

Inclusion Guide

Introduction

Upon entering my new career, I will take up residence within a secondary science classroom. My areas of expertise will be that of biology and unified sciences. As a teacher, I will be able to teach biology, earth science, chemistry, physics and anatomy. I will also be able to teach both middle school students and high school students, but have decided that I would prefer to teach at the high school level. The reasons behind this choice is due to the complexity of the material being taught, and the personality changes that occur between high school and middle school. My own personal philosophy of teaching science is founded in three simple ideas. I think that to effectively teach science, I must first provide my students with the opportunity to investigate science principles through hands on methods which are exploratory and fun. Second, I feel that I must incorporate the theory of multiple intelligence into my teaching. This will help me reach not only the students that are scientifically inclined, but those who have areas of expertise in other mediums. Lastly, I believe that all students should have the right to attend my class and learn science in this fun and innovative way.

Partnering with Parents

Parents' can be a wonderful asset to any teacher. They can also be a teacher's biggest nightmare. I hope to incorporate my students' parents into the former category. To accomplish such a task, I will need to commit myself to building a relationship with these individuals, using communication. For my purposes, I believe that a set of non-personal communications combined with a set of personal communications will allow me to optimize my time and efforts to create a healthy parent-teacher relationship with all of my students' parents.

For the class as a whole, I plan to use non-personal communications to inform parents about what's going on in our class. Two methods of communication that come directly to mind for this type of generic interactions is web pages and mass emails. On a class web page, parents could review the syllabus, information about the class, time-tables, and test schedules. Mass emails can be sent out to parents to provide reminders for upcoming tests, field trips, projects, etc. For individuals without email, normal mailings of the same information could be implemented.

For individual students, I plan to use personal communication to inform parents about what is going on with their child in my class. Personal emails and telephone calls will be the most effective approach to this type of communication. I want parents to know how their child is learning and acting in my classroom. I believe that this type of communication, in which a teacher pays attention to the little details, can have a tremendous impact on the parent-teacher relationship and the student-parent relationship. Positive communication will be the most preferred interaction with parents, but I realize that negative communication may be needed when discussing a particular behavior or problem. I do believe however that positive feedback should at least balance the negative, if not surpass it by a great deal. I also, think that every parent should have at

least two positive interactions with me before receiving a negative one. I feel that this will lay the ground work, so to speak, for a productive interaction when a discussion of a negative trait in their child is unavoidable. I hope at that point the parents would be more likely to work with me than against me.

To accomplish this, I plan to identify early in the semester any child that I feel my present serious behavioral or academic challenges. After identifying these students, I plan to start contacting their parents in hopes to lay a positive base to our relationships. First interactions could include me calling just to introduce myself; calling to let them know that I look forward to meeting them in person; etc.

Parent-teacher conferences are another type of personal interaction I will have with parents. Organization and preparation on my part as a teacher will hopefully allow for a smooth, productive meeting with every parent. When setting up for the conference I want to create a relaxed atmosphere through bodily positioning and organization of the meeting itself. I want the meeting to be held in my classroom. I think that parents need to know where their son or daughter spends their time when away from them. I want the parents to see what a positive classroom environment I have created. For these meetings, I plan to create a little discussion area in the class that would consist of 3 to 4 student desks or tables clustered in a circle or semi-circle. The reason for this set up is that, I don't want the parents to be separated from me by my teacher's desk. I feel that this could potentially present a non-verbal communication to them that we are on opposite teams instead of collaborators.

Materials for the meeting would also be created ahead of time. A concise agenda will be provided over-viewing any specific objectives that need to be covered. In this agenda, there will be a section entitled "Parent Concerns, Issues, Etc." In this section, parents will have an opportunity to express their feelings. An academic summary, in an Excel format, will also be provided to the parents. And lastly, a behavioral summary will be provided to the parents.

