

INCLUSIVE TEACHER GUIDE
9th - 10th Grade Algebra

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1. Introduction

I am writing an inclusive teaching guide on 9th - 10th grade algebra. The class would be mostly incoming 9th graders to a new high school. There would also be 10th graders that did not take algebra when they were freshman. I believe that all students have the capacity to learn. As with all of society, there are no two children that are the same, so we can not teach them as such. We need to have strong, multi-level teaching so that all students may benefit in their own unique way. I believe that teaching all children the same is the "easy way out" and being a teacher should not be easy. Teaching is a difficult job that takes patience and understanding with all students. This basically summarizes the philosophy that I have on education. I believe that every student deserves the same opportunities and the teachers are there to ensure that all of the students have the same opportunities as their peers. Teachers have to push all students to achieve. There is not a student in the world that is all right to give up on, so I plan to do my best to give all my students the same opportunities.

2. Partnering with Parents

It is important to reach out, communicate, and listen carefully to the parents. It is necessary to do this without making unwarranted assumptions. "One characteristic of successful educational programs is parental involvement in the education of children" (Price, Mayfield, McFadden, and Marsh, ch 4). According to Price, Mayfield, McFadden, and Marsh, "Working effectively with parents includes learning how to communicate with them, conduct parent-teacher conferences, include parents as resources, and use community resources to provide support services for families. Additionally, teachers must be knowledgeable about the characteristics of students in order to make wise decisions regarding instructional accommodations, absentee and drop out intervention, referral for special services, and special instruction" (Ch. 4). This is especially important for parents of students with disabilities.

One aspect that is important to partner with parents about is behavioral concerns with the child. First of all, it is necessary to be aware of the history and the challenges of the family and how all of this has affected and is affecting the child. For students with disabilities, this is where we will become aware of their lives and the problems that they have encountered in their lives. The more that we know about the students, the better off we are with the students. It is important to talk to the parents about their lives. This will help to understand where the child is coming from and why they

are feeling the way that they are. Next, it is important to tell the parents what is going on at school with the parents and see if they are having any similar problems at home. It is possible that the parents have found ways to deal with particular problems that teachers may not be aware of. Ask the parents what their opinions are on what should be done with the problems.

In addition to getting to know the individual child, it is also imperative to focus and build on the strengths of the family. For many students with disabilities, the family life is all that they know until they come to school. Although in high school students are very social, some students with social-emotional or sensory-physical challenges may not have much interaction without others outside of school and home. This is why we need to be aware of the strengths of the family. This also helps understand the child better and understand the problems that the child himself or herself has. Work with the parents to decide a way to report behavior problems to the parents so that they are constantly aware of what is going on. A report that can be sent home to the parents on a preset basis may be the best course of action for a particular student. Finally, with behavior problems it is important to make sure that if the child is being abused we do not provoke any more abuse within the house. Reports must not be very negative. Work with the positives and push the child to improve and for the parents to help the child to improve.

It is important to remember when talking to parents that, although we see the students with disabilities daily, we do not know what it is like to be the parent of a child with a disability. According to Friend and Bursuck, "That means you should strive to recognize that the range of interactions you have with parents will be influenced in part by the stresses they are experiencing, their prior dealings with school personnel, and their own beliefs about their child's future" (93). They also identify some common feelings that parents will have about their child's disability. These include: grief, ambivalence, and optimism. These can be affected by the severeness of the disability, the complexity of the disability, how the disability was shared with them, and concerns about resources and financial support.

The "working relationship with parents will depend on the student's particular needs, the parents' desire to be actively involved in their child's education, and you efforts to make parents feel as though your partnership with them in important" (Friend and Bursuck 94). The best way to keep a good relationship with parents is to have a good attitude and be sensitive to their point of view. If a teacher makes a parent feel welcome, listens to them, and works with them, there will

be many positive outcomes for the students, the family, and the teacher.

