

Ware Public Schools

**District
Curriculum
Accommodation
Plan
(DCAP)**

August 2010

WARE PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

The Ware Public Schools goal is to provide a sound foundation of academic excellence in combination with an environment that promotes emotional, social, and physical growth and development. The schools offer a wide range of programs and services to meet the needs of all learners. Our small class sizes and appropriate use of teaching assistants in many classes allows the schools to provide class support to students who may need additional assistance. The availability of after school help provides an additional system of individual academic support for students.

Through a system of team meetings, parent-teacher conferences, and specialist consultations, students may also be provided with a variety of accommodations designed to meet their needs. Each school has a student assistance or child study team that meets to discuss the individual needs of students as they arise. Recommendations for accommodations are made by this team and carried out by the staff involved with the education of the individual student. Specialists, including speech pathologists, an occupational therapist, a physical therapist, a behavior consultant teacher, and psychologists, may consult with any of these teams or with individual teachers to help determine the appropriate level of assistance or to train general education staff to deliver specific accommodations.

The Ware Public Schools has a variety of supports for students with emotional or behavioral difficulties. All schools have full time counseling services provided by school staff, and therapeutic clinical services are provided through the Valley Human Services. A full time behavior consultant teacher provides consultation, training, and modeling for teachers and staff related to the specific problems of individual students. An inclusive alternative program for special needs students identified through an IEP Team meeting process and/or general education students identified through a parent/teacher/administrator meeting as needing a more intensive behavior program is available for middle school and high school students.

The direct and systematic instruction in reading is included in the curriculum for all students from elementary school through eighth grade. English Language Arts courses are required for all students in ninth through twelfth grades and separate reading instruction is available for students needing continued remedial support. School wide Title I are provided through a coaching model at the elementary and middle school levels and direct services are provided through Reading Recovery in first grade.

The Ware Public Schools provides professional development to all staff related to behavior management and de-escalation and the priority of meeting the needs of special population in an inclusive environment. Specialists also provide individual teacher training and student specific professional development related to individual cases. The District's Professional Development Advisory Committee assists in the identification of topics and the planning of five teacher professional development days each year. Teachers are also encouraged to participate in on-line professional development and may attend special workshops and conferences with the approval of their Principals. Each school is provided with books and professional publications on accommodations and classroom modification appropriate for specific disabilities or learning styles.

CURRICULUM ACCOMODATION PLAN FOR STANLEY M. KOZIOL ELEMENTARY SCHOOL

At Stanley M. Koziol Elementary school, we strive to respond effectively to the diverse educational needs of all of our children. Our goal is to support positive development in all areas of a child's life, including academic, personal and social arenas. We strive to provide a student centered learning environment, which fosters sound standards-based academic development for all of our students.

Our academic curriculum directly reflects standards delineated in the Massachusetts curriculum frameworks and our goal is to prepare all of our children to reach proficient-level status on state testing. Toward this end, teachers at Stanley M. Koziol Elementary School utilize a broad range of teaching strategies, geared to match the needs and styles of individual learners. Recognizing that each child has a unique constellation of strengths; interests; talents; and abilities, we work to ensure that all of our students are provided with educational opportunities to help them develop to reach their fullest potential.

Our school offers a comprehensive array of educational programs and it is our goal to make certain that all of our students receive the necessary support, both within and outside the general classroom environment, to prepare them for academic success. Teachers use direct and reflective teaching strategies, peer teaching; cooperative learning groups; one to one individual support and curriculum modifications based upon IEP and 504 student needs. Teachers are available after school to provide additional support for students who are having difficulty in meeting academic goals.

Parent involvement with students at Stanley M. Koziol Elementary is both valued and appreciated. Some classrooms benefit from the involvement of parent volunteers, who offer extra support to the classroom teacher. An active and productive PTO and School Council help us in both day to day and long range planning.

Field trips, designed to bring classroom lessons to life, are provided for all students and offer a great opportunity to make learning fun and exciting for children.

