needs are being met appropriately, reach a consensus on goals and objectives for the student, brainstorm solutions to concerns, select appropriate interventions, develop an action plan dividing all the responsibilities appropriately, and set up a follow-up meeting during lunch time or after school within the next two weeks.

### **Collaborative Consultation**

For the general education teacher, being able to meet with team members for collaborative consultation is necessary to ensure that the academic and social needs of included students are being met appropriately. The following is a brief overview of how these meetings are scheduled:

<b>Time to Meet</b>	<b>Participants</b>	<b>Purpose/ Agenda</b>
Every Tuesday from 2:50-3:30 after school	General education teachers of included student – English, math/science, social studies/literature, Special education teacher, Title I Teacher	To ensure all teachers involved in the included student’s learning are meeting the IEP goals.
Each Thursday from 2:00-2:50 since all three Middle School Team teachers have a special at this time.	General education teachers on the Middle School Team – math/science, English, social studies/literature, and Special Education teacher	To collaborate with each other and discuss where we are in the curriculum to ensure we are all committed to implementing best practices and collaborate ideas for lesson adaptations.
First Wednesday of each month after school on a half-day dismissal, use one hour of meeting time	Entire school staff and one faculty member of a local university	Professional development inquiry and dialogue groups that read and discuss new and innovative literature about best practices and methods for inclusion. Each teacher will commit to implementing a new practice in her/his room and report on its successes or failures at the next meeting.

**Time Finding Strategies**

Some suggestions for finding the time to meet with members of the support staff are floating substitutes, intermittent early dismissal, meeting on whole-staff lunch periods, having volunteers (parents or community members) come in during assemblies so team members can meet, and scheduling rotating common times for specials to allow teams to meet. A floating substitute would be ideal. The principal or volunteer (since one of our school issues is budget cuts) will cover the class while teams of two or three teachers meet. Once a week, after school meetings need to be arranged. All the teachers in the school have a common lunch hour; thus, this time should be used as planning time with support team members. Intermittent early dismissal WILL be used for focused and organized meetings of all teachers and teams. This is not a time to clean one’s room or catch up on each other’s social lives. Rotating common times for specials can be arranged because we have two special classes each day, with the exception of Fridays.

**Strategies of Support for Inclusive Teaching**

The support team plays many roles in the school including dealing with community building, behavioral challenges, and issues surrounding assistive technology. The following is a list of support strategies that are implemented in inclusive schooling.

A brief description of how these strategies will be put forth at St. Christopher School is also provided.

➤ **Students Helping Students**

- Peer Buddies
- Peer Tutoring
- Mentoring
- Circles of Support

In class, students who do not normally socialize with each other will be paired together to create a stronger sense of community. A phone number exchange will pave the way for the opportunity to call each other when they are absent to find out what they missed. Students who do not utilize Title I services during Enrichment Hour on Mondays and Fridays will tutor in grades 4-7. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will act as mentors for students in grades 1-5, reading with them and helping to provide social skills training.

➤ **Teaming**

- Teacher and support staff teams
- Coordination of student services
- Collaborative consultation
- Consultation and collaboration with community agencies

During the support team and whole-staff meetings described previously, we will communicate with faculty members to ensure that we are implementing best practices for inclusive education. We will make sure that students with special needs are made to feel a part of the class and the school community.

➤ **School Support Programs**

- Counseling
- Learning Support Centers

Each teacher will be available once a week, at different times (making use of already established prep hours) to provide assistance to students in academic areas or for emotional issues. This will be a forty-minute time frame, and be held in the Family Chapel to provide students with a calming and relaxed environment.

➤ **Collaborative Teaching**

- General education team teaching
- In-class collaborative teaching by support teachers and specialists
- In-class support by paraprofessionals
- Community volunteers

Grades 6-8 will be departmentalized and will work together to coordinate curriculum across the content areas of English, social studies, math, science, and literature/reading. The Title I teacher will work in the classroom during the math periods of all three grade levels, as that is the subject in which our students struggle the most. Special Education teachers will work in the general education classroom to make sure student's with IEP's needs are being met by collaborating with general education teachers for lesson planning. Special education teachers will help develop lessons or acquire



needed materials to promote the success of our students with special needs. We will continue to utilize the assistance of our paraprofessionals for grades K-3 and 4-8 in the area of reading. For students with severe disabilities, we will hire paraprofessionals to collaborate with teachers in lesson planning and they will be highly active in the IEP process. Due to the nature of our school population, it is necessary to involve the community to create a more inclusive setting. We will involve community protection and advocacy agencies, as well as community mental health services. The support team will be responsible for determining what agencies are necessary to involve in the inclusion process and make the appropriate contacts. Some ideas are the CYO (Catholic Youth Organization), Big Brothers/ Big Sisters, Henry Ford Health Systems, Michigan Family Independence Agency, Boy Scouts of America, Detroit's African-American Mission Inc., Off the Streets, Michigan Metro Girl Scout Council, and United Way Community Services Youth Leadership Center.

➤ **Professional Development and Growth**

- Professional development inquiry and dialogue groups
- Teacher support networks – gatherings and online

We will collaborate with a local university such as Wayne State, to set up professional development inquiry and dialogue groups. Once a month, small groups of teachers from our school, along with the principal and university faculty member will get together, read and discuss new and innovative literature about best practices and methods for inclusion. Each teacher will commit to implementing a new practice in his/her classroom and report on its successes or failures at the next meeting. Teachers are encouraged to use chat rooms and message boards to broaden their horizons about inclusive education.

**What Goes on at a Support Team Meeting?**

Listen to an observer's story and find out...

On September 4<sup>th</sup>, the Support Team Members for a seventh grade student with speech and language impairments and a learning disability met in the small banquet hall attached to St. Christopher School. Team members welcomed each other as they came into the hall and sat down at a round table with their names and support role written on a card in front of them. Members of the support team included Aaron's three general education teachers, Title I teacher, special education teacher, principal, and speech and language pathologist. Since it is the beginning of the new school year, the team takes about two minutes to introduce themselves and what role they play on the support team. Mrs. Smythe is the principal and plans with the support team for new approaches to provide learning supports such as in-service training, working with consultants, and leading an inclusive education planning committee. Mrs. Bronner is Aaron's homeroom, literature, social studies, and religion teacher. Ms. Kato teaches math and science, while Miss Brog teaches English. It is the job of these general education teachers to meet Aaron's special needs in their general education classroom. Miss Shoo is the special education support teacher who works directly with the Middle School team to provide information about lesson adaptations, multi-level instruction, positive behavior support, and best practices for inclusion. Mrs. Poly is the Title I teacher who works in the eighth

grade classroom during their math period to assist any students who may need help with the concepts being taught. Finally, Mr. Johnson is the speech and language pathologist who works with Aaron each day in the eighth grade classroom during the literature period where there is a great deal of oral reading and communication going on. After the introduction, the team discusses concerns they have for Aaron this year. Each team member has a different issue to bring to the forum. Concerns include: increasing academic achievement and performance in the areas of math and reading, increasing self-esteem, improving oral communication, writing more legibly, and building organizational skills. The general education teachers also bring up the concern they have with Aaron's tendency to act-out when he is frustrated with his academics. The team then takes each individual concern and begins to discuss goals and objectives for Aaron to meet this year. After goals and objectives have been established, the team brainstorms ways to assist Aaron in reaching these goals and objectives. Since Aaron's reading performance is significantly below grade level, core area tests in science, literature, religion, and history will be read aloud to him. When writing for class, no penalties will be given for incorrect spelling. To increase self-esteem, frequent positive reinforcement will be given for achievements. Mrs. Bronner will also make sure that Aaron has a classroom responsibility, such as board washing, to give him a sense of responsibility. To establish organizational skills, Mrs. Bronner will also teach all of her students to color coordinate homework folders, notebooks, and textbook covers with labels. She will check Aaron's folders on a daily basis to make sure all work is in the appropriate folder. When this skill has been consistently performed, Mrs. Bronner can reduce her spot check to once a week. This is all part of the team's action plan. They pose to involve Aaron's mother in helping to design a contract for Aaron with the target behavior of "appropriately requesting help from my teachers when I do not understand something. If I still do not understand it, I will ask them if I can have another student explain it." Since Aaron is uncomfortable raising his hand to ask for help, he will have a card on his desk that reads, "I am fine" on one side, and "Please Help" on the other. He will expose the side that reflects his needs. The math and science teacher in particular will need to be very observant of Aaron's need card, as these are the classes he struggles with the most. When the team is almost out of time, they wrap up any final issues and plan a meeting time for next month.

During the course of the meeting, the team developed a common vision for the inclusion of Aaron, shared knowledge, skills, and resources with one another, respected one another, worked together to accomplish their goal, supported each other, and collaborated on the problem solving process. These are very important aspects in making a Support Team work.

# **Role of Support Teachers & Staff**



## Current and Improved Roles of Support Personnel

The following chart details the current support staff available in our school and what is being done to make our support staff most beneficial to our students with special needs. Roles are being shifted and improved, as well as additional support staff being hired.

<b>Support Staff</b>	<b>#</b>	<b>Present Roles</b>	<b>Improved Roles</b>
<b>Support Teacher (Special education, Title I)</b>	5	Technician observes children in Title I who are working on computer-based basic skills programs. Title I teacher works with a small group, as a pull-out program, on reading and math skills. It is run like a tutoring center. They communicate only a minimal amount with the general education teachers.	Title I and special education teachers will collaborate with general education teachers to determine what math and reading skills need to be extended, and work on those in the form of mini-lessons in the general education classroom.
<b>Teacher Consultant</b>	1	The TC comes in once a month to meet with students. She does not communicate with teachers, only if she needs a signature on paperwork.	Our full-time TC will collaborate with the general education teacher each week to ensure that IEP goals are being met. She will also join the support team meetings. She will be used to help empower the classroom teacher with ways to solve problems like aggressive behavior or inability to complete class work.
<b>Related Service Specialists</b>	4	The speech therapist visits the school twice a month to work one-on-one with students in need of speech therapy.	The speech therapist will work in-school and join the classrooms of the students on his caseload. He will advise teachers on things they can do to assist these students in the classroom. Physical Therapist, Occupation Therapist, and Arabic Bilingual Teacher will be hired to assist with the included students who need their support. A sign language interpreter has been hired and assigned to a second grade boy who is deaf.
<b>Counselor</b>	0	We currently do not have a school counselor or access to one.	The principal and eighth grade teacher will attend seminars to learn how to assist 8 <sup>th</sup> grade students with transition to high school and help parents choose the most beneficial high school for their son or daughter.
<b>Psychologist</b>	1	We currently have one psychologist who is shared by four other schools in the	Psychologist will be in on regularly scheduled days and times twice a week, all day to

		Archdiocese and visits for referral purposes and upon request. She visits about once a month.	work with students with behavioral and emotional issues. She will also provide support for social skills training.
<b>Social Worker</b>	1	We currently have one social worker who is shared by four other schools in the Archdiocese and visits for referral purposes and upon request. She visits about once a month.	Social Worker will be in on regularly scheduled days and times twice a week, all day to work with students with behavioral and emotional issues. She will also provide support for social skills training.
<b>Media Specialist</b>	0	We have a 95-year-old sister who is “in control” of our library.	Teachers will be trained in how to use the library properly and take their students to use the library during regularly scheduled times, and as needed for research.
<b>School Nurse</b>	1	We currently do not have a school nurse.	We have three teachers who are certified in CPR. All teachers must receive this training as well as the OSHA seminar. A school nurse will be hired to handle emergency situations and to make sure students’ health needs are being met.
<b>Paraprofessionals</b>	2	We have one paraprofessional who works with K-2 students in reading. However, it works as a pull-out program for “low readers.”	Paraprofessionals will work directly in the classroom, rather than in a pull-out situation for reading in the K-3 and 4-8 settings. Also, paraprofessionals will be hired as needed for students with severe disabilities.
<b>General support staff: secretary, maintenance, noon aides, etc.</b>	6	We have two secretaries who deal directly with tuition and enrollment issues. They communicate with parents when behavior problems occur. Our lunch aids are volunteer parents. We have one maintenance person who sets up for assemblies, programs, etc.	Lunch aids must be familiar with our school-wide discipline plan so there is no confusion as to how behavior problems need to be handled. They will be trained in positive behavior support.