Parent - teacher conferences

I believe that parent-teacher conferences are very important in the success of all students. Price, Mayfield, McFadden and Marsh have outlined some guidelines that should be followed in preparing for parent-teacher conferences. They are as follows:

- a. Selecting a site for the conference
- b. Sending adequate advance notice to all participants, including time, location, date, purpose, and estimated length of the conference
- c. Studying the school records
- d. Taking note of previous comments of parents and teachers, pertinent test data, and other relevant information
- e. Developing a clear understanding of the purpose of the meeting
- f. Listing any information specifically to be included, such as anecdotes, test scores, and comments
- g. Having work samples available if they would contribute to the conference
- h. Listing positive aspects of the student's performance/behavior to prevent a totally negative focus

Following these guidelines will make the conference flow smoothly and quickly. Many times parents are in a hurry so we want to be organized so that we can say what we need to without holding up the parent for an extended period of time. I will also make sure to listen to everything that the parent is saying because everything that they have to say about their child is important and useful to my understanding of the student and how he or she works in my classroom.

In conclusion, it is especially important to talk to the parents of students with disabilities because the parent involvement in their academics is imperative for the success of the students. The parents need to be aware of what is going on in the classroom so that they are able to help their children. In addition, I need to be aware of the child's life in order to make sure that I am making the correct accommodations for the student. I want to also work with the parents on the accommodations in order to make sure they are sufficient and see if the student is having a harder time then he or she lets on in class.

3. Collaboration

Fortunately, when talking about special education, we have the opportunity for a lot of support. We can work together with special education teachers and other specialists to provide the best education for all of the students. First of all, when collaborating, I will make sure that all support is equal in my classroom. The support and I will be partners in the room and, unless they are uncomfortable, I would like them to have a very active roll in lesson planning and instruction. I will work together with the support teacher on lessons and instruction. The support should be active not only in the actual instruction, but in the planning of the instruction as well. There are five guidelines that I will follow when collaborating with support in my classroom. These are defined by Thousand and Villa (1992) and given in the book Inclusion: A Guide for Educators (1996) by Stainback and Stainback for collaborative teaming with special education support in terms of "school restructuring, teacher empowerment, and basic need satisfaction." First of all, it is important to make sure there is "face to face interaction" on a regular basis. This will allow for a more comfortable relationship between the support and the teacher and will reflect on the way the class is taught.

After regular interpersonal interaction, it is also important to have a mutual feeling of being together in the situation. There should be a "positive interdependence" between the people. Thirdly, there should be a "focus on the development of small group interpersonal skills in trust building, communication, leadership, creative problem solving, decision making, and conflict management." This is extremely important because it will reflect on the classroom as a whole. Next, we need to have regular assessment of the functioning of the team and goals need to be set for the team. Finally, responsibilities need to be agreed upon for each of the team members and there should be methods for holding each of the team members accountable for their responsibilities and their commitments. If all of these guidelines are followed, we can have a very successful team teaching experience.

Co-Teaching

This is when "two or more teachers share the instruction for a single group of students, typically in a single room setting. Although any two teachers can co-teach we focus here on the co-teaching that occurs between a classroom teacher and a special education teacher" (Friend and Bursuck 82). Co-teaching

is very effective in inclusive classrooms. I am going to briefly outline some co-teaching approaches:

One Teach - One Support

In this approach, there is one teacher that is leading the lesson and another that is helping by doing things such as keeping students on task and answering student questions.

Station Teaching

The content is divided into two parts, each taught by one of the teachers, then the groups switch and teacher teaches the same material to the other group.

Parallel Teaching

Divide the class in half and each teacher takes one half of the class and teaches the same material at the same time.

Alternative Teaching

The class is divided into one small group and one large group. There are many ways this can be used. One way is for pre-teaching. Another way would be re-teaching.

Team Teaching

In this one bother "teachers share leadership in the classroom" (Friend and Bursuck 85).

Working with Paraprofessionals

Paraprofessionals are non-certified staff that are "employed to assist certified staff in carrying out the educational programs and otherwise helping in the instruction of students with disabilities" (Friend and Bursuck 100). With paraprofessionals, many times the teacher will develop the lesson plans and materials that the paraprofessional will use with the students. This may differ if the paraprofessional has a lot of classroom experience. Friend and Bursuck have set some guidelines for working with para-professionals. They say this:

"First, paraprofessionals generally enjoy working with students and want to participate actively in that process, and they should have the opportunity to do so. However, they are also appropriately expected to help teachers accomplish some of the "chores" of teaching, such as record keeping and instructional preparation tasks. Second,

paraprofessionals always complete their assignments under the direction of a teacher who has either already taught the information or decided what basic work needs to be completed; that is, paraprofessionals should not do initial teaching, nor should they make instructional decisions without input from a certified staff member" (100-101).