At Stanley M. Koziol, a Student Assistance Team meets approximately once per week throughout the school year. The "SAT" is composed of classroom teachers and special education teachers and is designed to be a resource for classroom teachers who have concerns regarding students' performance. Offering the referring teacher strategies, suggestions and guidance, the SAT team functions to both ensure that our best efforts are made to allow for student success and those unnecessary referrals to special education are avoided.

Our school utilizes a Three Tier model to address the reading needs of all of our students. Benchmark assessments are given three times a year (fall, winter, & spring) to determine student need. If a student is identified as "some risk" or "at risk" student they are assigned interventions in addition to the ELA core curriculum to address these needs. Progress monitoring occurs bi-monthly to assure that progress is being made.

Grade level meetings occur on a weekly basis as teachers and administration meet to review student data, share strategies, collaborate with colleagues, discuss students' social and emotional issues, look at individual student progress (or lack of), along with communicating a multiple of other issues that occur on a daily basis in the life of a child. Twice a month the

teachers take part in a Professional Learning Community which provides ongoing professional development to assist teachers in refining their craft. Professional development areas are identified through the Leadership Team which includes administrators, teachers, literacy coordinator and district data person.

Our school has a staff of trained specialists in the areas of speech, physical therapy and occupational therapy that provide services to students in need in both within and outside the regular education classroom. Services are provided by specialists via 504 Accommodation Plans and Individual Education Plans. Additionally, a speech pathologist conducts kindergarten classroom lessons in the regular classroom environment to promote proper articulation.

Stanley M. Koziol School has a full time adjustment counselor who provides both individual and small group counseling services for the school's children. The adjustment counselor also provides classroom-based instruction to support healthy social emotional growth and development and is available to consult with teachers and staff as needed. A therapist from our local mental health agency is available on-site four days per week to provide therapeutic services to children, support to their families and consultation with teaching staff.

At Stanley M. Koziol, priority has been placed on creating a school climate where all of our children feel safe and able to learn. Second Step is a well regarded and proven effective program which has formally been deemed an exemplary program by the federal government. In classroom lessons held throughout the year, children receive training in developing empathy skills, problem solving and anger management through Second Step. In addition, the majority of teachers are trained in Responsive Classroom. This approach to teaching encompasses the social, emotional, and academic growth of a child which occurs within a safe environment.

SMK's administration and adjustment counselor work endlessly to assure that all students attend school in a safe environment that is conducive to learning. If at anytime any issues that arrives that infringes on a students' ability to focus on that end is addressed immediately. Parents are notified to assure that all parties are made aware of what is occurring in the lives of their children.

Teaching students about character education takes place through the DiLeo Dragon Program that is built upon the six pillars of character. These pillars include: fairness, honesty, responsibility, respect, trustworthiness, and citizenship. In addition the adjustment counselor also utilizes these pillars in her Character Counts program.

Finally, Stanley M. Koziol Elementary school is working hard to bring 21st century skills to their students. The technology aspect finds each classroom has a number of computers that will allow students the opportunity to have access within their day. In addition, the elementary school now has a half time computer teacher that finds students attending computer class once a week.

CURRICULUM ACCOMODATION PLAN FOR WARE MIDDLE SCHOOL

Ware Middle School strives to provide all students with maximum inclusion opportunities in a least restrictive environment. Exceptions are made for students who require individual or small group intensive instruction according to tile One, Individual Education Plans or 504 plans. We utilize a student assistance team model to identify, address, and monitor the academic, social and emotional needs of all students in a pre-referral to special education manner.

A variety of classroom based accommodations and services are available at each grade level and in all academic areas. These include: preferential seating, small group instruction, cooperative learning, peer tutoring, word walls, graphic organizers, and before and after school teacher help sessions.

All students have access to the structured learning room which is staffed by a special education teacher and paraprofessional. The SAT and individual teachers may refer students on an “as needed basis” for either a short term or long term depending upon the nature of their needs.

The School Adjustment Counselor is another resource that may be accessed by all students. Services range from school wide initiatives to small group and individual counseling. Referral to outside agencies, including VHS is made when appropriate.