### **A Day in the Life of Our Teacher Consultant**

Mrs. Ulin is our Teacher Consultant and works with the entire general education staff in our building for grades K-8. Her main responsibilities are to visit classrooms, observe students, and consult with the classroom teacher regarding effective strategies (Peterson 141). She may also obtain needed materials for teachers who need to meet the needs of their special education students, facilitate referrals to other services such as PT or Speech Therapy, and coordinate communication with parents. Being active in the IEP process is her main concern and is the reason why she makes many in-class observations. Although Mrs. Ulin sometimes works with teachers and students in the classroom, she

does not do any actual instruction. Teachers may come to Mrs. Ulin in search for a short-term response to solve a problem. Although this is done, the long-term goal is to empower the classroom teacher to solve similar problems in the future (Peterson 141).

For example, on Thursday, Mrs. Ulin met with the sixth grade teacher during her second hour prep to fine-tune accommodations necessary to meet the needs of a new student, Dawn, who is partially sighted. Mrs. Ulin was able to obtain computer software that allows an individual to dictate responses, which are recorded in a word processor and can then be printed out. They test out the software and are pleased with its success. Mrs. Ulin makes sure that Dawn's teacher is planning on having her sit in the front of the room and suggests that she have Dawn's computer and software right there too, so she doesn't have to move around the room all the time.

During third hour, Mrs. Ulin observes a fifth grade boy for the third time who is demonstrating severe anti-social behavior. She and the fifth grade teacher agree to set up a meeting with his grandmother to collaborate on constructing a teacher-parent problem-solving approach to his anti-social behavior. Mrs. Ulin gives the fifth grade teacher a copy of her "Do's and Don'ts of Problem Solving" and Parent-Involvement Problem Solving Worksheet to review before the meeting. (See Appendices for copies of forms). Mrs. Ulin then sets up a meeting with the boy's grandmother for later in the week at a time that will work for all involved parties (fifth grade teacher, TC, student, and grandmother).

The seventh grade teacher has requested that Mrs. Ulin come into her class during fourth hour while her students are taking a science test. Mrs. Ulin will take a small group of students within the classroom setting and read the test to them, as they are reading far below grade level.

After lunch, Mrs. Ulin spends her afternoon with the principal and social worker discussing the implementation of Project PREPARE (Promoting Responsible, Empirical, and Proactive Alternatives in Regular Education) in their school, which is a schoolwide, and classroom-level management system that is based on a building-team approach. (Walker 325). The three elements of PREPARE that are discussed are: a behavioral-instructional approach, a schoolwide focus on the prevention and remediation of problem behavior, and staff development provided through a building-team approach. They make observations about what is working and the three team members decide which teachers they will observe and when to make sure they are properly carrying out the PRPARE model. They schedule these times and double check with teachers to make sure they fit into their schedules.

### **A Day in the Life of Our Sign Language Interpreter**

Debbie Walker is our new Sign Language Interpreter this year. We have one second grade boy, Alex, who is deaf and needs her support in the classroom. She is trained and certified by a community college program, and although very expensive, her skills are needed in our school, so we have hired her. Debbie comes in at the beginning of the school day and is with Alex all day with the exception of lunch. Not only does Debbie act as a sign language interpreter for Alex, but she also helps hearing students to understand what Alex is signing. A lot of the students have begun to pick up sign language and are very good at communicating with Alex at lunch and at recess. The students communicate what Alex is saying to other adults who don't understand the sign language.

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



## Collaborative Teaching: Roles of Special Education Teachers

### Overall Role Description of Special Education Teachers

#### **Plan with the principal and teachers for new approaches to providing learning supports:**

- in-service training
- work with consultants
- inclusive education planning committee

#### **Plan for individual students:**

- facilitate person-centered planning/IEPs
- consult with individual families and parent meetings
- advocate on the behalf of individual students and families

#### **Assist in multi-level instruction and adaptations for students:**

- take leadership in promoting collaborative teaching and cooperative learning
- work with teachers to identify strategies for accommodating students
- develop or acquire needed materials
- help general education teachers coordinate with related services in the classroom
- provide direct support and instruction with the general education teacher

#### **Facilitate community connections and family involvement:**

- facilitate involvement of students in school sponsored extra-curricular activities
- contact boy scouts/girl scouts, community recreation
- connect families to one another to provide support

## The Special Education Teacher: Then & Now

### **Then...**

Special Education teachers were typically the sole instructional leader and viewed as the “manager” of students with disabilities. They instructed their students in separate classrooms or recourse rooms, often in separate wings of the school. They viewed their students as “their own” and did very little, if anything at all to develop collaboration with general education teachers.

### **Now...**

Special Education teachers are providing direct remedial and other adapted instruction within general education classrooms to groups of students who need specific intervention or instruction. They are the facilitators and coordinators of the inclusion teams that involve participants from the school and the community. They are spending more time in the general education classrooms consulting with general education teachers about appropriate ways to structure lessons to accommodate students with special needs. They are spending more time team teaching with general educators, while maintaining primary responsibility for developing individualized educator programs and documenting student progress on instructional objectives. (Applebaum 26)



## Key Considerations in Scheduling Support in General Education Classes

- When specific classes are being taught
- Prep times of teachers
- Children in most need of assistance
- Which classes are most challenging for students and which teachers need the most assistance with the inclusion process
- IEP goals

## Scheduling in Working with Other Staff and Teachers

At St. Christopher School, we have a variety of students with special needs. The three special education teachers we have hired are assigned the following caseloads:

Caseload for Teacher #1: She supports the two general education teachers assigned to grades K-2. She supports 1 child with Autism, 3 who are showing signs of sever anti-social behavior, 1 child who is deaf, and 1 child who is Cognitively Impaired at the Trainable level.

Caseload for Teacher #2: She supports the three general education teachers assigned to grades 3-5. She supports 3 children with Learning Disabilities, 1 with severe Emotional Impairments, 2 ADHD boys, 1 child with Cerebral Palsy, and 1 child who is Cognitively Impaired at the severe level.

Caseload for Teacher #3: She supports the three general education teachers assigned to grades 6-8. She supports 1 child who has partial sight, 2 children with Speech Impairments, 3 students with Learning Disabilities, 1 child who is Cognitively Impaired at the Educable level, and 2 students who have Emotional Impairments.

### **Daily Schedule for Special Education Teacher Assigned to Grades 6-8**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00</b>	7 <sup>th</sup> Grade Math	6 <sup>th</sup> English	7 <sup>th</sup> Math	6 <sup>th</sup> English	<b>Plan with 8<sup>th</sup> grade Teacher</b>
<b>9:00</b>	6 <sup>th</sup> History	7 <sup>th</sup> English	6 <sup>th</sup> History	7 <sup>th</sup> English	6 <sup>th</sup> History
<b>10:00</b>	<b>Plan with 6<sup>th</sup> grade Teacher</b>	7 <sup>th</sup> grade Reading	7 <sup>th</sup> grade Reading	7 <sup>th</sup> grade Reading	7 <sup>th</sup> grade Reading
<b>11:00</b>	8 <sup>th</sup> Science	7 <sup>th</sup> History	7 <sup>th</sup> History	8 <sup>th</sup> Science	8 <sup>th</sup> Science
<b>1:00</b>	6th grade Reading	<b>Plan with 7<sup>th</sup> grade Teacher</b>	6th grade Reading	8 <sup>th</sup> grade Reading	6th grade Reading
<b>2:00</b>			6 <sup>th</sup> grade Science	<b>Team Planning</b>	6 <sup>th</sup> Science

### **Collaboration: Planning with the General Education Teachers**

The Special Education teacher will meet with her team members three times each week for 50 minute periods. Together, they will develop lesson adaptations and planning for multi-level instruction for the following week. Additional planning time can include lunch or after school. They will work together to plan collaborative meetings with parents. The general education teacher should keep track of grades for her general education students, and both teachers will work together to decide on the grading procedures for the special education students. Teachers will address behavioral challenges and how to meet the needs of students with physical and sensory disabilities.

### **Collaboration: Relationship Between General and Special Education Teachers**

An in-class collaborative teaching system by support teachers and service specialists will be established. Special Education teachers will work directly with the general education teacher to devise modifications for lesson plans and directly assist in the teaching process. They will take turns in the classroom leading the class, helping groups with projects, and providing direct skills instruction to individuals or small groups as needed via “mini-lessons.” Each teacher is equally valued. The following information describes five methods for teaching collaboratively (Peterson 145).

- **One Teach, One Observe**
  - One teacher is responsible for facilitating the instruction of the class. The other teacher observes one student or a small group to monitor learning and develop strategies to improve instruction. To place equal value and role importance on both teachers, they alternate teaching and observing roles.
- **One Teach, One Drift**
  - One teacher is responsible for instruction while the other teacher circulates to answer questions, get students back on task, or provide mini-lessons and assistance to different students. Teachers may alternate roles.
- **Station Teaching**
  - Students are arranged at stations around the room. Each teacher delivers instruction to one small group. One group may work independently. Groups switch from station to station. This is a great method for use in a shorter time frame, say for a fifty-minute class period. It works wonderfully at all grade levels.
- **Alternate Teaching**
  - One teacher manages the majority of the class while the other teacher pulls a small heterogeneous group aside to preview, review, assess, or provide enrichment. The purposes and membership of this group changes constantly. This is vital to avoid “ability grouping,” which is not what alternate teaching is about.

➤ **Teaching Together**

- Two teachers manage and instruct the class at the same time, flexibly interacting in the various instructional formats being used – small groups, partners, individual work, and centers.

**Collaboration: Co-Teaching Academics with a General Education Teacher**

There are many remarkable strategies to creating academic instruction that is both meaningful and authentic. The Special Education teacher can work in a variety of ways to help the general education teacher develop...

- Thematic Units
- Reading/Writing/Math Workshops
- Simulations
- Multilevel instruction
- Role-play
- Journaling
- Connections to life experiences
- Inquiry Learning
- Authentic Assessment
- Grading based on effort, goal reaching, growth, and improvement
- Service Learning
- Problem-based learning
- Literature Circles
- Research projects
- Portfolios

**Adaptations:** Special education teachers and support staff work with children in the regular classroom, developing any needed adaptations to instruction. When creating adaptations, the support teacher must have a strategy that is specifically designed for an individual student. The adaptation will be different from traditional instruction and is designed to help the student succeed. It is important that the support staff work within the existing curriculum and instructional approach.

**Support for Teacher Needs:** All teachers have needs that support teachers can help strengthen. These are the areas in which teachers need improvement. For example, the special education teacher may have an innovative and creative passion when it comes to developing history lessons. The special education teacher may create multi-level lessons and teach the history section of a general education curriculum, while the regular education teacher works with students who need assistance.

**Inclusive Multilevel Teaching:** The support teachers work with the general education teachers to design and implement multilevel instruction (detailed in Section V: Inclusive Instruction for Students with Diverse Abilities). The goal is to design instruction so it can be implemented manageably for very diverse ability levels, so all students can benefit. This approach is very different from the traditional “teaching to the middle” approach.

## **Student Progress and Grading**

Both teachers will work together to devise reflective assessment for all students. They will focus on how students can use skills they have learned to create or do something meaningful. There will be a mix of portfolios, performance assessments, classroom tests with the focus on open-ended questions, and rubrics that provide a checklist of specific expectations for each assessment. Grading will be based on effort, growth, improvement, and goals reached using reflective assessment to figure out these factors out.