4. Authentic Multi-Level Instruction For Students Of Diverse Abilities

"Multi-level instruction provides a student with individualized supports in order to facilitate his or her access to learning in a situation in which the academic expectations for the students have been modified" (Stainback and Stainback 129). Multi-level instruction is difficult, but especially important in a first year Algebra class. Students in the class will be at completely different levels of ability and it will be necessary to work with all of their needs and help them learn at their level. According to Michael Peterson, in Inclusive Teaching, multi-level teaching is a "complex experience." He goes on to say, "Teaching at multiple levels simultaneously is a critical piece of brain-based learning for several reasons. First, the challenge of working with people of truly diverse abilities is, in fact, an important 'complex experience' all by itself." He continues with, "Second, students vary in their ability levels, often dramatically. If we do not teach in a way that supports students where they are and allows them to grow, we will continue the tradition of excluding students from our class who cannot keep up."

The focus of multi-level teaching is that we challenge all students at their level. We want to challenge students to move on to the next level. We need highest level students will be challenged just as much as the lower level students. When we do this, we will avoid having the students in our class that get the best grades and never study. All students will have to work just as hard because they will be doing work at their ability level. Peterson also outlines some basic strategies for multi-level teaching. I am going to go through all of these and explain how they can be used in my classroom.

1.) *"Have children keep journals in which they record their thinking about books and school topics."* I believe that a big problem with mathematics is that teachers give students formulas and expect them to memorize them and use them, but they never think about them. I will definitely use journals in my class because they will give the students a chance to really think about the mathematics that they are learning. When children

write about something, it helps them to understand what they are doing. In addition, it helps the students understand at their own level. They can write and explain their feelings at their level of understanding. These journals will also serve as a good discussion starter in the classroom. I truly believe that if students talk together about their mathematics, they will understand it better.

2.) *"Give homework projects related to what the children are learning and that can be done at multiple levels."* I believe that this is an excellent tool for an Algebra one class. For example, if the students were learning about solving equations, I could assign a short project that required the students to write a story problem involving an equation that needs to be solved. I could give each student in the class a problem randomly and the students would have to take that home and write a problem for it. This can be done at many levels. I can give the higher level students more difficult problems such as $\frac{1}{2}x - (2x+5)/3 = 10$ and lower level students easier problems such as $2 - x = 8$. This will get all student working on problem solving at different levels.

3.) *"Foster a community where children are expected to help each other."* This is covered in section six and shows the importance of students feeling as if they are part of a community and have a sense of belonging.

4.) *"Regularly have students choose a question to research about a current topic."* This can also be a very effective tool in an Algebra class. The students can be given different questions that correspond to their abilities. A higher level student may be given a long question that may require more research, where a lower level student may be given a bit simpler question. At any rate, the students are studying different topics but at their own level.

5.) *"Group students in many different ways for lessons so that they do not know when you are grouping by ability."* This is a fairly self explanatory, but extremely important part of multi-level teaching. As teachers, we need to make sure that students do not feel as if they are one of the "dumb kids" or one of the "smart kids." They need to see that they are all part of a community that works together to solve problems.

6.) *"Gear read alouds to higher reading levels."* This is important because we do not want students that are not as good of readers reading aloud to the class because it may make them feel embarrassed or scared. They will be nervous about making a

mistake. Instead, they should be reading aloud with the student that is reading. In Algebra, it is important to read the book and the examples so that the students can understand the mathematics even more.

7.) *"Students meet in groups to share what they are reading about."* This will help because students will be able to hear the other students versions of what they are reading about. It will give the students new perspective on the mathematical concepts. It is so important for Algebra students to hear their problems in more than one way because it will help foster their understanding of the information.

8.) *"Teach topics in themes so that different children can choose different parts on which to work."*

9.) *"Teach students to use mind-mapping to organize information to take notes."* This is so important because many students do not know how to take notes in Math. Students need to be taught how to take notes in order to use them as a reference.

Multi-level instruction in my classroom

My general feeling about teaching is that all students are capable of learning and it is the teachers job to make sure that each and every student gets the most possible out of their education. First of all, in my classroom, students of all abilities will be mixed throughout the classroom. I want the class to be heterogeneous and I do not want students to think that one side of the classroom is the "smart kids" and one side is the "dumb kids." These are the kinds of things that students think when teachers do not keep the students heterogeneous. I also firmly believe in teaching to the multiple intelligences, this will be discussed more in depth in section 5 of the guide.