The meeting or conference itself would proceed through a series of events that will direct the meeting in a forward motion. For example, the meeting if possible should start on time with a positive friendly remark. Proceeding through the agenda at a comfortable pace is also a great way to keep on track. Listening to parents intently is also something that should always occur during the meeting. For me taking notes, will be essential part of this step. After meeting with 150 sets of parents in one night, it would be all but impossible for me to remember exactly what was said at each individual meeting unless I take notes. Near the end of the meeting, which should always have a predetermined time, a brief summary should be made. This will help all those involved to end with the same ideas of what was discussed in the meeting, and what the next step is in the child's education. And lastly, I feel that it is important to always end with a hopeful remark. That way, the parents can walk away feeling that everything will work out for the better with some hard work on both ends.

After any meeting a follow up system should be set up. This will allow teachers and parents to make the next step, whatever it might be, to help better the student's academic, and behavior life. After any meeting or conference, the teacher should copy any notes taken during the meeting and forward them to the parents. Any promises or recommendations made during the meeting should be followed up by me. Lastly, the conference should be filed away for documentation reasons.

Parent-teacher interactions that include parents of a special needs child will require all of the types of interactions listed above, and possibly some new interactions with teachers. These parents have more complicated situations and therefore need some special consideration by a me when dealing with them. To start with, I will need to have some planning time with the parents. This time can be utilized to discuss IEP development, finding topics and materials, and how the parents would like to contribute to their child's education. I believe that parents and teachers need to share responsibility when it comes to academic decision making. As a teacher, I need to realize that parents of a special needs child need me to be positive, hopeful, and honest about the disability. Parents need to know that I will be flexible when working with them and their child. But, most importantly, I think parents of special needs children need to know that I want their child in my class.

Collaboration

Special education teachers and specialists have skills and talents that I want to utilize when including a special needs child in my classroom. They have been trained in this area of expertise, and as a teacher I would be foolish not to work with them as a team to create the best possible academic structure for my special needs student and all the students in my class. Support, hard work, shared responsibility, and respect are the key ingredients to any successful team. Teamwork, I believe, can be broken down into two different arenas. The first area of team work could be seen outside of the classroom. The second type of team work will be presented within the classroom.

Collaboration in terms of academic structure and adaptation is key to any successful inclusive program. Teamwork in the area of lesson plan creation, development of needed materials, and IEP reviewing are all examples of how teachers could work outside of the classroom to create an inclusive class. Discussion of behavioral problems and possible solutions are also other features of a relationship that general education teachers and special education teachers could have outside of the class.

Within the classroom, teachers need to be flexible in their roles. Within my science classroom, I believe that special education teachers should be involved with all the students. Their attentions should not just be focused on the special needs child. I believe this would create a barrier between that student and all the other students in the class. I think that this will prevent them from experiencing science in the way that it should be, through hands on experience, through group collaboration, and through group exploration.

To combat this potential problem, I believe that special educators needs to team-teach with me, the science educator. So far in my studies, I have come across several team-teaching philosophies that I believe could be adopted into a science class with positive results.

The first type of team teaching suited for this is the idea of "station teaching" or "center teaching." I plan to have a classroom where I could have my students working in several different stations around the room simultaneously. Some would be working at the lab stations, while others could be working on their homework, questions about the lab, or handouts, while others are listening to a brief lecture on the material associated with the lab or topic of the day. I think that the idea of team teaching would work wonderfully in this type of a situation, one teacher could lecture, while the other could answer lab or

homework questions.

A couple other types of team-teaching that I believe would work well in a science classroom consist of "one teach, one drift" or "teaching together". These type of team-teaching approaches would only work, however, if the special educator would be willing to learn science. I, as a science teacher, would not feel comfortable leaving a special education teacher to oversee a lab, lecture, etc. unless I felt comfortable in their science teaching ability. Since, I also feel that interrupting or correcting another teacher in front of students is wrong, the special education teacher would have to make a commitment to learn science concepts outside of work possibly in our planning sessions.