What about the question of fairness? My response to this is that what is fair is not always “equal.” It is not about providing each student with the same, uniform work, but about providing each student with what he or she needs. In a true inclusive setting, we have different expectations for different students. We must express this to parents. When we become adults, we choose careers and jobs for ourselves that we can perform, yet might be challenging or rewarding in some way. I do not have the physical strength to work construction, nor the skill it takes to perform heart surgery. Therefore, I do not do those jobs. Why is it then, that we still place books or math problems in front of children who do not yet have the skills to read them or figure them out. It makes no sense. We have come to realize that all children learn differently and at different paces, only we seem to neglect that fact when it comes to lesson planning. Our job as inclusive teachers is to help students and parents understand how each person is different. We will give students options and structure their goals and expectations based on what they need, rather than what is traditionally supposed to be “grade level curriculum.”

## **Talking to Students About the Roles of Two Teachers**

Since co-teaching is something new to most students, it is very important that both teachers, general and special education, share an equal role in the classroom. Be honest and explain to students that some days and for some classes, there will be two teachers in the room. Both teachers are responsible for the learning of all students, thus both teachers are accessible to all students. This also helps in making sure that an observer would not be able to tell which students in the room have special needs, which is what inclusion is all about.

## **How Does an Inclusive Classroom Look?**

The following is a narrative based on an observation done at a rural high school where inclusion works, and where the school and community are enthusiastically moving toward full inclusion. It provides an insight into how an inclusive classroom might work.

In this inclusive high school I spent a great deal of time observing a tenth-grade history and literature block. In this class of 25 students, three had emotional impairments with a learning disability, one girl had a cognitive impairment, one had a hearing impairment, and four had learning disabilities. Mrs. M is the general education teacher for this class and welcomed me with enthusiasm and warmth. Mrs. M uses an FM device to assist her student who is hard of hearing. She said it took a little while to get used to, but now it is just a “normal” part of the day. Collaborating with Mrs. M is Mrs. T who is

the special education teacher. I was very impressed with the dynamic of this class! One thing that struck me was that upon looking out into the sea of students, I could not pick out who the LD and EI students were, with the exception of the young man who walked into class, walked out, then walked back in breathing heavy saying if he doesn't get a "bagel" he will hit something. I had no idea what was going on. Mrs. T kindly explained to me that "bagel" really meant time out to regroup and focus. It was a long story of how this term came to be, and she said she'd tell me about it later. As a result, Eric grabbed a collapsible ball from the teacher's desk and took a seat in the fluffy chair at the side of the room. After about five minutes, he joined his classmates as if nothing had ever been wrong. Eric has a severe emotional impairment that spawns an aggressive streak in him as well as periods of deep depression or great elation. He is showing signs of schizophrenia, and his parents are looking into further testing and possible medications.

Looking around Mrs. M's room, I noticed that the walls were filled with student work, artwork, and photographs. Each block class she teaches can bring in photos during a certain month and put them on the bulletin board. "It gives them a sense of ownership to the room and they tend to be more careful with my property and their own materials because of that." I thought that was a great idea! Resources and books are plentiful throughout the room. There was some clutter in two corners because Mrs. M is retiring and beginning to pack up some of her things. Tables are also put together to form groups of four to five students. There are no traditional desks in this room. The lesson I was observing, focused around civil rights. The entire lesson combined both literature and history, taking full advantage of block scheduling. The students were each provided with a copy of the magazine, *Free At Last*, which was full of photographs and articles from the civil rights movement. Mrs. M gave the students a few minutes to leaf through the magazine and silently read or discuss things that interested them with their groups. Students began pointing things out to one another and I heard conversations in which students shared emotional reactions to the photos and questioned one another about their thoughts. Some students asked Mrs. T and Mrs. M questions about the photos, and there was a lot of interaction going on at different levels. Mrs. M then told the students what page to turn to and the students, with the facilitation of Mrs. M, discussed the main topic of each page. Students were encouraged to vocalize opinions without having to raise their hands; they could just say what came to mind. Mrs. T thinks this is a great idea, especially for the students with special needs, because it makes them feel more like they are in conversation and can contribute with confidence. Otherwise, some students have a fear of raising their hands and being singled out to give the correct response. In this class, however, each response is respected and positive acknowledgement is given to students when they participate. Thus, responses and meaningful discussion was abundant! The students also sit how they are comfortable; there is no scolding them to "sit up straight."

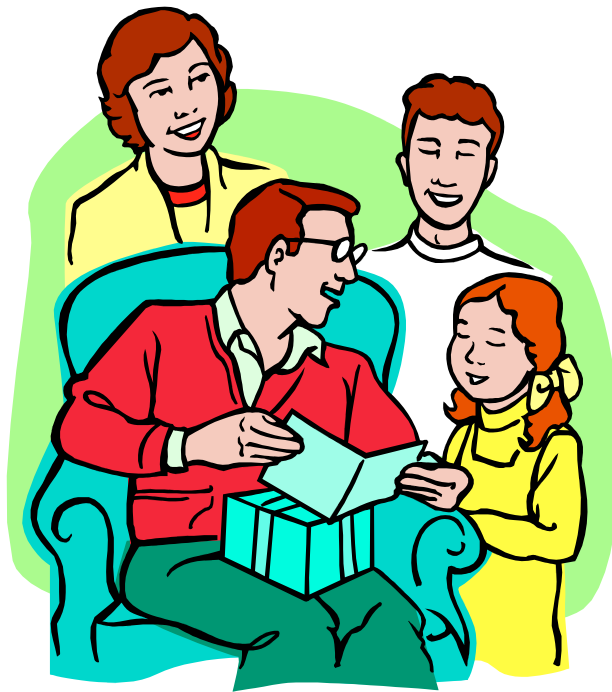
To connect the lesson with today's world, Mrs. M points out, upon looking at the photo of the March on Washington, "You might recognize this from the movie *Forrest Gump*." Mrs. M also does a great job to give the lesson a sense of relevance to the students. The day before, she had the students take a historical literacy test that was given to African-Americans before they could vote. That truly made this topic come alive for the students – they were still talking about it the day after. Finally, the topic came back around to the focus of the current lesson, which is the bombing of the 16<sup>th</sup> Baptist Church that resulted in the deaths of four young girls. Mrs. T read an emotional piece from the magazine about the event, but first, the class orally reviewed vocabulary that Mrs. M had on the board. I only saw a few students writing the words down, so I asked one of them if

they were all supposed to be doing that. Martin responded with, “Nah. I just like to have the words in front of me while she reads. If I forget what they mean, I can just look here real quick, rather than having to look at the board and then risk getting distracted.” I thought that was a wonderful thing! Martin was taking responsibility for his learning without having to be prompted by the teacher. Mrs. T told me she taught her students they need to do what is best for their own, personal learning.

After the reading, the discussion buzzed because students were asked to provide an emotional reaction to the article. Again, they were being questioned about how something affects them. One boy began to stand up and walk around when he is responding. Mrs. T says that he loves attention, but instead of doing silly things; he can be recognized for his contributions if he is visible. Moving on with the lesson, the students read poems in their groups that were written about the bombing. They then decide how they want to respond to it. They can answer specific questions already designed for them, illustrate a picture, write their own poem in response, or write a journal entry. This mini-lesson took about fifteen minutes. While students were working, both teachers were available and helped all students, both general and special education. I find that the students are very supportive of one another. They encourage each other and make constructive comments. One boy started to tap on his desk with his pencil. Mrs. T walked over to him and put her hand on his shoulder and began inquiring about his work. The tapping stopped. Nothing was even said about the behavior – this was great.

The lesson concluded with the reading of the poem, “Birmingham Sunday.” Before the poem, the class again reviewed vocabulary and literary concepts, this time on a yellow overhead. I have used this yellow technique before, too. Apparently, yellow is supposed to bring about a higher level of comprehension. After discussion, Mrs. M showed a clip of this poem being sung in the opening credits of the film, *Four Little Colored Girls*. This was the kicker of the lesson. It resulted in five girls crying with confused emotion as to how this tragedy could’ve happened. The discussion again buzzed. Not one student in the class made fun of the girls who were crying. Eric, who we met earlier in the observation, brought each girl a Kleenex. The lesson concluded with a homework assignment to draft up a media presentation about the 16<sup>th</sup> Street bombing. I wasn’t clear on the assignment, so I asked a student. Amy told me that a media presentation draft is to think about and write down ideas on how you want to show what you’ve learned. “We can do it in whatever form we want. At first, it was hard to come up with ideas, you know, because teachers usually tell you what to do. But now that we’ve been doing this all year, ideas like, flow. We help each other out. I think I am going to design a newspaper on the computer tomorrow about the bombing, with pictures and an article.” I was later told that Amy has a reading disability. She reads at about a fifth grade level and comprehends at about a sixth. Mrs. T shows me some of Amy’s previous work and it is wonderful. The writing is done at her level and Mrs. T helps to bring in resources that she can read and understand to help her with the history. I was very impressed.

# Partnering With and Supporting Parents



*“Schools and families – when we welcome each other to work together, the child is the winner.”*

## Partnering With and Supporting Parents

### Developing a Positive Attitude Toward Parents

I have heard teachers say, “It’s not the kids who are hard to deal with, it’s the parents.” This attitude is founded in the teacher’s frustrations in their interactions with parents and with trying to involve them in their child’s schooling. Unfortunately, old baggage from previous experiences with difficult parents is often brought to new interactions. It is imperative that teachers develop positive attitudes toward parents, especially toward those who have children with disabilities. Every effort should be made to create a school atmosphere in which all parents are respected, valued, and made to feel welcome, thus, carrying out the idea of community building. All members of a student’s support team should take on this responsibility.

#### **To Partner With Parents...**

- Engage them as partners by equalizing the power between schools and parents.
- Affirm and build on family strengths and gifts.
- Honor cultural diversity.
- Treat families with respect and dignity.
- Promote family choices.
- Welcome parents into the school as partners.
- Welcome and care about students with special needs.
- Communicate effectively with families.

It seems almost too obvious that one of the keys to a student’s success comes from building a positive relationship with his or her parents. However, some educators leave out the parents when making important decisions about that person’s own flesh and blood. Under IDEA, parents are considered equal partners in the education of their children, as they should be. Parents have the right to participate in all meetings involving the evaluation of their child, as well as being able to examine all records relating to the special education process. They also have the right to dispute any decisions that prevent a Free Appropriate Public Education for their child. Thus, special and general education teachers have a duty

to explain inclusion to the families of children with special needs and how their child would benefit from it. We are all advocates for the same children, so let’s collaborate with each other to ensure that children’s needs are met in the best possible way.

### Effective Strategies to Build a Powerful Team with Parents

(from Applebaum Training Institute)

#### **1. Establish a relationship.**

- Tell them something positive about their child
  - This lets them know you care
  - This lets them know you have a relationship with their child

#### **2. Be gentle**

- Establish yourself as an advocate for their child.
  - How? Tell them something you do with their child that works!



**3. Ask for parent involvement.**

- How do you think we should handle this?
- What are your thoughts or ideas?
- What works for you at home?
- What are your goals for your child?
- How can we provide an ideal day for your child at our school?

**4. Offer hope.**

**5. Be positive about working together as a team.**

- SMILE!

**Strategies for Collaboration with Parents**

Providing parents with family-centered services is an important strategy in partnering with and supporting parents. It is important to be understanding and accepting of diverse family backgrounds, styles, problems, and situations. With family-centered services, childcare is provided while a parent and child have a conference with the general education teachers. Meetings with parents are scheduled at the convenience of the parents, usually before or after school, and in the evenings. Sufficient advance notice must be provided to families so they can rearrange work or childcare schedules if needed. Transportation might need to be arranged through the school district or a local community action agency if it is needed. On the first Wednesday of every month, parent support groups meet at our parish and teachers are also invited to be active in these groups. A family resource lounge in our Family Chapel contains materials that are of interest to families and information is provided about community youth groups. Just as our support teams meet at round tables for the essence of equity, meetings with parents should follow that same format.