There are many different things that a beginning Algebra I class will cover. The main point of Algebra I is introducing the student to functions and problem solving. These are two concepts that can be taught at multiple levels. Problem solving can be taught at so many levels because there are so many different types of problems. For example, while teaching a lesson on the Addition Property of Equality, here are some examples of levels that can be used.

Level 1: $x - 3 = 5$

Level 2: $x - 2/5 = 3/5$

Level 3: $x - 9/11 = 2/3$

All of these problems are of the same concept but they all cover different ability levels. These problems would probably be in the form of a constructed response question or a story problem, both of which can be assessed at multiple levels. This way, the students will be able to construct a written answer to the problem so that I can assess their understanding of the problem. For a student that struggles in math, the first level is a basic problem that will teach them the concept without getting them lost by using fractions. The second level throws fractions in but they have a common denominator. Finally, the third level has the same concept, but a problem with fractions that have different denominators. These types of things are difficult for students in Algebra because fractions scare them. These would challenge students that the other two problems would be too easy for. I do not want any students to say that they love my class because it is "so easy." I believe that all students need to be challenged in the classroom. Their minds are so impressionable and they need to be challenged in the classroom.

In addition to this, I have attached two multi-level study guides to the end of this guide that examines how I would approach a class on reading graphs. Each student has the same amount of questions. These guides are designed for only two levels of instruction, but could easily be adapted to three levels of teaching. These are very good examples of the way that I will handle multi-level instruction in my classroom. These are located in Appendix A.

5. Accommodations and Adaptations

Designing instruction for diverse learners

The Multiple Intelligences: The multiple intelligence theory was developed by Howard Gardner and can be used as a framework for designing instruction. The multiple intelligences are as follows and I will look at ways that a lesson on solving story problems in Algebra can be adapted to all of the different intelligences and how each learner could contribute to a group situation. When teaching this type of unit, most of the work would be done in groups with each individual in the group being assigned a role and contributing in their own special way. The groups could be arranged diversely by the different intelligences. In addition, when a group finishes working on an important problem, the group will present the problem and the solution to the class in a short presentation.

1. *Linguistic learners* - These learners use language to express themselves and understand others. Problem solving is a linguistic activity. It involves reading the problem and deciphering it. This is a good unit for linguistic learners because they are reading the problems. Linguistic learners would make good group co-leaders during these activities. The next group of students would be the best students to be co-group leaders with. These students could read the problem aloud and possibly rewrite it in more understood terms for the students.

2. *Logical-Mathematical learners* - These students use numbers very effectively and are able to reason logically. These students are almost always going to be the co-leaders in groups. These students love math class and understand the majority of the work given. These are the student teachers and peer mentors. They will help adapt the other learners. These students are confident in their mathematical abilities, they will make excellent group problems leaders and will help the other students to understand the better.

3. *Spatial learners* - These students can represent the spacial world in their mind. They respond well to "information that is presented visually" (Stainback and Stainback 123). These are the students that are going to be able to take the story problems and represent them in the form of a chart, graph, or a map. These students are going to turn the story problems so that they can understand them and in turn help the whole group understand the problem better. They can be the chart and graph person in the group.

4. *Bodily-kinesthetic learners* - These students use their bodies to express all of their ideas and feelings. This bodily kinesthetic does not necessarily mean that the student has to be doing athletic exercises during class. I think a very good adaptation is hands on activities. Story problems will be accomplished by some manipulatives and hands on stuff. Furthermore, maybe groups could present the answer to their story problem in a role playing situation. They could present their solution to the class in this way in order to get a full picture of the problem.

5. *Musical learners* - These students "learn rhythmically" (Stainback and Stainback 124). One think I will do to help these students is play music in the background while the students are working in their groups. In addition, when choosing or writing story problems, I will write and read them to the students in a rhythmic fashion to help these students better understand. When contributing to the group, these

students can help to develop rhymes when presenting their answers to the story problems.