Students with more intensive needs that are identified through IEP’s, 504 plans, or Title One may require specialized or pull out services. Providers include special education teachers, a speech and language specialist, reading and mathematics specialists and occupational and physical therapists.

The 2010-2011 brought the establishment of a new program to Ware Middle School designed to meet the needs of students with moderate and severe physical and cognitive needs. The LEAP program is a multi modal, highly differentiated model designed to connect these students to daily living skills.

CURRICULUM ACCOMODATION PLAN FOR WARE JUNIOR SENIOR HIGH SCHOOL

The general philosophy at the Ware Junior Senior High School is one of inclusion for all students with additional support provided based on both an Individual Education Plan and/or student request. Faculty modify curriculum based on integrating the State Frameworks with individual student need. Curriculum modifications are available in many classrooms and a student assistance team, peer tutoring, after school help are all part of the school’s system of accommodations. MCAS tutoring, on-line remediation (Study Island), after school help, and teacher support before and after school are all available at Ware Junior Senior High School. In addition, there is a life-skills program and study skills classes for sustained assistance if a student needs it.

Curriculum modification, preferential seating, small group instruction, cooperative learning, multi-modal instructional delivery and alternative assessments are available in most academic classrooms in Ware Junior Senior High School.

English Language Arts - There are Alpha Smart Computers available on an as needed basis for writing which contain spell check. The high school students have access to the library and several computer labs for writing and research. The junior high school students have access to a computer lab in the eighth grade wing of the building. Additionally, a number of classrooms have computers available for student use. Microsoft Word supports spell check and grammar check.

Math – Manipulatives are used in many math classes. Graphing calculators are also available to students. Graph paper, computer modeling and videos are used to support alternative learning styles in math throughout the school.

Science and Technology/Engineering – Multiple forms of instruction are offered to address different learning styles. Lab experiments are integrated into the classroom with a focus on experiential learning at the seventh and eighth grade level. Curriculum units include multiple opportunities for success and a variety of assessment models. High school students work in small groups, use experimental procedures and are supported with scientific probes, calculators, and graphing paper when analyzing data.

Social Studies and History – Timelines are frequently used to depict changes over time. Population graphs, maps, videos, - all support a wide range of student learning styles throughout the Social Studies department in grades 7 – 12 in Ware Junior Senior High School.

World Languages – Curriculum modification, dictionaries and a range of technology support differentiated learning in World Languages.

Health – Models of human anatomy and physiology, curriculum modification, video and computer based instruction all support individual learning needs in health. Assessment in physical education is based on individual progress, not athletic prowess, thus allowing all students to have a personal growth plan for physical education.

Technology – Students work on lessons in a self-paced mode. The nature of technology often provides direct, one-one feedback to the student. In addition, curriculum is modified and peer teaching and learning occur.

Art – The course work is somewhat self-paced, curriculum is modified and assessment is based on progress and completion, not innate artistic ability. Extra help is also offered both before and after school.

Music - Band, vocal, and general music classes are all-inclusive. Students are assessed on their participation and individual progress.

GENERAL GUIDELINES

These provide guidance to teachers and teams of teachers on the following topics: At-Risk, ADD or ADHD, Deaf or Hard of Hearing, Deafblind, Emotional Disabilities, Gender, Gifted and Talented, Learning Disabilities, Limited English Proficiency, Physical Disabilities, Race, Significant Cognitive Challenges, Speech/Language, Traumatic Brain Injury, and Visual Impairment. The information on each topic includes:

- Characteristics
- Essential Learnings
- Classroom Practices
- Assessment Strategies
- Service Options

CHARACTERISTICS OF STUDENTS AT RISK

1. At risk situations are determined by the presence, in sufficient quantity or severity, of psychological, economic and social stressors commonly accepted as contributors to dysfunction or distress.
2. At risk situations are correlated most highly with, but not limited to:
 - Minority populations
 - Low socioeconomic status
 - Disorders, which impair judgment, i.e. drug/alcohol, abuse
 - Family disruption, i.e., divorce
 - Personal crisis, i.e., sexual abuse
3. At risk symptoms manifest in destructive behaviors, such as school failure, drug/alcohol use, gang involvement, teen pregnancy, suicidal thoughts, underemployment, and illegal acts.
4. This is a transitory category. It is not a permanent or exclusive label.