**Eight Key Tips Regarding Parents**

- 1. Have parents help orient their child to his or her new inclusive classroom.**
- 2. Call parents the first night to tell them about their child's day. Continue to phone or write to keep parents informed of classroom milestones.**
- 3. Ask parents to share photos or videotapes of their child with teachers and students.**
- 4. Invite parents of students with special needs to speak at PTG meetings.**
- 5. Send newsletters home on a regular basis to foster communication.**
- 6. Ask parent volunteers to help in school.**
- 7. Establish a parent lending library or resource lounge in the school.**
- 8. Involve parents in child-centered discussions without them having to ask to be involved.**

Adapted from Applebaum Training Institute Handbook p. 46

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



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

### **Planning an Overall Approach to Inclusive Teaching**

Inclusive education is founded on best practices in teaching. Strategies for creating lessons that fit the guidelines for inclusive education should incorporate a connection to the student's lives, community, and social issues. Instruction is administered at multiple levels and is designed around the multiple intelligences, learning styles, heterogeneous grouping, student choices, and student reflection on learning. Within the structure of inclusive lessons, the concept of building a caring community is present. Inclusive education builds a learning environment for people with diverse abilities and styles. Finally, the use of in-class supports is ever present. These supports can include peers, co-teachers, parents, volunteers, and related services personnel. The following strategies for inclusive education follow the guidelines discussed above.

#### **Academic learning for all.** *Authentic multi-level teaching*

- Weekly discussions & dialogue groups
- Study projects/community works projects in collaboration with local high school about community (topics: preserving & cleaning up our community environment, and the impacts of gang violence)
- Weekly journals to each other about personal life, news events, or school happenings
- "Teens choice" Assignments: readings, illustrations, library/Internet research, books on tape, videos, interviews with members of community
- Creation of classroom theme books
- Simulations, plays, and reader's theater
- Establishment of "Teen-town" classroom community where "bucks" are earned, responsibilities distributed, and bank ledgers kept
- Educational field trips

#### **Social – emotional.** *Building community & dealing with behavioral challenges.*

- Social skills and "peace-maker" training for all students, using student leaders as role-models (use "Dealing with Anger," "Peacemakers," and "Street Wise" programs)
- Model a positive, warm atmosphere
- Cooperative work teams – teach students HOW to work together in a positive manner
- Team-building games & exercises
- Support circles – teach how they work and encourage participation

#### **Learning environment.** *Sensory and physical needs.*

- Room arranged in teams of four students at tables
- Reading corner with fluffy pillows, stuffed animals, books, magazines, and educational comic books at different reading levels
- "Chill-out" station with couch, motivational poster, free-write journal, and CD player with headphones and calming music
- Computers in corner nook for graphics, art, internet, and word processing
- Student work displayed

- Colorful posters of time periods we are studying
- Space for students to move around
- A few fluorescent lights covered with light blue gel sheets

### **Instructional Approaches to Working with Ability Differences**

Not too long ago, I sat in a traditional classroom where the teacher stood in front of the class and lectured for what seemed like an eternity as students hurriedly copied down notes. So the teacher thought. The truth of the matter is, most of us doodled, wrote notes to friends about what we were doing on the weekend, or slept. If you asked anyone in my World History class in tenth grade what they learned, they will most likely tell you they learned that Gandhi was skinny, and that history is boring. Why, for heaven's sake, do teachers teach that way if it is apparent that students do not learn much of anything? The answer to that is because a "one-size fits all" approach to education is traditionally how things were done. Just because something is tradition, doesn't mean it has to stay that way. Supporters of inclusion say, "out with the old and in with the new!"

When we talk about inclusion, we talk about a new way of doing things in the classroom. We talk about adapting curriculum, implementing differentiated instruction, and authentic, multi-level teaching. When teachers adapt curriculum, they make individual adaptations for students because the existing curriculum is either too easy or too challenging. Differentiated instruction is instruction designed to have students work at different levels in different groups and on different tasks in the classroom. However the ultimate goal of inclusive instruction is to design **authentic, multi-level lessons**. This means designing instruction so that students may function at multiple levels of ability, engaging in authentic learning, receiving support, yet learning in heterogeneous groups and situation. Some key instructional approaches to inclusive teaching are:

**Inclusion** – Design lessons that are multi-level and establish learning goals and participation roles at multiple levels

**Heterogeneous grouping** – Individual needs are met through individualized activities, not the segregation of students

**In-class collaborative teaching** by special education teachers, Title I, and other related support staff and service specialists. The support staff will help all students within the context of the classroom. This may provide opportunity for mini-lessons to be taught to different groups of students each time.

**Understand student needs** in order to develop solutions to concerns. Adapt curriculum by establishing learning goals and student roles at various levels for each activity. Also, consider learning styles and the multiple intelligences. We then can modify our expectations in the areas of difficulty, amount of work, and degree of participation.

**Establish where a student's zone of proximal development is** and structure classroom activities that use heterogeneous grouping, scaffolding, and have clear learning goals outlined at various levels. Have reading materials and resources available at different levels. Students will demonstrate learning through authentic assessment.

### Use of Thematic Units

- Reading/Writing/Math Workshops
- Simulations
- Multilevel instruction
- Role-play
- Journaling
- Connecting to life experiences
- Inquiry Learning
- Service Learning
- Problem-based learning
- Literature Circles
- Researching
- Portfolios

### Multi-level Lesson Plans

The following lessons are actual lessons that have been used in an inclusive classroom. They are designed as “multi-level” lessons at three levels. For our purposes here, Level 1 is geared for a gifted student who is performing significantly above grade level. The average student and his or her needs are designated by Level 2, while Level 3 is structured for a student is considered to be very low functioning. The Level 3 student is non-verbal, can communicate with yes or no responses via head nodding and shaking, respectively. The Level 3 student uses a wheelchair and cannot hold onto even large objects very well.

In multi-level instruction, the teacher designs specific learning goals for each level of learning. The table below lists the learning goals for the two sample multi-level lesson plans, *The King’s M&M’s* and *We’re Not Gonna Take It: Understanding Colonial Frustrations through Popular Music*.

Learning Goals	Level 1 ( <i>Highest</i> )	Level 2	Level 3 ( <i>Lowest</i> )
Overall Goal	Strengthen teamwork and leadership skills.	Learn how to work in a team, helping to make decisions.	Learn how to work in a team, helping to make decisions.
	Take leadership role as King or Parliament member to make decisions on what items should be taxed to obtain the greatest profit.	Role-play colonists who are being taxed unfairly by Parliament.	Role-play colonist who is being taxed unfairly by Parliament.
	Research primary documents to aid in creating an authentic protest pamphlet.	Identify music and lyrics that relate to frustration and rebellion. Create a political protest pamphlet while role-playing The Sons and Daughters of Liberty.	Identify if words or situations reflect frustration or anger.

### **Multi-level Lesson #1: The King's M&M's**

As an anticipatory set, the whole class participates in concept webbing. Students identify the definitions of frustration and rebellion and give personal examples of these concepts. Frustration and rebellion are concepts very familiar to students and connect directly to their own life experiences, and is great for those students who have a learning style that embraces emotional stimuli. Cognitive mapping and oral discussion incorporate the linguistic and spatial intelligences.

- **Level 3:** Directly ask student questions about being frustrated or mad that require a “yes” or “no” answer.
- **Level 1:** Lead class discussion on frustrations and rebellion, recording responses on dry-erase board.

Each student has a role of King George, two Parliament Members, or four Tax Collectors, with the rest of the students are Colonists. All of the colonists are given a cup full of M&M's. The King and Parliament decide what student items will be taxed and how many M&M's the Colonists will have to pay for each item they own. For example, students sitting at a desk are taxed four M&M's or students wearing earrings are taxed two M&M's. Tax collectors then come around and collect the appropriate number of M&M's from each colonist. Tax collectors then take their earnings and divide it among themselves, the Parliament, and the King. A class discussion is led about the frustrations felt by the colonists and whether or not the taxation was fair. Students make decisions on how taxation could be handled more fairly and identify the organizations and methods the colonists devised to protest these methods of unfair taxation.

This lesson promotes higher-level thinking with decision-making and analysis. Motivating activities are used and the lesson includes bodily-kinesthetic, interpersonal, and intrapersonal multiple intelligences.

- **Level 3:** Role-play colonist, have a class member help Level 3 student count out the M&M's that he owes to tax collectors.
- **Level 1:** Role-play a member of Parliament who must make decisions about what items to tax and for how much.

### **Multi-level Lesson #2: We're Not Gonna Take It: Understanding Colonial Frustrations through Popular Music**

As a class, listen to the song, “We're Not Gonna Take It” by Twisted Sister while reading along with the lyrics. Students orally respond to discussion questions about what the group is complaining about, how the lyrics are reflective of colonial feelings in the 1770's, and what rights are trying to be obtained by the writers of this song and by the colonists. Mood of the song is also discussed. Students then are challenged to work in small groups to come up with a popular song that deals with frustration and rebellion, download it from the Internet, find the lyrics, print them out, and prepare a paragraph explaining how the song relates to the colonists' feelings in the 1770's. Groups will also prepare three discussion questions they will pose to their classmates after presenting their findings to the class.

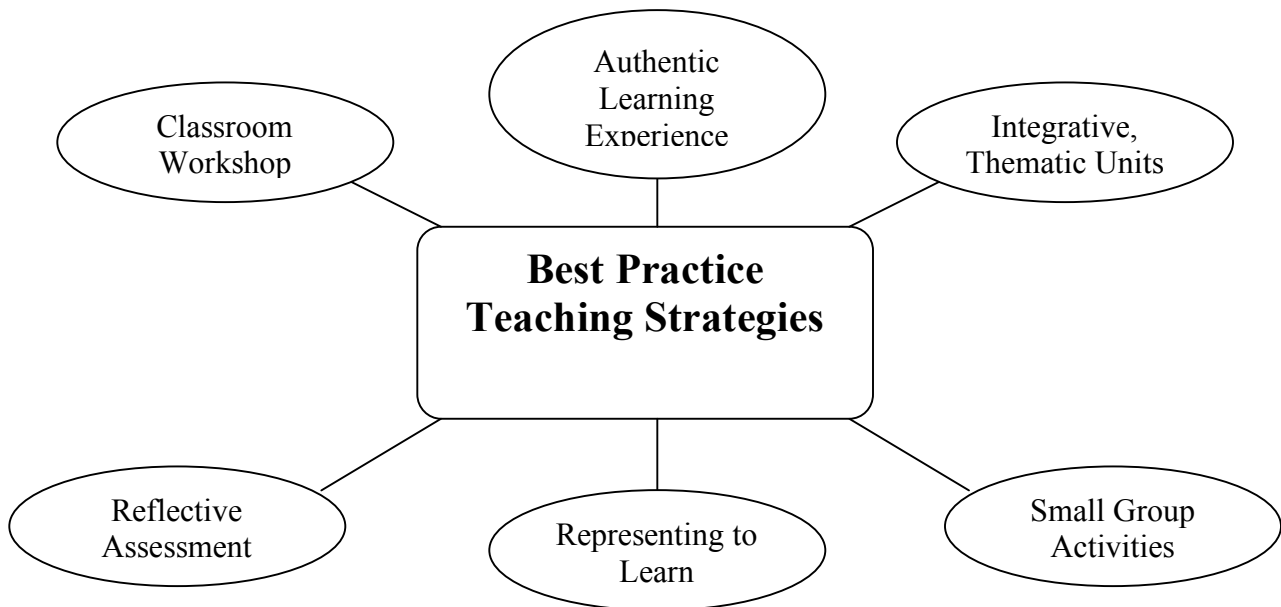
Using the feeling of frustration experienced in the last activity, students now role-play the Sons and Daughters of Liberty. In small groups, students design a protest pamphlet from the point of view of the American Colonists. Students will use the computer to design their pamphlet using “Print Shop.” The pamphlet will contain a persuasive piece written to try to get other colonists to join the cause. It will also have a cover and map sections where students will use slogans and creativity.

This lesson promotes classroom workshop, heterogeneous grouping, authentic assessment, and dynamic and evolving instruction. Students that learn best using interpersonal, linguistic, spatial, and musical intelligences will flourish.