The idea of team-teaching often leaves teachers with a feeling of apprehension and fear. The loss of complete autonomy in their classroom can upset them. The idea of sharing a class with someone whose teaching ideas differ so greatly from your own can also create havoc for a teacher. For myself, yes these ideas scare me, but the alternative of having little to no support is so much more fearsome, that I believe that I will have to learn how to compromise. In turn, the special educator will have to allow me the same curtsy. And given time and work, everyone (teachers and students) will reap the benefits of an inclusive classroom that utilizes team-teaching.

Authentic, Multi-level Instruction

The ability to teach a particular content area, such as science, requires that a teacher has the knowledge behind the content and the abilities to present it to their students in a way that facilitates learning. As any seasoned teacher will tell you, this presentation ability is one that is cultivated, polished, and redefined throughout the career of the teacher. Teachers must adapt to their students and to the changes in the world around them. To develop my style of teaching, I must incorporate my own personal teaching objectives, methods by which to achieve my objectives, a means to assess my success, and the desire to change my teaching strategies as needed. This section will explain some ideas that I have found, liked, and want to incorporate into my teaching style.

As a potential teacher, I have thus far identified three goals for myself. The most basic objective on my list is, of course, area content instruction. I believe that science is an important aspect to anyone's life. Health and environmental issues are a couple examples that demonstrate the interconnectedness of science and individuals. Beyond content area instruction, I think that teaching students higher order thinking abilities to help increase their problem solving abilities is also an important goal for any teacher. I think that the job market today hires people who are not only knowledgeable, but who can solve problems. Lastly, I feel that I have the responsibility to increase student responsibility and help teach citizenship roles. This objective will not only be met in terms of academic learning and group projects, but by creating a community with in my classroom and giving students the opportunity to make choices.

The methods to accomplish these goals are numerous. Each is unique in its own right, but can also be combined with others to create many new methods. I want to develop an arsenal of methods to teach my students. Listed below are some major areas in which I believe can be utilized in my teaching. Within each major area are more specific ideas.

Multiple Intelligence Theory: The theory of multiple intelligence is at the center of my theory of teaching. I think that the idea that people learn and think in different ways is simple yet explains so much about the variety of talents you can see in a population. I

also think that not all students like science. But, if I could combine science and some activities that the students do like then maybe I can teach them science in a way that is enjoyable and fun for them. Below is a list of the 8 accepted intelligence, and an example of projects that I could have my students complete to earn extra credit or to replace an existing bad grade.

Linguistic: write a news article about a recent environmental issue (include your research and who you interview-where applicable)

Logical Mathematical: design and conduct a scientific experiment

Spatial: Create 3-D atom representations out of any medium (wire and beads, Styrofoam balls, etc.), and give a short presentation about the atom.

Bodily Kinesthetic: plan and attend a science-based field trip, include an agenda, why you think it would be beneficial to the other students, etc.

Musical: write and perform a song or rap to explain a current topic of study in our science class.

Interpersonal: participate and complete a write up on a community based service project you participated in (example: Habitat for Humanity, volunteer at the local animal shelter, etc.)

Intrapersonal: find a controversial topic in science today, and keep a journal about how you feel it relates to you (keep in mind your personal values and the moral issues at hand). Be sure to include any supporting information you find.

Naturalistic: describe, photograph, etc. a change in the local community and discuss how it will affect the wildlife in that area.

As you can see, the theory of multiple intelligence can easily be accommodated for teaching science. I plan to use this theory in every aspect of my teaching, not just for independent projects.

Real Life Experiences: Students need to realize that science is applicable in their life. I will associate science concepts to their personal life roles (present and future), to the community around them, and the global world. Possible topics could include current issues such as pollution, the tearing down of a local habitat, and health issues of celebrities that they are interested in. Newspaper articles, videos, music, and short stories are means in which this can be accomplished. Thematic units could also help relate science to real life experiences. If student have the opportunity to choose what areas of the world they're interested, I could create lessons plans to simulate environmental science found in that area. For example, say my students are going to Cancun for spring break, maybe I could teach a lesson on the indigenous species of plants and animals in that area, and discuss the adaptations that they have evolved to live within that ecosystem.