6. *Interpersonal learners* - These are the outgoing students or social students in the classroom. Group activity is perfect for them because they do not like to work by themselves. They want to talk to other people and interact with other students. They do not like to work on their own. They can be the coordinator for the group. They can oversee and make sure that all of the group is understanding. Also, groups members who is not as interpersonal may not feel comfortable sharing information. They can speak to this person and have them share the information for them. Furthermore, this person can be the one who does the actual presentation of the answer to the story problem.

7. *Intra-personal learners* - These learners understand themselves and how they react to others. They are extremely "aware of inner moods, capable of self discipline, and deeply reflective" (Peterson). These students will have the most difficulty working in groups because they like to figure things out on their own. Because of this, after group problem solving, the students will be asked to write out their answers individually and write about their experience. This is quiet alone time that will definitely benefit the intra-personal learner and help all of the students reflect on what they have learned.

8. *Naturalist learners* - These learners are highly responsive to the natural world. They also feel a strong connection with the environment. These students will be good in group situations by helping the rest of the group relate the problems to environmental situations. They can relate the problems to the natural world in order to help all of the group understand the problems better.

Additional accommodations for students

Teaching to the multiple intelligences is extremely important, but there are many students that need even further accommodations than we can make through this type of teaching. "The Americans with Disabilities Act of 1990 (ADA) requires employers and community members to develop and offer reasonable accommodations so that persons with disabilities have access to their communities" (Stainback & Stainback 128). Also, I firmly believe that "Accommodations should be provided to students only when they are necessary to facilitate access to the learning process. As a student's skills become more proficient and the

need for the accommodation lessens, the accommodation should be faded and , if possible, eventually eliminated. There are, however, some students who will always require particular accommodations" (Stainback & Stainback 128). I want to list some helpful accommodation strategies that I will use throughout my classroom to help these students. First of all, I will give students the opportunity to take longer on tests and quizzes if they read slower than their peers. I will also allow students the opportunity to have tests read to them if they have a difficult time reading. This will help take some of the pressure off of the students. Furthermore, I will make sure that there are always manipulatives or technology adaptations for students that learn better in this way. I do not feel that Algebra can be effectively taught without the use of manipulatives or technology. Students will be able to go to stations to aid them in the lessons that are being taught.

The book, Special Education for Inclusive Classrooms by Price, Mayfield, McFadden, and Marsh outlines the term reasonable accommodations. These are accommodations that give students with special needs the chance for equal opportunity. According to them, "Reasonable accommodations may be made in the arrangement of the classroom, types of activities, or the facility to improve equal opportunity. Common accommodations are:

- Accessible classroom/location/furniture
- Advance notice of assignments
- Alternative ways of completing assignments (e.g., oral presentation versus written paper)
- Assistive computer technology
- Assistive listening devices
- Auxiliary aids and services (note takers, lab or library assistants, readers, interpreters)
- Captions for film and video material
- Course or program modifications
- Document conversion (alternative print formats: braille, large print, tape, electronic, raised lettering)
- Test modifications
- Study skills and strategies training
- Time extensions
- Taped lectures" (Ch.6)

Assessment accommodations

One way that I will make assessment better for all students is by using authentic assessment. "In authentic assessment, students are required to generate, rather than choose, a

response" (Stainback & Stainback 120). This is not the sort of assessment where students have to take standardized tests or where the assessment is administered. Some types of authentic assessment are: demonstrations, journals, portfolios, or investigations. This is extremely helpful in a mathematics class. It is proven that all students learn better when they have to develop ideas on their own. These types of assessment will be used regularly in my classroom.

I believe that the use of portfolios is useful in any classroom. I intend to have my classes develop portfolios of their work over the semester that they are in my class. That way they have a study guide for themselves, and they are able to be expressive about their mathematical ideas. Students have many ideas about math but are not able to express them in the typical mathematics classroom. My classroom will be far from typical. I plan on having every student keep a portfolio. They will be given a rubric at the beginning of the year and it will be graded on creativity and thoughtfulness. It will not be graded on right and wrong answers or the like. This will be my most prevalent form of authentic assessment.

Finally, when it comes to all assessment, I will do everything that I can to ensure that I know the students well enough to give each individual student the different accommodations and assessments that they need to make the best out of their educational experience. Students learn best when curriculum and assessment is adapted to their individual differences and needs. I will do all that I can in order to help the students.