**-Level 3:** Student will be assessed on how well he can identify if lyrics have words that express anger or frustration. Then, he can help make decisions about what computer graphics to put on the pamphlet and where they should be placed

**-Level 1:** Will be assessed the same as the rest of the class. Then, research actual examples of colonial protest materials using the Internet and use that information to write an authentic-sounding protest pamphlet.

Assessment and Evaluation	Multi-level
Rubric will be given for both the music lesson and the protest pamphlet so students are aware of the expectations.	Level 1: I will closely observe how much the student contributes when asked questions that require a yes or no response. He will also be observed in participation in the decision-making process throughout each activity.
Performance assessment is used for the political pamphlet.	Level 3: Will be assessed the same as the rest of the class, with a higher expectation placed on performance.



## **How *The King's M&M's* and *We're Not Gonna Take It* Multi-Level Lessons Fit into Best Practice Teaching**

<b>Best Practice Teaching Strategies</b>	<b>Specific subject strategies</b>
<p><b>1. Integrative, thematic units.</b> Instruction is centered around issues, problems, concerns real in the lives of students and the community.</p>	<ul style="list-style-type: none"> <li>- Theme: Frustration &amp; Rebellion</li> <li>- Connected to the frustration felt by the English Colonists in the 1700's when Parliament inflicted unfair taxes upon them</li> <li>- Access prior knowledge by webbing ideas about frustrations and rebellion</li> </ul>
<p><b>2. Classroom workshop.</b> Classrooms function as laboratories, studios, workshops where students explore and create understanding and products of learning.</p>	<ul style="list-style-type: none"> <li>- Students use computers and internet to locate modern songs about frustration and rebellion. Students will download songs and lyrics and present their findings to the class.</li> </ul>
<p><b>3. Authentic learning experiences.</b> Learning is connected to reality – in lives of students, families and the community</p>	<ul style="list-style-type: none"> <li>-“The King’s M&amp;M’s” anticipatory set – Students are “taxed” using M&amp;M’s for items they are wearing – they will experience unfairness</li> <li>-Music lesson connecting frustrations and rebellions of the colonists to feelings expressed in music of today</li> </ul>
<p><b>4. Small group activities.</b> Students work in small groups to engage in learning.</p>	<ul style="list-style-type: none"> <li>- Students work in groups to create a protest pamphlet, pretending they are representatives of the Sons or Daughters of Liberty</li> <li>- Pamphlet must be illustrated and persuasive to convince other colonists to boycott British goods and join the cause</li> <li>- Students will contribute using their strengths – writing, verbally expressing creative ideas, art</li> </ul>
<p><b>5. Representing to learn.</b> Students use expression and representation through a variety of media to crystallize learning – arts, language, drama, and physical movement.</p>	<ul style="list-style-type: none"> <li>- Students role-play colonists, listen to music and use art and computer graphics</li> </ul>
<p><b>6. Reflective assessment.</b> Students and teachers assess learning and growth as an integral part of instruction using authentic methods where students apply skills and demonstrate learning in real contexts.</p>	<ul style="list-style-type: none"> <li>- Skill application used to compare modern day music with the frustration of Colonists</li> <li>- Demonstrate understanding of Colonial frustrations with taxation and the ways in which the colonists rebelled by creating a political protest pamphlet</li> </ul>



## **Approaches to Community Building**

According to Peterson (312), “community occurs when diverse people develop relationships and work together so that each person is supported by the group in growing, learning, and coping with challenges; when the group works together to accomplish common goals in an atmosphere of mutual respect and care; and when a flexible balance of emotional support and productivity occurs.” In a real community, people have a commitment to one another and value trust, honesty, compassion, and respect. Thus, their interactions with one another encompass these values. They learn to solve problems together because of these values. Community building is essential in our classrooms and schools so we can provide students with the five basic human needs as stated by William Glasser: power, love and belonging, fun, survival, and freedom. When students constantly work with each other and help one another out, they start to feel responsible for one another, just like members of a real community. When conflicts occur, the students, along with the teacher, have adequate skills to work through them and come to a resolution. For so many of our students, school is the one place they have to get away from the chaotic or abusive nature of their homes. Children deserve a place where they are loved, valued, and above all, a place where they can feel safe. It is our job as educators to advocate for our children and develop a school and classroom community where these positive things take place. Through inclusion, all students are part of the school and classroom community, because everyone is learning together – nobody is excluded or isolated. Research also exists that says by creating classroom communities; we can prevent behavior problems from occurring because the strategies used meet the five basic human needs. Below are some examples of effective classroom strategies for building community and preventing behavioral problems:

- **Democratic and Collaborative Decision Making** (Power)– Students and teacher work together to develop classroom behavior expectations and to describe what should happen when these expectations are not met.
- **Circles of Support** (Love and Belonging)– Invite students to become part of a support circle. Then, help students select a meeting time and place and help students to implement the MAP process in which they explore the hopes, dreams, and fears of the student in need, along with developing an action plan that includes assistance from circle members.
- **Class Meetings** (Power, Love and Belonging) – Every Friday, students and teacher meet in a round table setting to engage in decision making regarding student needs, problems, and issues. To make sure each student has a chance to be heard without interruption, only the student holding our class alien puppet will be able to speak. When another student wants to say something in response to the topic of the day, the students will pass the alien to each other. Class meetings will be led by the students, with the teacher acting as a facilitator to make sure things run smoothly.
- **Sharing through the development of a classroom newspaper** (Fun)–Each month, the students put out a newspaper to go home that will highlight student achievement. Not only will academic achievement be noted, but also a “brag”

column will be added so students can highlight interesting things that are going on in their lives. For example, maybe one student went on a trip, or a new sibling has been born.

- **Communicating Respectfully** (Survival, love and belonging)– With the teacher acting as a role-model for respectful communication, students will learn how to ask politely, state constructive criticisms, express emotions, say “please” and “thank you,” and treat everyone with dignity.
- **Students make appropriate choices that involve their own learning** (Freedom, fun, power, survival) - Students will be taught to set reasonable goals – both day to day and long-term, about what to read and write, and how to preempt situations that may cause inappropriate behavior (ex: if they are in an argument with someone, don’t sit by them).
- **Games and Activities that build community** (Fun, survival, love and belonging)– tug of peace, “Who’s Like Me?” Activity, Fact or Fiction game, perform plays about peace and understanding, and cooperative stories.
- **8<sup>th</sup> / 2<sup>nd</sup> Grade Reading Buddies** (Fun, love and belonging)– Once a week, students get together with their reading buddies to read a story together or create one of their own.
- **Sharing work** (Freedom)– Students get to choose what work they would like displayed or published, also, for each assignment completed, students have the opportunity to share their work aloud with the class.
- **Peer tutors and Multi-level Cooperative Learning** (Survival, love and belonging, fun, freedom)– Students work together to accomplish tasks they could not normally do alone.

### **A Lesson on Community**

Every year, Mrs. Vecchioni sets up a community of learners and responsible citizens in her fifth grade classroom. For the entire first semester, her classroom is modeled after the “workplace” and the students have named it “Eggy Baconville” this year. A classroom system is set up that rewards students who perform their best on assignments, demonstrate social skills, and complete long-term projects. For students who are not motivated to demonstrate appropriate social interactions or submit work, this system provides a real-life incentive – they’ll face the consequences when the “job” does not get done.

The job of each community member is that of being a model citizen. All students are expected to complete assignments and projects at their level and demonstrate positive behavior. Each student is also responsible for a classroom job. Job applications are distributed and personal interviews are conducted after reviewing oral communication skills.

In Eggy Baconville, the currency is called “Dough” bucks. Students earn \$50 Dough bucks from the town’s company, Stars R Us (which each student is gainfully employed by) for coming to school and completing assignments. They are paid by check each Monday

for the previous weeks work. Students are able to spend their money on special classroom activities and purchase items at the Eggy Baconville store during designated times.

Students pay \$500 in rent for their desks each month. Any student who hasn't paid the rent by the first of the month will receive an overdue notice, then after two days an eviction notice if it still has not been paid. The students are not really evicted, but they will lose a classroom privilege until they come up with the money to pay their rent. What often happens is students will loan each other bucks, or give it up as an act of kindness.

Students are given bonuses for going above and beyond the expected behaviors of the community. They are also given bonuses for making improvements in effort, work quality, or social skills practice. They will be fined \$10 for each assignment not turned in or any major violation of positive behavior. This project not only holds students responsible for themselves, but also creates a sense of community as they help each other to be a successful citizen of Eggy Baconville.

### **Behavioral Challenges**

When discussing concerns about inclusion with general education teachers, most often the biggest concern has to do with the inclusion of students with emotional disturbances. Supports for these students have generally been inadequate when mainstreamed into the general education classroom, thus they are returned to segregated "EI" classrooms. Unfortunately, these segregated settings can actually exacerbate their problems (Peterson 303). These students need love, a sense of belonging, trust, encouragement, and support. Stop the medication and isolation and bring on the emotional support. Students with emotional impairments need the community more than ever, yet they are often isolated or separated from the rest of the school, punished more often, and put on medication to "solve" their problems. Often times, schools try to control the students, rather than building upon their individual strengths to give them a feeling of worth and self-pride.

So what do we, as inclusive educators, do to build classroom and school wide support for students with emotional disturbances? The key is to develop collaborative and accessible supports through a network of professional agencies, families, teachers, peers, and the community (Peterson 304). According to the U.S. Department of Education's national agenda for assisting students with emotional disturbances, the most effective strategies include:

- Expanding positive learning opportunities and results
- Strengthening school and community capacity
- Value and address diversity
- Collaborating with families
- Promoting assessment of services
- Providing ongoing skill development and support
- Creating comprehensive and collaborative systems of support

Classroom teachers play a very important role in making these things happen. When a classroom community is built, engaging teaching practices are utilized, and collaboration with families is practiced, teachers are doing their part to support students with emotional disturbances. Peterson and Hittie (2003) suggest eleven strategies to build effective schools in supporting students with emotional disturbances.

**Schoolwide Planning** – Effective schools involve everyone in creating a culture that is child-centered and focuses on the strengths and needs of individual children. All teachers and administrators see every student as theirs.

**Problem Solving** – Punitive strategies are rejected and a problem solving approach is used in dealing with student behavior. Schools work hard to keep all students successfully engaged.

**Clear Expectations and Proactive Schoolwide Discipline Plan** – Expectations are stated in simple, understandable, and positive terms, opposed to a list of prohibited actions and punishments. Some examples include:

- We speak respectfully to the teacher.
- We speak respectfully to each other.
- We each honor the other person's work.
- We each have the right to learn at our own pace in our own way and we are respected by our classmates.

These expectations are communicated in friendly ways and students take part in actively practicing these expectations. For example, students might role-play positive interactions with each other or create colorful posters about respect, responsibility, and trustworthiness to display around the school.

**Social Support Structures and Options** – Support teams that provide assistance to teachers, students, and parents are essential. Support teams develop behavior interventions and support plans with students who have emotional disturbances or anti-social behavior. Places where students can go to cool off or regroup are established in the classroom or some other place in the school.

**Positive Learning Opportunities** – By implementing best practices, teachers create a classroom that is inviting and fun, where interesting and meaningful activities take place, thus being a solid foundation for student growth and development.

**Trust and Safety** – Teachers seek ways to establish a trusting relationship with their students. The classroom should allow student to deal with their emotions in different ways, such as a quiet corner, journaling emotions, or working with other students or alone at times. By creating a community of learners in our classroom, we help students develop and strengthen relationships and friendships via cooperative learning, peer buddies, circles of support, and community building activities.

**Academic and Social Skills Development** – Teachers identify the areas in which students' social skills and abilities need improvement, and provide learning opportunities as an essential part of the regular curriculum. Take advantage of teachable moments, and don't be afraid to take a break from benchmarks and standards to teach a life lesson. Social workers often assist in building and implementing a social skills curriculum.

**Positive Behavioral Supports** – Reach out to students in their time of need. Always consider a student's self-esteem and self-image. Help them to make appropriate decisions about their behavior by teaching them that their actions belong to them and they must

experience the consequences. They will find over time that they are expected to make decisions and solve their own problems with teacher guidance. The idea of thinking before acting becomes more prevalent. Strive to balance consequence with caring and require the student to be responsible for his or her actions.