ESSENTIAL LEARNINGS FOR STUDENTS AT RISK

At risk students need to learn:

1. Functional life skills that are involved in becoming a productive citizen:
 - Problem solving
 - Critical thinking
 - Decision-making
 - Communication and listening skills
 - Cooperation (e.g., negotiation, team work)
 - Refusal skills
 - Self-assessment
 - Planning and goal setting
 - Anger and conflict management
 - Coping skills and managing rejection
 - Resource identification
 - Organizational skills (e.g., time management)
 - Study skills
 - Leadership
 - Employment skills
 - Money management
2. Options, strategies and resources for practicing personal safety and health.
3. To recognize and build upon personal strengths, capabilities and past experiences in themselves and in others.
4. To identify their personal needs, develop realistic goals and evaluate their progress, such as in a Personal Education Plan.

5. The content and skills necessary to achieve basic competence in reading, writing and mathematics.
6. To generalize academic content to their lives beyond the classroom.
7. To develop and maintain a positive relationship with at least one adult in the school setting
8. To take responsibility for their behaviors and the consequences.
9. To communicate and work effectively with people of diverse backgrounds, including different cultures, race gender, socio-economic backgrounds, physical and mental abilities and lifestyles.
10. About career options and how school work relates to those options.

CLASSROOM PRACTICES FOR STUDENTS AT RISK

To provide effective classroom practices for students at risk, educators need to:

1. Create a safe environment by providing:
 - Consistency
 - Structure
 - Clear expectations
 - Opportunities that promote independence and cooperation
 - Information/encouragement to access support services (e.g., student assistance programs)
 - A consequence/discipline and reward system
2. Teach the student to recognize and manage physical and emotional stress through techniques, such as:
 - Stress reduction
 - Problem solving
 - Anger management
 - Conflict management
 - Proactive vs. reactive behavior
3. Teach critical thinking skills through activities, which promote:
 - Decision-making
 - Goal setting
 - Appropriate expression of ideas
 - Problem solving
 - Creativity
4. Create a productive and supportive classroom by:
 - Allowing students to participate in establishing classroom rules and suggest classroom activities
 - Modeling acceptance of individual differences
 - Acknowledging the progress and success of students
 - Utilizing strategies for smooth transitions
 - Encouraging appropriate risk-taking

5. Provide the conditions and materials necessary to promote learning for students. These conditions and materials will be inclusive of and unbiased towards the diverse student population, including:
 - Culture
 - Socio-economic status
 - Gender
 - Family composition
 - Physical ability

6. Use diverse teaching strategies by:
 - Providing opportunities for students to help/teach other students and/or share what they do well.
 - Teaching organizational skills (e.g., note taking, study habits).
 - Using a variety of materials to teach concepts, including current.
 - Offering a variety of options to complete assignments (e.g., written, speech, role play)
 - Using experiential learning (e.g., class meetings, cooperative learning groups, service learning.)
 - Using a variety of ways to group students (e.g., pairs, teams.)
 - Supplementing classroom resources/opportunities with additional school and community based resources/opportunities (e.g., field trips.)

ASSESSMENT STRATEGIES FOR STUDENTS AT RISK

In assessing the learning of students at risk, educators need to:

1. Provide a variety of assessment methods, such as:
 - Standardized test
 - Project and/or portfolio
 - Self-assessment
 - Essay
 - Verbal
 - Group project
 - Staff/team evaluation
 - Demonstration

2. Provide assessments, when appropriate, that reflect
 - The student's predominant language
 - Cultural and geographic consideration
 - Developmentally appropriate material
 - Acknowledgment of multiple forms of intelligence (e.g., art, music)
 - Divergent thinking (multiple correct responses)

3. Focus on assessing knowledge, with consideration for the following factors:
 - Time and day of week
 - Length of time allowed
 - Testing conditions, e.g., environment, materials
 - Student's present condition, including emotional and physical state

4. Train the student in self-assessment and provide the opportunity for ongoing self-assessment. The student should be included in determining his/her best learning/performance style.