Multi-level instruction: I want my students to learn, and I realize that learning must occur within a person at their own level. To compensate for this, I must provide my students with materials that are at different levels, and provide a variety of them. For example, other primary sources of information rather than a text book can be introduced to the class, such as newspaper clippings, short instructional manuals, case studies, web sites, and fictional stories. Student choice in ways to demonstrate their learning can also help students learn at their own level. For example, a variety of additional projects (like the ones listed above) which combine science content and multiple intelligence would allow students to show what they have learned in a style of their own.

Variety of Instruction: Nothing is more boring for students and teachers alike than to fall into a routine of learning. Students need variety in instruction to keep things fun and interesting. I think that the best way to teach science is through hands on, exploratory and inquiry based experiences. Labs, project learning, case studies, and workshops are all ways to accomplish this goal. More personal methods to vary content area instruction could include discussion groups, weekly journals, student portfolios, and optional assignments. Changing lecture format could also help keep the class interesting. This could be accomplished by using games, chalkboard usage vs. transparencies, videos, guest lecturers, and computer simulations. All of these methods combined with the theory of multiple intelligence can produce wonderful ways for students to experience science.

Specific Science Methods: The last method of teaching that I want to discuss is the role of the science teacher themselves. When it comes to teaching science, I must remember to show my students not just tell them. This occurs through science demonstrations. As a science teacher, I have the awesome ability to bring the phenomenon to them, right there in the class! I can demonstrate chemistry, biology, and physics in an exciting way that catches the attention and fascination of students. I could change the color of an orange to demonstrate diffusion. I could lay down on a bed of nails to demonstrate the principles of pressure and area. I could shoot of a rocket outside to demonstrate force, gravity, and any number of physic phenomenon. The power of demonstrations is a wonderful tool for a science teachers and will be utilized in my class. In terms of defining vocabulary, I need to remember to show my students the definition with pictures and concrete associations. Words are just words, and are easily forgotten but demonstrating the principle behind the word is not. Once a student understands a concept, its theirs and they own it.

I think that science is fun and important, and I want my teaching to reflect that. Through the use of the theory multiple intelligence, variety of teaching methods, and by relating science to the real world, I believe that I will be able to effectively teach science to my students and help make them better people.

Accommodations and Adaptations for Academic Challenges

Every teacher wants their student to succeed and excel. But not all students can achieve at the level we would want them to without a little help. These student's have specific academic challenges that need to be compensated for in the classroom. As a teacher, I need to determine what difficulties are present within my classroom, and create ways to help my student's with these problems. Listed below are some areas in which I could created some adaptations to help all of my students succeed.

Alternative Grading Systems: This area is the most difficult area for me to come up with alternatives. Since I am not currently in a school system, I am not exactly sure which adaptations would be accepted by the administration and which would not. But I have found a few examples which I think could be appropriate in a secondary science class. Rubrics are my first choice of alternative grading. The system of showing children exactly what they will be graded upon allows them to concentrate on those specifics, and prevents some of the guess work on "What does she want from me?" Rubrics can be created for every area of grading, from projects, to labs, to tests. The idea of multiple grading is also a type of grading system I think I could utilize in a science class. Ability would be demonstrated in grades, effort demonstrated in the overall effect of a person

(both in class and on paper work) and achievement could be calculated by comparing a student's earlier work to their later work. Children with more extensive academic challenges have several options that could be instituted for their benefit. Some could adopt a pass or fail system. A contract grading system could be incorporated for other students where we (student, teacher and parent) decides what areas the student needs work at, set obtainable goals, and grade them based on their ability to obtain those goals set for them alone. Children with specific disabilities could have their grades based solely on the IEP goals created for them at the beginning of the year.