**Professional Support** – On or off-site services such as individual counseling, counseling for groups, support groups for special problems, and tutoring are available to students and families.

**Collaboration with and Support for Families** – Provide a range of supports for families such as in-home parent training, support groups, in-school parent centers, and integrated social services in the school. Partnerships with parents and families are crucial in assisting children with emotional disturbances.

**Networking for Teachers** – Co-teaching and support provided by special education teachers and related service specialists assist general education teachers in meeting the emotional needs of their students. It is helpful to identify teachers who are especially talented and effective in dealing with conflict and emotional and behavioral needs of students. Ask them for help and gain a support network.

### **Example of Classroom Implementation of Effective Behavior Support**

**Francis** is identified as emotionally impaired. She started in your class this year. She has been very difficult to teach for you and the other teachers. Her grades have been poor. She frequently does not turn in work and when you ask her about it she will either ignore you and walk away or become verbally abusive telling you to “get the hell out of my way.” You are simply not sure what to do. You have sent her to the office but she simply goes home for several days and comes back more behind than ever. Her behavior has been similar with other students and teachers. On some days, she will not say anything to anyone, seems very sad and withdrawn. On other days, the smallest thing will set her off. Last week, she became furious and out of control in the lunchroom, yelling, throwing food, and hitting a friend of hers over and over.

The first step in supporting Francis is to make a list and describe her problematic behaviors. Then, determine why she is acting this way and what need are not being met that may impact her behavior. Finally, interpret what she is trying to communicate through these actions.

1. **Action:** Francis does not turn in work, resulting in poor grades.

**Analysis:** Assignments are not fun or interesting for Francis. Perhaps the work is too hard or too easy and so she considers it a waste of time. If she feels stupid for not understanding work, she will not ask questions and will fall further behind. The needs of fun/interesting lessons and the freedom to take control over her learning by making choices as to what and how she will learn.

2. **Action:** She verbally abuses faculty.

**Analysis:** She feels powerful when she verbally abuses adults; she is missing a sense of appropriate power in her life. Perhaps her entire life has been full of adults who are

demanding and authoritative, trying to inflict pure control over her. She is communicating a need for control over her own life and decisions.

3. **Action:** She is socially withdrawn and sad at times.

**Analysis:** Francis does not feel a sense of love and belonging. By being sad and withdrawn communicates that there might be internal problems she is dealing with or perhaps having a difficult time with a personal or family situation.

4. **Action:** Some days, the smallest things set her off and she will yell, throw things, and fight.

**Analysis:** Again, violent behavior can stem from not feeling loved or wanting power. Francis has no emotional outlets and since she withdraws at times from society, all her bottled up emotions explode at the slightest thing.

The second step in supporting Francis, is to develop an effective behavior plan. Identify a strategy, who is responsible for its implementation, and an evaluation of what the strategy is intended to do. Make sure to follow up to see if the intervention is working. Keep monitoring the intervention and change it up if necessary.

<b>Strategy</b>	<b>Persons responsible</b>	<b>Evaluation</b>
<p><b>Professional Support</b> – draw in from Francis’s parent(s), social worker and school psychologist to formally assess Francis and why she is socially withdrawn and sad. This will allow Francis to examine her strengths as well as what is going on in her life. Counseling will be done in an indirect way and meetings will be scheduled for once a week.</p>	<p>Francis Parent(s) Social Worker School Psychologist Special Education Teacher</p>	<p>Lose feeling of victimization and helplessness. Developing a sense of trust with adults.</p>
<p><b>Social Skill training</b> to support her peer and teacher-related social adjustments. Combine role-play, video, homework, and project assignments to teach problem solving, anger management, coping with frustration, making friends, and meeting teacher expectations.</p>	<p>Francis Teachers School Psychologist</p>	<p>Learning skills that are functional and that she can rely on to deal with difficult situations. She begins to anticipate these situations and take preventative actions to deal with them proactively. Begins to feel empowered to cope with the daily challenges of life.</p>
<p><b>Improving Academic Performance</b> – Design meaningful and authentic</p>	<p>Francis Teachers</p>	<p>When assignments are meaningful to Francis and taught at her level,</p>

<p>instruction and adapt lessons to meet Francis's needs. Allow her choice in readings and writing. Design assignments that highlight her strengths and help strengthen her weaknesses. Utilize peer tutoring as a part of the curriculum where she is both getting and giving assistance.</p>		<p>she submits work and puts forth a great effort. Her academic performance is improving.</p>
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### **Designing the Classroom and Assistive Technology**

There are many types of assistive technology and a variety of ways it can be used in the classroom. Special Education teachers have a very important role to play in helping administrators design their schools, teachers design their classrooms, and teachers choose assistive technology that will benefit students with sensory or physical needs and challenges. When designing or retrofitting a school for all learners, we want to create an environment that invites and allows all students to be active participants. It is important to be careful that making these designs, our students with special needs are not isolated from the rest of the school or the classroom.

In the school building, make sure that there are accesses for students with different needs. For example, entrance ramps, motorized doors, or elevators are essential. Ramps should provide a smooth entrance into the school, while motorized doors should be easy to open, say with the gentle push of a button. Bathrooms should be assessable for those students who use wheelchairs and those who have limited strength and balance. Motion sensors should be installed to automatically turn water on and off, as well as flush toilets. On the playground, smooth pavement on the basketball court and sidewalk makes it easier for students who use wheelchairs to participate in activities. Rails placed at the top of slides and adapted swings allow students to be able to stabilize themselves.

In the classroom, special education teachers can help general education teachers make modifications to meet students' needs. By talking a look at what the student needs in terms of physical modifications, the special education teacher can offer her expertise in this area by acquiring supplies or equipment, as well as offer ideas for modifications. It is very important that there is enough floor space for children to move about, especially those who use wheelchairs. In addition, shelves and materials need to be arranged so all students can access them. This might be something as simple as placing art supplies on a lower shelf. Balance rails also serve as additional support for these types of things. If a child is unable to sit in a traditional chair, a couch can be provided to support his or her physical, muscular, or sensory motor needs. A couch is also an encouraging item that allows for other children to sit near and interact with the included student. Peterson and Hittie (2003) cite other ways to make accommodations for students with sensory or muscle impairments and often knock items off of their desks:

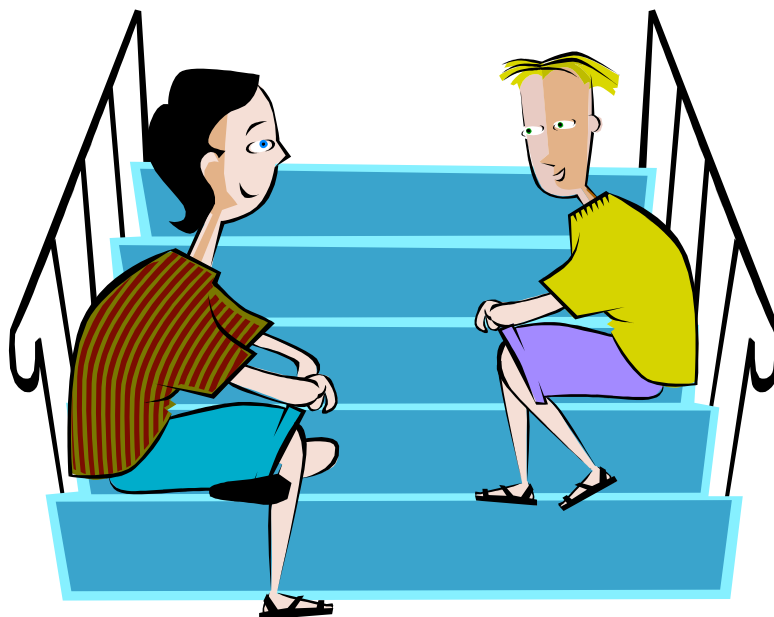
- Paper or object stabilizers like double-sided tape, Post-it tape, clamps, or magnets. In addition, rubberized pads mounted on a desk help materials move less easily.

- Various-sized drawing utensils include large and regular crayons, markers, and sponge brushes.
- Modified grippers attach to the hand and clamp to a pen; large bodied pens are easier to hold.
- Adapted scissors
- Desks and tables that are adjustable
- One adapted desk is designed so the top acts like a lazy Susan and students can rotate it easy to access different objects

One important role special educators play in planning classroom design and modifications is through their knowledge of assistive technology. There are many devices that can aid in communication, hearing, vision, mobility, and reading. Many of these aids use the computer as a means of accessing information and generating work. Adaptations can be made to the standard keyboard, for example, so people with vision impairments can type out documents. Talking software allows these students to create documents through voice recognition and print-out. Students who have hearing impairments can use text to speech devices to communicate to others.



# Case Studies



## Case Study #1: Sherie

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

### Ideas for Inclusion

- Seat Sherie in the front of the room.
- Use magnification screens, CCTV, auditory readers, graphic software, and Dragon Speak computer program
- Always pair her with different students
- Utilize a group environment method of instruction
- Possibly introduce her to Braille
- Prepare enlarged print handouts
- Audiotape lectures so she can use the tape at home as a study aid
- Make sure all directions are clear and expectations for behavior and assignments are made clear

**Goal:** Improve writing abilities and enjoyment of writing.

- a. Sherie will learn to express herself in writing using the assistive technology program, Dragon Speak.
- b. Sherie will use her own life experiences and other topics of interest to gain an enjoyment of writing.

**Goal:** Advance math skills one grade level to 5.0 by year's end.

- a. Sherie will tape-record math lectures for additional reinforcement.
- b. Sherie will learn to use a talking calculator to assist in math class.

**Goal:** Strengthen motor skills.

- a. Sherie will improve stamina and strength through physical therapy during gym time.

## Student Profile: Sherie

What are dreams (for this child)	Needs For Support & Assistance
<p>To successfully complete 8<sup>th</sup> grade in an inclusive setting</p> <p>To move onto high school and be involved in student activities</p> <p>To work at a job where her abilities can be utilized and she gains a sense of worth</p>	<p>Assistive technology: CCTV, magnification screens, graphic software, auditory readers, Dragon Speak computer program</p>

Strengths of the student?	Successes?
<p>Social interaction, self-confidence that she is capable of academic growth</p>	<p>Cognitive Rehabilitation</p> <p>Social Interaction</p> <p>Achievements in mathematics</p>

Likes? Dislikes?	Greatest challenges?
<p>Sherie likes math and science and social interactions with her peers.</p>	<p>Adjusting to life now, a year after Sherie's closed head injury</p>

Reading	Writing	Math
<p>Grade level equivalent = 3.0</p>	<p>Due to near-blindness, Sheri has a difficult time writing</p>	<p>Grade level equivalent = 4.0</p>

Work Habits	Communication	Social
<p>Sherie works very hard and maintains a general attitude that she can and is able to succeed in school.</p>	<p>Sherie can communicate verbally.</p>	<p>Returning to school after one year of recovery from an automobile accident. Sherie was very popular before the accident and her friends have remained by her side throughout her recovery.</p>

Behavior	Motor	Other
<p>Considers herself as capable as before the accident, but becomes very frustrated when teachers return her work with needed corrections</p>	<p>Poor motor control, difficulty waking, trouble remembering things, difficulty holding onto small objects, nearly blind</p>	<p>Sherie's mother and father have just bitterly divorced and she is living with her mother who works two jobs to make ends meet</p>

## Collaborative Consultation Action Planning

(Peterson, 2001)

<b>Student Name:</b> _Sherie_____ <b>Birthdate:</b> 9-13-1990 <b>Date:</b> May 19, 2003			
<b>School:</b> Middle School <b>Teacher:</b> Lisa Schoonover <b>Grade:</b> 8			
<b>Team members:</b> General Education Teachers: Math, Science, Social Studies, Physical Education, Language Arts; Special Education Teacher, Teacher Consultant, Physical Therapist			
Strengths / Resources		Barriers / Problems / Needs	
Likes math and science. Enjoys social interactions with peers. She considers herself as capable as before her accident. Has regained a capacity for reading at a 3 <sup>rd</sup> grade level. Feels she benefits from cognitive rehabilitation. Works hard, especially when she is confident she will be successful.		8 <sup>th</sup> grade science textbook is too difficult and she gets frustrated that she cannot fully read it. Becomes angry when she has work returned to her with noted corrections. Her mother is working two jobs due to her divorce and does not spend much time with Sherie and is not there after school for her.	
Target Goal (s)			
Select one or more barriers from above to identify a Target Goal and devise a Plan of Action that builds on strengths and resources of the student.			
Obtain for Sherie science and math resources that are at her math and reading level, but are still age-appropriate. Evaluate her needs at home with the intervention of the school social worker. Help Sherie to understand that mistakes are okay and a part of learning. Make sure she understands the content and possibly reduce workload.			
Plan Of Action			
What	Who	When	Assessment
Get science and math resources on tape, in enlarged print, and at ability and age-appropriate levels.	General and Special education teachers	This week	Observations and evaluation of Sherie's math and science skill acquisition.
Regular meetings with the school social worker	Social worker, Sherie, and mother	Within one month	Report made by social worker
Develop a successes tracking chart with reward system	General education and Special education teacher	Within one week	Evaluate reduction of frustration and anger levels in Sherie when corrections to her work are needed.