6. Building Community

Building community within the classroom is extremely important for the education of all children, not just special education students. There are many steps that I will take to ensure that a good community is built within my classroom. First of all, I will place students in long term support groups. This is not only important for including, it is also necessary in order for students to improve their mathematics skills. Students need to be in long-term groups working with the same people because they learn the most mathematics when they are thinking together. There are many aspect of community that are outlined in Inclusive Teaching Guide: Building Community and Pro-Social Behavior by Michael Peterson. The first one is that "a good community exists when its members feel a sense of belonging and being valued as members of the group" (3). Students need to feel as if they fit in. It is not easy to do,

but it is extremely important for all of the students. Next, communities should be inclusive. This is when there are many diversities within the group. The community can not be made up of students that are all the same. The students must be diverse.

In addition to belonging and diversity, a community must have support and care. "Member receive support, assistance, mentoring, caring that they need to cope with issues, needs and problems of their lives" (Qtd. In Peterson 4). In addition, all members of the community must communicate in their own special way in order to make the community effective. Every member of the community should have a special role and be aware of their role and how it affects the community as a whole.

In his guide, Peterson lists the three key foundations for building a school community. First, we need "collaborative and democratic decision-making." Educators should work together to work on school issues. Sometimes it can be difficult to have a democracy in a school. That is why all the teachers and administrators have to be serious about building a supportive community for all. Next, Peterson says "the second foundation stone is the development of support strategies across the school for teachers, students, and all others associated with the school" (10). Finally, he states the importance of "parent and community connections" (11).

For more information on Community Building, See Appendix B.

7. Dealing with Behavioral Problems or Challenges

Dealing with disruptive behavior disorders: These disorders are ADHD, Oppositional Defiance Disorder, and Conduct disorder. I want to speak specifically about ADHD and the others will be integrated throughout the rest of the section.

ADHD - In order to deal with students with ADHD, there are many things that I, as a teacher can do.

- First of all, I can provide more options for students such as alternative work spaces. For example, I can allow students to work in the hall if they want a quiet work area. Also, if they need social interaction, I can allow them to work at a table with their peers.

- Secondly, I can help the students organize. This can be done by helping them set goals for themselves and keep track of their work. I will have calenders in the room for *all* of the students to be able to look at regularly. I will also provide the students with organizational tools such as binders and planners, and the class can work with them as part of a routine.

- Lastly, I will do my best to be understanding and provide the students with emotional support. I will want to work and build on the strengths that these students have. Since *all* students have strengths, we will need to capitalize on these. I will also have peer partners in class so that the students also have peer support. I also want to make sure that the students have opportunities to move and be creative. Stations are a good way of doing this in a mathematics classroom. Each station could have a manipulative teaching a certain subject.

Preventing discipline problems

First of all, it is imperative to create an "instructional environment conducive to learning" (Friend and Bursuck 417). This is done best through a good classroom management plan including "rules that students understand and follow" (Friend and Bursuck 417). It is also extremely important that clear routines are established in the classroom. This will help the students understand their expectations and follow through with good behavior. After a good environment, it is important to have good communication in the classroom. I will always treat my students with respect and trust. I will also use verbal and non-verbal immediacy to make the students feel more comfortable in the classroom. Things such as smiling and speaking directly to the students will make the students feel better about the classroom.

Responses to individual behavior

One strategy that I will use to help promote good behavior for students with special needs is to "catch them being good" (Friend and Bursuck 424). I believe that many teachers spend too much time focusing on negative behavior. I think that if a teacher recognizes a student doing something well and lets them know, the student will be motivated to continue with that type of behavior. In addition, I will try to not make large demands of the students. For example, rather than asking for a surplus of information at a time, I will ask the students for it little by little. This will help them from becoming overwhelmed and resorting to negative behavior.

Decreasing undesirable behaviors

Friend and Bursuck give us four sets of strategies for Decreasing undesirable behaviors. These are: " (1) differentially reinforcing behaviors that are incompatible with the undesirable behavior, (2) extinction, or ignoring the

behavior until the student stops it; (3) removing something desirable from the student; (4) and presenting a negative or aversive consequence" (430). The reinforcing behavior strategy can be used to decrease undesirable behaviors by increasing related appropriate behavior. The theory behind extinction is that if "you stop reinforcing it, eventually the behavior will decrease" (431). I will use this in my classroom, but only if the behavior is minor and non-threatening to the class. The third, removing reinforcers, can be a couple of different things. A "time out" would be appropriate for this category, I will use things like this. For example, a student may have to sit out of a game or a fun activity if they are behaving inappropriately. Finally, presenting a consequence is the last strategy that was mentioned. This is probably the one I will use the least. I do not like the idea of "punishing" my students. Verbal reprimand is probably the one form that I will use. I do not believe in any sort of physical punishment at all.