5. Provide clear expectations of upcoming lessons and the small steps (benchmarks, increments) necessary to master those concepts.
6. Give opportunities to assess in the student's dominant learning style. The student, however, should also learn how to function/perform in other assessment styles.

SERVICE OPTIONS FOR STUDENTS AT RISK

For students at risk to have adequate opportunities to learn, schools need to:

1. Provide adequate staffing to meet the needs of the students. Students, parents and school staff will have input on such issues as:
 - Class size/teacher to student ratio
 - Staff availability, e.g., access to social workers, nurses etc.
 - Time allowed for student/staff contact.
2. Create and enforce policies concerning safety with equity and fairness for all students and staff. These policies, however, will not interfere with the continued learning of any student.
3. Provide a forum, which identifies and addresses problems within school boundaries. This forum will include student and parental representation.
4. Offer opportunities for students to interact with other students within and outside of the school setting, e.g., peer-tutoring, cooperative learning groups, peer support groups, peer-mediation, and social groups.
5. Ensure that the school environment is safe, productive and supportive. The school environment will be conducive to learning and acknowledge the success of all students.
6. Foster a partnership with parents that shares responsibility for constructive involvement in the students' education, e.g., input on curriculum, shared decision-making, parent training on current issues, social activities.
7. Serve as an ongoing (12 months a year) education and resource facility. Youth and families will be linked, as needed, to such community services as:
 - Social services and welfare
 - Recreation
 - Mental health services
 - Literacy programs
 - Before/after- school programs
 - Early childhood education/programs and services
 - Child and infant care
 - Service groups and clubs
 - Health services
8. Encourage involvement of diverse populations (e.g., multicultural, gender) in school activities by students and staff, and the community when possible.
9. House programs that assist students with the early identification and intervention of problems that could lead to academic failure and risk behaviors. Programs can include, but are not limited to:

- Counseling/support groups
 - Referrals to community resources
 - Support for key transition periods
 - Peer tutoring/mentoring programs
 - Relationship with one adult in school setting
10. Allow the flexible use of resources, time and administrative processes to give students the easiest access to education services. This will include eliminating barriers which sometimes make school access difficult for children, e.g., school assignment, bus assignment, transition. The flexibility will extend to all relevant areas, such as:
- Transportation
 - Extended hours/days
 - Use of facility
 - Access to materials, e.g., books, technology.
11. Offer an ongoing system of recruitment, pre-service training and professional development for school staff. This system will equip staff with the skills and knowledge necessary to provide all students with the opportunities to achieve the state standards and national goals. Components of the system can include:
- Multicultural role models and issues;
 - Equity issues, e.g., ethnicity, culture, gender and sexual orientation;
 - Principles of effective prevention, e.g., modeling, resiliency, research;
 - Principles of partnership, e.g. empowerment, team building;
 - Methods to elicit parental involvement; and
 - Effective consequence/discipline systems.
12. Implement a recognition system that acknowledges students' progress in removing barriers to learning, e.g., a student attends all AA group meetings and stays sober.

**CHARACTERISTICS OF STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD)
ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**

A student with ADD/ADHD may exhibit many of the characteristics listed below:

- Hyperactivity may or may not be present
- Easily Distracted
- Appears to daydream
- Lack of organizational skills
- Difficulty staying on-task
- Limited impulse control
- Age inappropriate behavior
- Consistently inconsistent
- Limited task follow through, may not be able to sustain effort
- Talks excessively and/or blurts out or interrupts others
- Learns information, but has difficulty demonstrating knowledge in traditional ways
- Lack of motivation
- Low frustration tolerance and low work productivity
- Social/emotional health may be impacted (i.e., social skills, peer acceptance, self-image)

- ADD may co-exist with other conditions (i.e., Learning Disabilities or Emotional Disturbance)