**Curriculum Matrix  
IEP at a Glance**

Lisa Schoonover, July 2003

**Student: Sherie, Grade 8**

IEP GOALS/Objective	SCHOOL DAY				
	Math	Science	Language Arts	Social Studies	Physical Education
Express herself in writing using the assistive technology program, Dragon Speak.		X	X	X	
Advance math skills one grade level to 5.0 by year's end.	X	x			
Sherie will use her own life experiences and other topics of interest to gain an enjoyment of writing.		X	X	X	
Sherie will learn to use a talking calculator to assist in math class.	X	X			
Strengthen motor skills – physical strength and stamina					X

**Student Daily Schedule**  
**With Accommodations & Supports**  
(Peterson, 2001)

**Student: Sherie      Grade: 8**

<b>Time</b>	<b>Class/ subject/ activity</b>	<b>Supports, teaching approach, or adaptations</b>
8:20 – 9:10	8 <sup>th</sup> grade Integrated Mathematics	Class splits into two groups. Special education teacher works with students with special needs. One-on-one instruction.
9:10- 10:00	8 <sup>th</sup> grade Literature (Reading)	Books on tape, large print materials, written responses are expected student ability level using Dragon Speak to write responses.
10:00- 10:50	Physical Education	Swimming with peer partners. Team-building skills taught Once a week the PT will assist Sherie
10:50- 11:40	8 <sup>th</sup> Grade History	Utilize book-on-tape, enlarged print, evaluation of content knowledge via oral tests, oral presentations, group projects
12:20- 1:10	8 <sup>th</sup> grade Science – Earth Science	Utilize book-on-tape, enlarged print, evaluation of content knowledge via oral tests, oral presentations, group projects, materials written at ability-level
1:10- 2:00	Technology Studies	Explore assistive technology devices like graphic and talking software as part of the curriculum (Peterson 110)
2:00- 2:50	Student Assistant – Attendance Office	Sherie files using a new color-coated filing system
2:50- 3:30	After school activity – Student Government	Secretary makes copies of minutes for Sherie
3:30	Sherie goes home	Activities bus that is equipped for students with disabilities takes Sherie home
6:00	Dinner and family time	
8:00	Study time	Friends come over almost nightly to form study teams
10:00	Bedtime	

## Case Study #2: Trina

Trina is a 14-year-old female in the seventh grade. She was held back in fifth grade due to her failing marks in all core subjects. Two years later, she is still performing considerably below grade level and is deficient in basic social skills. Home life is not a safe-haven for Trina, as she is left home alone with her 11-year-old brother after school because her mother works every evening bartending. Trina's father is in jail for assault with a deadly weapon. In terms of moral upbringing, Trina has been taught the old "eye for an eye" method of dealing with others. Despite her aggressive behavior and poor academic performance, Trina seems to be proud of herself when she does do her homework or scores well on a test (which would be a C in her eyes). She likes to take responsibility for helping a girl in class who is EMI and be recognized for her efforts. Trina has said that she wants to do better in school and make more friends.

Academically, Trina is failing all subjects. She does not submit the majority of homework assignments and does poorly on tests and quizzes. In class, she enjoys reading aloud, even though she is only performing at a third grade reading level. Trina likes to participate in class discussions when she is sure she knows the answer, or the topic is of interest to her. Despite these positives, she is often inattentive and is extremely disorganized. Trina has a very difficult time working independently without pestering those around her. When she is on task, she requests constant approval from her teacher of the work she is doing. For example, she will come up to her teacher after each sentence she writes to see if she is completing the assignment correctly. Trina is very impulsive and becomes irritated very easily. If another student bothers her while she is on task, she might crumple up her paper and from that point on, refuse to work. Her mother seems to want Trina to do better, and although she will always meet with me upon request, she rarely follows through on her end of our established behavior plan.

In terms of emotional distress, Trina cries often and is easily hurt and upset when other students make fun of her or criticize her. Trina often prefaces her dreams about the future with "If I don't get pregnant or end up in jail." This shows a very negative perspective on life in general as well as her self-image

**Goal:** Improve social skills.

- a. Trina will attend social skills training with a small, heterogeneous group of students.
- b. Trina will participate on the basketball team.
- c. Trina will learn how to make appropriate decisions regarding behavior choices.

**Goal:** Improve reading skills, thus increasing academic performance.

- a. Trina will read five books that are on her level in one semester that have to do with content area in math, science, history, and two of her own choosing. She will develop interesting responses about key issues in the book.
- b. Trina will learn study skills, which includes methods such as SQ3R, and Three Question Paradigm.
- c. Trina will act as a reading buddy to a third grader.

**Goal:** Increase academic performance by submitting assignments.

- a. Trina will learn how to do self-monitoring.
- b. Trina will attend the after-school tutoring program

## Student Profile: Trina

What are dreams (for this child)	Needs For Support & Assistance
<p>To successfully complete 7th grade in an inclusive setting</p> <p>To move onto high school and be involved in student activities</p> <p>To work at a job where her abilities can be utilized and she gains a sense of worth</p> <p>To become a contributing member of society with a positive self-image</p>	<p>School Psychologist</p> <p>School Social Worker</p> <p>Positive Behavior Support</p> <p>Books on Tape – Science and History textbook</p> <p>Community Contacts – Catholic Youth Organization</p>

Strengths of the student?	Successes?
<p>Desire to make improvements in her life, writing poetry, desire to help adults with tasks – she catches on to clerical tasks quickly</p>	<p>Improvement in mathematics</p> <p>Skilled basketball player, would play on school team, but her low grades prevent this</p>

Likes? Dislikes?	Greatest challenges?
<p>Trina likes reading about singers and actresses, she likes music, playing basketball and history class. She dislikes math and science.</p>	<p>Interacting appropriately with other students and controlling her impulsivity and inattentiveness. These things lead to poor academic performance.</p>

Reading	Writing	Math
<p>Grade level equivalent = 3.0</p>	<p>Trina likes to write poetry, but has a hard time constructing sentences and spelling correctly. She also does not write in cursive legibly, but her printing is good.</p>	<p>Grade level equivalent = 5.0</p>

Work Habits	Communication	Social
<p>Trina is inattentive, disruptive, and falls asleep in some classes (math and science). She rarely completes homework, but will do assignments that are done at school. She uses excuses constantly.</p>	<p>Most of the time, Trina communicates appropriately with others, although she is set off easily when other students irritate her or make fun of her.</p>	<p>Trina does not have many friends. She chases boys around and is impulsive in her actions. She tends to be at the center of gossip spreading.</p>

Behavior	Motor	Other
<p>Impulsive, shows symptoms of ADHD and Conduct Disorders. She is often sent to the office, but bad choices are still made over again.</p>	<p>Normal levels of motor skills.</p>	<p>Trina's mother works nights, her father is in jail for assault with a deadly weapon, and Trina takes care of her 11-year-old brother after school.</p>



**Collaborative Consultation Action Planning**  
(Peterson, 2001)

<b>Student Name:</b> _Trina_____ <b>Birthdate:</b> 1-13-1989 <b>Date:</b> June 19, 2003			
<b>School:</b> Middle School		<b>Teacher:</b> Lisa Schoonover	
<b>Grade:</b> 7			
<b>Team members:</b> General Education Teachers: Math, Science, Social Studies, Literature, English; Special Education Teacher, Teacher Consultant, Psychologist, Title I Teacher			
<b>Strengths / Resources</b>		<b>Barriers / Problems / Needs</b>	
<p>Likes writing poetry and reading about famous people. Enjoys social interactions with adults. Very skilled at playing basketball. Wants to control her behavior and make more friends. She helps adults with tasks and one EMI student in the class.</p>		<p>7th grade science &amp; history textbook is too difficult and she gets frustrated that she cannot fully read it. Needs to belong and fit in with her peers. Her impulsivity and anti-social behaviors make this a problem. Her mother is working at night and does not spend much time with Sherie and is not there after school for her. She does not submit assignments that had to be finished at home. Very disorganized.</p>	
<b>Target Goal (s)</b>			
Select one or more barriers from above to identify a Target Goal and devise a Plan of Action that builds on strengths and resources of the student.			
<p>Obtain for Trina the science and history textbooks on tape. Evaluate her needs at home with the intervention of the school social worker. Teach social skills and constantly reinforce them through a behavior intervention plan. Establish a circle of support with peers. Create meaningful assignments for Trina that will motivate her to want to do them. Obtain materials that she can read and are of interest to her.</p>			
<b>Plan Of Action</b>			
<b>What</b>	<b>Who</b>	<b>When</b>	<b>Assessment</b>
Get science and history resources on tape and at ability and age-appropriate levels.	General and Special education teachers	This week	Observations and evaluation of Trina's history and science skill acquisition.
Regular meetings with the school social worker	Social worker, Trina, and mother	Within one month	Report made by social worker
Develop a social skills training program for Trina (& small group) to attend and implement positive behavior reinforcement	General education, Special education teacher, and Social Worker	Within one week	Monitor Trina's social success by tracking her positive social interactions on a behavior reinforcement chart.
Circle of Friends	Social Worker helps Trina get a meeting after school	Within one month	Trina's self-report about her feelings and others' observations of relationships

**Curriculum Matrix**  
**IEP at a Glance**  
(Peterson, 2001)

**Student: Trina, Grade 8**

IEP GOALS/Objective	SCHOOL DAY				
	Math	Science	Language Arts	Social Studies	Physical Education
Inc Increase academic performance by submitting assignments.	X	X	X	X	
Trina will act as a reading buddy to a third grader.			X		
Trina will read five books that are on her level in one semester that have to do with content area in math, science, history, and two of her own choosing. She will develop interesting responses about key issues in the book.		X	X	X	
Trina will learn study skills, which include methods such as SQ3R, and Three Question Paradigm.	X	X	X	X	
Improve social skills.	X	X	X	X	X
Trina will learn how to make appropriate decisions regarding behavior choices.	X	X	X	X	X

**Student Daily Schedule  
With Accommodations & Supports**

(Peterson, 2001)

**Student: Trina      Grade: 7**

<b>Time</b>	<b>Class/ subject/ activity</b>	<b>Supports, teaching approach, or adaptations</b>
8:20 – 9:10	7th grade Integrated Mathematics	Class splits into two groups. Special education teacher works with students with special needs. One-on-one instruction.
9:10- 10:00	7 <sup>th</sup> grade Literature (Reading)	Books on tape, a variety of books and magazines written at different levels. Students are given choices about how they wish to respond to what they read – create a game, word puzzles, response journal, scrapbook, newspaper, or special project
10:00- 10:50	Physical Education	Trina is designated as class captain for basketball, she gives tips to other girls on strategies that work Team-building skills taught
10:50- 11:40	7th Grade History	Utilize book-on-tape, evaluation of content knowledge via oral tests, oral presentations, group projects, and authentic assessment
12:20- 1:10	7th grade Science – Biology	Utilize book-on-tape, evaluation of content knowledge via oral tests, oral presentations, group projects, materials written at ability-level
1:10- 2:00	Technology Studies	Explore assistive technology devices like graphic and talking software as part of the curriculum (Peterson 110)
2:00- 2:50	7 <sup>th</sup> grade English	Heterogeneous grouping for Writer's Workshop and publishing groups. Mini-lessons are taught by co-teachers
2:50- 3:30	After school tutoring	Trina works on homework as well as helps out younger students with their homework.
3:30	Trina goes home	Trina and her brother walk home
6:00	Dinner	
8:00	Study time	Friends come over almost nightly to form study teams
10:00	Bedtime	

### Case Study #3: Jonathan

**Jonathan** is 16 and severely multiply impaired. After being abused in a separate school, Jonathan has been out of school for the last two years. Over the last few months, a group of students in the school's service club agreed to help Jonathan be a part of the school and his IEP calls for him to participate in the high school phasing into full time over the next two months to build his stamina. Jonathan has cerebral palsy, severe mental retardation, and gets around in an electric wheelchair, which he has learned to direct in basic ways. He communicates through facial gestures and use of a computerized "communications board". He has no measurable reading or math skills. He has a large smile and people seem to like to be around him. He likes music of all sorts. His IEP goals include improving his sitting position, developing basic interaction skills using the communications board, and responding to simple requests. His mother wants for him that he be a part of his community with people that know and care about him.