Change in Work Content: Some students who are advanced or more academically challenged than other children may just need a small adjustment in their work load. For example, by changing the amount of work required or adjusting the difficulty level (harder or easier) may allow for these children to learn within their zone of capabilities. Teachers could also help children who need more time to complete assignments or tests, by providing them with the assignments ahead of time or allow them to come in during their lunch to finish a test. As mentioned in a previous section, another way to change the work content of a class is to provide alternative assignments that students could use to either replace an existing grade or use as extra credit.

Student Organization: Many students (and adults) are very disorganized. It would be hard for anyone to maintain grades when they have no clear organization of what is due and when. Due to this common problem many teachers are trying to teach students how to get organized in hopes to make learning more efficient and easier for the individual. Syllabuses with clear goals, grading criteria (rubrics included), and academic expectations are one way for a me to start my student's off on the right foot. Tools for planning projects and scheduling are another means in which students can organize their life. Student notebooks with sections clearly identified can help students prepare for testing periods. Color coding is a great way for teachers to communicate with students on a very basic level. A general filing system where students can go for missed homework sheets, class handouts, and additional information is way to demonstrate to students organization on a large scale.

Teacher Expectations: Students need to know that they can succeed. They need to know that someone believes that they can do it. I think that children with academic challenges may need to hear this a little more than students who are high achievers. Little notes on papers, stickers (yes, even at a high school level), and the clear conveyance that I have high expectations and that I know they can succeed may help these children try a little harder. These expectations should match their abilities, but should inspire them to achieve more. I also believe as a teacher I need to recognize achievement. I need to pay close attention not to the grade, so much, but to the improvement from the last grade. I need to give my students words of encouragement and hope. Children with academic problems may also need more attention. Maybe, they need me to be their tutor or to be available for help after school. Maybe, these students need me to help them get into a tutorial position for children at lower levels. Nothing helps someone learn more than teaching the material themselves. As a teacher, I will influence my student's academic outcome. I hope that through adaptations and encouragement it will be a positive influence and not a negative one.

Building Community in the Classroom

The type of community built into a classroom can have a large impact on the type of behavior the students within the class exhibit. My plan for developing a sense of community is based off of the idea of how I believe community is built in the real world. Everyone needs to care about the community, feel like it is their own, and have the power to influence it.

One of my jobs as a secondary instructor is not only to teach my student the content area, but to also teach them the citizenship traits they will need upon graduation. Therefore, democracy and decision making will play an important role in the development of community within my classroom. I think students should have some say in what type of rules will be instituted in the class. These rules have to be agreeable to all parties (including myself) and have to demonstrate reasonable limits. Students also should have some say what sort of behavior is appropriate in our class. Other choices students can be involved with are choice of seating, bathroom procedures, and food/ drink policy. I also believe that a good way to build a strong academic community within the classroom is to take into account the interests and hobbies of the students, and try to incorporate them into the class. If the students are dealing with topics interesting to them, they will be more likely to care about their class. Methods for obtaining this type of information could include brief inventory worksheets filled out at the beginning of the semester and by talking with my students on a daily basis. This could occur at the beginning or end of class, where we could all share. After obtaining topics that are of interest to my students, I could plan lesson plans around them. In addition to hobbies and interests, I will utilize the diversity of my students in my lesson plans. Different cultures, abilities, and intelligence are bound to be vastly different in a class of 25-30, and can add a lot of interesting aspects to a classroom community.

To help create a community building process between students, I think that peer partners and circles of support could provide a wonderful means to create comradeship between students. Fun class games (associated with science), group projects, and community building exercises are another means to build teamwork and support. Providing multiple ways to participate in class can also allow students to see the abilities of their classmates, and hopefully stimulate respect and friendship.