8.) Physical Design of the Classroom

"How a classroom is physically organized can affect student learning and behavior in a number of areas" (Friend and Bursuck 115). The walls will be used mostly for displaying student work but they will also be used for assignments and other organizational tools for students. The desks will be arranged in groups of four so that students have the opportunity to interact with each other on a regular basis. There will also be a table in the back where a student can go to work if they would prefer to work independently. In addition, there will be a computer area where students can go to do work if they choose to do that also. I will also keep things spaced out for students that are visually impaired or students that have to use a wheelchair to get around.

9. Accommodations for Students With Physical and Sensory Challenges

These students need special accommodations that are not directly related to their learning ability. Many of these students are extremely intelligent but have necessary accommodations to function in the classroom. I am going to go through a few disabilities and briefly explain the accommodations.

Severe and Multiple Disabilities

"These students almost always have more than one significant disability. Most have severe to profound mental

retardation and multiple other conditions that might include epilepsy, respiratory problems, cerebral palsy, hears disease, or other difficulties" (Peterson ch.3) Many of these students will have some sort of accommodation with them always such as a wheelchair. In addition, many of these students will need accommodations to help them write or communicate. Computers are an excellent tool to help these students do their classwork. In addition, these students will need peer tutors in the classroom that can aid them with their studies.

Deaf and Hearing Impaired

As with all members of our class, we need to be able to communicate with our deaf and hearing impaired students. One way that this can be done is by learning some sign language. If I have a deaf child in my class that uses sign language to communicate, I will take classes so that I can improve on these skills and be able to speak to the student. Also, some students will be able to read lips, but that is hard for students to do. Hearing impaired students may have assistive devices such as a hearing aid or a cochlear implant. Teachers could also use FM units or sound field amplifiers in order for the students to better hear the teacher. I would also have a peer partner in the class for the student that would share their notes with the child if he or she could not take accurate notes.

It is extremely important to make the learning visual with our hearing impaired students. I will have many displays of student work up in the room. I will also use an overhead projector for directions so that the student can read it. In addition, I will have specific visual cues that I use when the class is doing something in particular. That will make the student more comfortable with what is going on in the classroom. Finally, I will make sure that I use a lot of graphics and pictures in order for the student to be able to visually see the lessons.

Blind and Visually Impaired

It is very important that if a child is blind, the teacher uses activity based teaching because the student needs to rely on other senses to learn. There would be a lot of hand on manipulatives to learn the mathematics concepts. Math is a difficult subject for students that can see, so it will be extremely hard for students that can't see. Blind students would have to be alternatively assessed using manipulatives. I would definitely try to get the textbooks in braille or preferable audio. This way the student will not have to miss out on learning exactly what the other students are learning.

Also, computers are an excellent tool for blind students because they can learn how to type for communication, and use audio books on the PC. Also, there are many programs that will turn written word into spoken word. Computers will be a great asset for a visually impaired or a blind student. A blind student would also have a peer partner in the class that would help them with their work by reading problems to them.

For students that are not completely blind teachers have a few more options. First of all, I would make sure to get a math book with large print. That way the student would have an easier time reading them. Also, they should have a small magnifying glass with them in order to magnify the problems and print even larger. Computer software is also available to make print larger. Also, these students will also have the same sort of accommodations that blind students have such as the audio books and audio computer technology. In addition, for all of these students I will pay careful attention and make sure that the visually impaired or blind student is getting all of the same things that the other students are getting. I will explain all movements and directions I make out loud in order to not exclude the students.

Assistive Technology

As I have already spoken of, talking software and recorded books are very good assistive technology for out disabled students. According to Peterson in chapter 15, there are low technological solutions, high technology, software, and hardware. Some low technology adaptations would be "using a large rubber pad on the top of a desk to help materials adhere more easily for students with limitations in their control of their arm and hand movements." Also, large pencils, pen grips, and communication boards are all low technological solutions. Some high technology would be computers (talking software), alternative communication devices, or electronic wheelchairs.

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