**Goal:** Become a full-time student in the high school

- a. Via phasing, Jonathan will enter the high school full time in two months.
- b. Jonathan will build stamina by increasing his time spent in school by one hour each week.

**Goal:** Improving sitting position.

- a. Jonathan will participate in sitting in a desk with the assistance of a physical therapist.
- b. Jonathan will utilize a lap bar with his wheelchair to maintain better posture.

**Goal:** Developing basic interaction skills.

- a. Jonathan will use his communication board to interact with others.

**Goal:** Respond to simple requests.

- a. Jonathan will learn how to use his communication board to respond to simple requests.
- b. Jonathan will learn simple gestures to respond "yes" or "no" to questions.

## Student Profile: Jonathan

What are dreams (for this child)	Needs For Support & Assistance
To be a part of the community with people who love and care about him.	Physical Therapist Adaptive Desk Lap Bar for Wheelchair

Strengths of the student?	Successes?
Communicating with a communication board, being able to move around in his wheelchair, and making support connections	Communicating with a communication board, being able to move around in his wheelchair, and making support connections

Likes? Dislikes?	Greatest challenges?
Jonathan likes music and being around other teenagers. He likes the experience of school and his teachers. He dislikes being frustrated and angry.	Posturing and communicating on a more complex level with people.

Reading	Writing	Math
No measured level	Cannot write.	No measured level.

Work Habits	Communication	Social
Is enthusiastic about being in school. Trying hard to acquire some life skills – communication, etc.	Communicate by facial gestures and a simple communication board	Jonathan is well-liked by other students in his school and the school's service club agreed to help him begin his inclusive entry into high school

Behavior	Motor	Other
Very nice, big smile, enthusiastic, cooperative.	Uses a wheelchair for mobility, has cerebral palsy. He also has a cognitive impairment at the severe level.	Jonathan has been out of school for the past two years after being abused at his previous school. His family is very supportive.

**Collaborative Consultation Action Planning**  
(Peterson, 2001)

<b>Student Name:</b> _Jonathan_____ <b>Birthdate:</b> 1-13-1987 <b>Date:</b> June 19, 2003			
<b>School:</b> High School		<b>Teacher:</b> Lisa Schoonover	
<b>Grade:</b> 10			
<b>Team members:</b> Physical Therapist, General Education Teachers, Special Education Teacher			
Strengths / Resources		Barriers / Problems / Needs	
Jonathan likes music and being around other teenagers. He likes the experience of school and his teachers. He is very nice, has a big smile, is enthusiastic, and cooperative. Communicating with a communication board, being able to move around in his wheelchair, and making support connections. His family is very supportive, as is the school's service club.		Jonathan is non-verbal and has no measurable levels of reading, writing, or math abilities. He needs a physical therapist to help him strengthen his posture. He was abused at his previous school and has been out of school for the past two years.	
Target Goal (s)			
Select one or more barriers from above to identify a Target Goal and devise a Plan of Action that builds on strengths and resources of the student.			
Establish a circle of support with peers. Develop communication skills with his peers using his communication board, working slowly to communicate in more complex ways. Learn to better his posture with the help of a physical therapist. Use a lap bar to work on posture. Within two months, he will become a full-time student.			
Plan Of Action			
What	Who	When	Assessment
Develop better posture using a desk and a lap bar.	Physical Therapist	Within one week	Physical evaluation by a PT or family doctor.
Circle of Friends	Social Worker helps Jonathan get a meeting after school	Within one month	Jonathan's family-based report about his feelings and others' observations of relationships
Become a full-time student	Jonathan, with assistance from the service club and support team.	Within the next two months	His stamina will build up and he will be able to attend an hour of school more per week.
Respond to simple requests.	Jonathan, Special Education Teachers	Within three months	Observational assessment of acquired skills

**Curriculum Matrix**  
**IEP at a Glance**  
(Peterson, 2001)

**Student: Jonathan, Grade 10**

IEP GOALS/Objective	SCHOOL DAY				
	Math	Science	Language Arts	Social Studies	Physical Education
Jonathan will build stamina by increasing his time spent in school by one hour each week.	X	X	X	X	X
Jonathan will participate in sitting in a desk with the assistance of a physical therapist.	X	X	X	X	X
Jonathan will utilize a lap bar with his wheelchair to maintain better posture.	X	X	X	X	X
Jonathan will use his communication board to interact with others.	X	X	X	X	X
Jonathan will learn how to use his communication board to respond to simple requests.	X	X	X	X	X
Jonathan will learn simple gestures to respond “yes” or “no” to questions	X	X	X	X	X

**Student Daily Schedule**  
**With Accommodations & Supports**  
(Peterson, 2001)

**Student: Jonathan      Grade: 10**

<b>Time</b>	<b>Class/ subject/ activity</b>	<b>Supports, teaching approach, or adaptations</b>
8:20 – 9:10	Integrated Mathematics	Utilize book-on-tape, multi-level lessons are designed so that Jonathan has a role in each lesson.
9:10- 10:00	English	Utilize book-on-tape, multi-level lessons are designed so that Jonathan has a role in each lesson.
10:00- 10:50	Physical Education	Physical Therapist works on IEP goals Team-building skills taught
10:50- 11:40	History	Utilize book-on-tape, multi-level lessons are designed so that Jonathan has a role in each lesson.
12:20- 1:10	Biology	Utilize book-on-tape, multi-level lessons are designed so that Jonathan has a role in each lesson.
1:10- 2:00	Technology Studies	Explore assistive technology devices like graphic and talking software as part of the curriculum (Peterson 110)
2:00- 2:50	After-School Activities – School Service Club or Circle of Support	Groups of students support Jonathan, creating a sense of community for him. They are dedicated to a friendship with him.
2:50- 3:30	Jonathan goes home	Jonathan’s mother picks him up in the van that is equipped with a wheelchair lift.
3:30	Physical Therapy	Jonathan goes to an off-site physical therapist who works with posture and motor skills
6:00	Dinner & Family Time	
8:00	Free time	Friends come over almost nightly to play games or do school work
10:00	Bedtime	



Sample lesson adaptation for Jonathan that could be used in a history class...

**Title**

Colonial Life Posters (adapted for a student who is **CI at the trainable level**)

**Grade Level**

High School

**Time**

1 class period

**Materials**

- Picture cards of different aspects of life in New England
- Response sheets to tape the cards onto
- Scotch Tape

**Skills Developed**

- Thinking Skills
- Decision-making Skills
- Categorical Skills

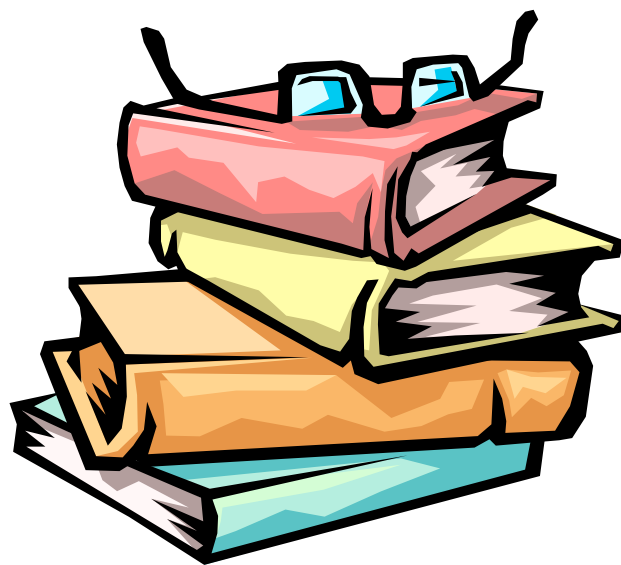
**Objective**

- Students will categorize pictures with captions of life in the New England colonies into the following: religion, jobs, government, and geography.

**Procedure**

- One at a time, ask the student what comes to mind when he/she hears the following words: Jobs, Religion, Government, and Geography.
- Review what each word means by showing them an example of each on the Picture Response sheets.
- Ask the student what one of the Life in New England cards is a picture of.
- The student will then choose a category in which the picture belongs.
- After doing a few with the teacher, the student should then attempt the rest on his/her own.
- Make sure the student tapes down each of the picture cards with Scotch tape.
- After the student has completed the activity, review each answer, making sure any incorrect responses are revisited and corrected.

# Appendices



# **Do's and Don'ts of Problem Solving**

(from Antisocial Behavior in School: Strategies and Best Practices)

## **Step 1: State the Problem**

### **Do**

- \* Stay Calm
- \* State the problem in clear & specific words

### **Don't**

- \* Blame the Parent
- \* Go on and on
- \* Use Jargon

## **Step 2: Brainstorm Solutions**

### **Do**

- \* Stay Calm
- \* Be Specific
- \* Generate many possible solutions

### **Don't**

- \* Evaluate too soon
- \* Be defensive
- \* Lecture
- \* Bring up the past
- \* Stop thinking of new solutions
- \* just because one or two sound good

## **Step 3: Evaluate Solutions**

### **Do**

- \* Stay calm
- \* Talk about the future
- \* Allow each person an equal say
- \* Start small

### **Don't**

- \* Ask parents to do things they can't
- \* Skip advantages & disadvantages

## **Step 4: Pick a Solution**

### **Do**

- \* Stay calm
- \* Combine Solutions

### **Don't**

- \* Leave without a solution to try
- \* Give up

## **Step 5: Write Up an Agreement**

### **Do**

- \* Stay Calm
- \* Make a time to follow up
- \* Take responsibility for success of intervention
- \* Be ready to try problem solving again

### **Don't**

- \* Blame parents for failures

## **Problem Solving with Parent Involvement**

### Step 1: State the Problem

### Step 2: Brainstorm Solutions

1.

2.

3.

4.

5.

### Step 3: Evaluate Solutions

- a. Can we agree to cross any solutions on the list?
- b. What are the advantages and disadvantages of each solution?

Solution: \_\_\_\_\_

**Advantages**

**Disadvantages**

Solution: \_\_\_\_\_

**Advantages**

**Disadvantages**

Solution: \_\_\_\_\_

**Advantages**

**Disadvantages**

Solution: \_\_\_\_\_

**Advantages**

**Disadvantages**

Solution: \_\_\_\_\_

**Advantages**

**Disadvantages**

**Step 4: Pick a Solution**

**Step 5: Write an Agreement** (Include who will do what by when)

# References



## References

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