As for myself, I believe that students deserve my respect as an individual, and have the right to be treated kindly and genuinely. I never want to belittle students. I want to build them up and empower them. To do this, I know that I must share my control of the classroom with them. I need to provide my students with daily choices. I will need to respect, and support their choices (when I can). The power of choosing helps to teach students how to make choices and to live with the consequences of them. I also believe that to create a strong community, I need to provide stability through daily routines, consistent discipline, and consistent emotional support.

Lastly, I need to know when to say when and know when to use control if needed. This is very important. I want to build a build a community based on democracy, respect, and support, but a teacher must always remember that they have to have the power to stand alone and "veto" if needed.

Dealing with Behavioral Challenges

As a teacher, I will have to deal with behavioral challenges. Many schools have assumed a "zero tolerance" ideology for many behavioral problems. This pedagogy does not fit

into my personal beliefs on how to deal with behavioral issues. I believe that instead of simply sending the problem away I want to deal with the behavior problems and prevent them. An offensive attack at a problem is much better than trying to play defense against a problem later in life. As a teacher, I need to examine my class to determine what behavior problems could occur, and then determine a way to prevent them. To accomplish this goal, I believe that by using a set of problem solving steps (listed below) can ensure my success.

How? Let's say for example; say I have a student, named Tom, that tends to be rowdy during class activities.

As a teacher, I must first identify this problem early before it escalates to such a scale that it is harder for me to combat the problem. To do this, I must pay attention, use the skill of intuition, and follow my gut instinct.

Second, I need to determine why the problem is occurring. Glasser believes that humans have 5 basic needs (survival, love & belonging, power, fun and freedom), and that when one of these needs is not being met the person may act out. Keeping these needs in mind. I must assess the problem. Tom is rowdy. Could he be trying to survive the class by transferring my attentions from his lack of knowledge to his lack of proper classroom behavior? Is Tom trying to define his place in the classroom, and believes this is the only role he could take on in my class? Is he bored and therefore this is something for him to do to have fun in my class? Or is he trying to exert his power by disrupting the class? So, from my assessment, Tom could be unsure on his knowledge of the contents, he lacks a place in my classroom community, he's bored, or he feels powerless.

The third step in solving Tom's behavioral problem is developing a plan of action to meet his needs. If during class discussions, I could include Tom maybe some of his needs will be met. Let's say for instance, I make him my data recorder for a discussion about a particular lab. As the chalkboard recorder, his is involved in the discussion, and hopefully learning from the dialogue without having to speak out about the content area and therefore possibly get the answers wrong in front of the whole class. As a recorder, he has a job to assume in the classroom community. He is also not sitting idle and being bored (instead he's working and probably bored). And lastly, as the recorder, he get to exercise a little power in determining who will get called on next for data.

The fourth step in dealing with behavior issues is to put the plan of attack into action and evaluate its effectiveness. Observe Tom's behavior in his new position, keep mental notes of his behavior, keep journal notes of what is effective and why, assess how the community is dealing this new change in classroom policy.

Lastly, as a teacher I will need to revamp the solution to make it fit the situation, and create the best possible solution.

The problem listed above was very specific, but the general principles could be applied to any possible or current behavioral problem. Other possible solutions that I could implement are coaching the student, utilizing student experts, creating clear guidelines in a syllabus, etc. I think it is also important to remember that when a student verbally or behaviorally acts out that I shouldn't take it personally. The student is crying for help, and I need to remember that and give them the attention they need.

Physical Design of the Classroom for Diverse Learners

The physical layout of a science room is generally pretty standard. Lab stations and a

demonstration work area at the front of the room are features found with a science class atmosphere. Usually the classrooms are pretty limited in the ability to move furniture around due to the stationary aspects mentioned above. The rooms are also sometimes viewed as "cold" due to the hard, metal, ugly science equipment used in a lot of lab work. But, working within these confinements I still think that I can build an exciting, safe and comfortable space for me and my students.

To accomplish this feat, I plan to decorate the walls in the room with student art examples of science, words of encouragement, student projects (all of them, not just the good ones), newspaper stories, bright posters and science related objects (weather vanes, globes, etc.). In addition, I want my room to be student friendly. I believe there should be room for students with excess energy to move about in. This area will most probably be next to or within a lab cubicle, that way the child can move about but won't distract the other students. This area could also double as a cooling down area for any student that needs to regain their composure. I also, think the room should be extremely accessible to wheelchairs. I don't want any of my wheelchair bound special needs students to be off on their own or in a space where they would have a hard time seeing a science demonstration or hearing me. When lab experiments are performed, my wheelchair bound students would have their lab group at a table instead of at one of the taller lab stations. This will allow them to participate fully in all aspects of the class. Some students often have behavioral problems that can be associated with a lack of order or consistency in their lives. For these students, I plan to have stations where students know they have to go to turn in or pick up a homework assignments. A file cabinet is another area where they would know to go if they missed a handout. This little bit of routine may help them restore some order in their lives. Other ideas for the physical design of my classroom include:

Addition of music (to be played during labs, etc.)

Arrangement of desks to create learning communities (this would depend mainly upon maturity level of my student's)

Pillows/ bean bag chair options for seating (although safety with science equipment could be an issue such as accidentally spillage of chemicals on the pillows, etc.)

Variable lighting with in the room

Seating accommodations for sight problems, hearing abilities, a behavioral situations

The style of a room creates the mood within the room. Children, parents, and other individuals can tell a lot about a class just by the room. If the room is bare and lifeless, the class will reflect that. If it bright colorful and appealing, the class will be full of energy and more creative. I want these traits in my class. Therefore my classroom needs to reflect that.

Accommodations for Students with Physical and Sensory Challenges

ADHD: Children with ADHD may benefit from activities that incorporate movements, such as games or station learning. Providing a standing area where they could work off some energy during lecture may also help an ADHD child. This area most likely could be located at a lab station since they are usually suited to writing while standing and provide a small area for movement.

Seeing disabilities: Children who are blind or have seeing disabilities need to have books on tape, talking software and/ or peer reading buddies. Braille devices such as textbooks,

computers, and note takers would be some wonderful devices that could help integrate a blind child in any class. I will also need to make sure that when using any pictures or demonstrations that I describe in detail the visual occurrences. If the visual impairment is minimal the possibility of simply positioning of the child in one of the front rows or sending home a note to have the child tested for glasses may help them see the board and compensate for the disability.

Hearing disabilities: Deaf children who attend my class may need the special services of an interpreter. If they can lip read they will need me to make sure that I speak only when I'm facing the class and not when I'm facing say the chalkboard. Closed caption videos and teaching basic sign language is another way for me to help any deaf students in my class. If the student's hearing is impaired may the use of a microphone system, hearing aid, or positioning in the room may help reduce the effect of the disability.

Epilepsy: If I have a child in my class who experiences epileptic seizures, I will probably want to provide a carpeted area or movable rug where they can go in case of a seizure. It may be necessary for me or other students to move furniture out of the epileptic students way to help prevent harm.

Wheelchair: Wheelchair accessibility is an import need for these students. They need to be able to move to where ever a demonstration is occurring. Games may have to be modified so that these children can participate fully in the fun. Having books on the lower level of a bookcase will allow them the same access to information as other children. Laboratory experiments will need to be portable so that wheelchair bound children can participate at a desk. Their designated lab partners will also need to take a seat at the table as well. Note takers (where applicable) will also be a way to help wheelchair bound students with their studies. If the disabilities are more extreme specialized mouth stick or eye gaze programming may be need for computer work.

Mentally Impairment: Peer buddies will be an essential accommodation for mentally impaired students. This will not only help them, but will facilitate acceptance and familiarity for the other students in the class. Materials in a wide range of abilities will also help these children in their academic goals.