ESSENTIAL LEARNINGS FOR STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD) ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Students with Attention Deficit Disorder and/or Attention Deficit Hyperactivity Disorder need to learn:

1. Organization

Students need to be taught/learn the following organizational skills for use in a variety of environments including school, home, and community:

- Strategies for starting/finishing a task
- Study skills
- Time management skills
- Decision-making skills
- Strategies for transitioning between activities
- Memory strategies
- Talking self through a task
- Goal setting skills
- General organization and coordination of materials and assignments

2. Self-Advocacy

Students need to be taught/learn the following self-advocacy skills for use in a variety of environments including school, home and the community:

- Knowledge of ADD/ADHD, legal rights, and impact of ADD/ADHD on self
- Skills for expressing own feelings and needs
- Negotiation skills
- Skills for using technology/alternative formats for assignments
- Strategies for building on strengths
- Ability to know needed modifications and the ability to request that modifications be made
- Knowledge of strengths, weaknesses, personal learning style and their application in daily schoolwork, community life, and career options

3. Self-Control/Monitoring

Students need to be taught/learn the following self-management skills for use in a variety of settings, including school, home, and the community:

- Strategies for staying on task
- Skills for thinking and waiting before acting
- Skills for paying attention to what is important and ignoring the unimportant
- Skills for matching energy level to task and/or environment
- Skills for consistently producing quality work
- Strategies for dealing with change
- Skills for becoming accountable and responsible for behavior and learning

4. Social Skills

Students need to be taught/learn the following social skills for use in a variety of environments,

including school, home, and community:

- Skills for resolving conflicts
- Skills for making and keeping friends
- Skills for complimenting others
- Skills for learning to stop inappropriate interactions
- Skills for accepting feedback about behavior and not using ADD as an excuse
- Skills for anger management
- Skills for understanding body language and reading social cues
- Skills for appropriate self-expression
- Skills for taking turns and working in groups
- Attending and listening skills
- Skills for making requests appropriately

CLASSROOM PRACTICES FOR STUDENTS WITH: ATTENTION DEFICIT DISORDER (ADD) ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

To provide effective classroom practices for students with ADD and/or ADHD, educators need to:

1. Learning Environment

- Create a structured environment — Consistency, routine, preparation for change, visual cues and reminders
- Reduce distractions — Use study carrels, headphones, alternative settings for work
- Teach/promote/allow the use of technological aids — Spell checkers with/without auditory feedback, calculators with/without auditory feedback, recorders including variable speed machines, computers and appropriate software including word processing
- Limit transitions (class-to-class, number of teachers, etc.)

2. Instructional Techniques

- Teach organizational techniques/study skills — Color code/highlight materials and assignments; break down long term projects into small steps; create daily assignment notebook, use memory strategies such as summarizing and paraphrasing; teach test taking and note-taking skills; teach reading strategies (i.e., outlining and mapping) teach editing, prioritizing and list making strategies.
- Provide clear, concise directions, expectations and rules — Repeat directions, model directions, demonstrate task with student imitation; use a multisensory approach; limit number of rules; create clear concrete rules that are limited in number; teach routines.
- Allow for movement — Provide opportunities for movement with a purpose and use of manipulatives (silly putty, balls, clay, etc.); allow frequent breaks and recess
- Promote use of peer helpers and improved peer relationships — Create cooperative learning groups with appropriate peers, peer tutoring; facilitate peer acceptance.
- Provide/allow modified or adapted assignments — Eliminate excessive copying from board or books to paper; use of recorded books; alternative assignment formats; provide set of books and materials for home use.
- Communicate with involved persons on an ongoing basis — Use a home/school communication system; maintain a list of "what works" for the student; provide feedback to medical/mental health personnel as needed; encourage consistency

across environments.

- Develop a system with the student to facilitate medication delivery at school.
- Allow the student processing time for questions and information.
- Provide desirable alternative activities for students to access after completing assigned tasks.

3. Behavior Management

- Clearly state and consistently implement expectations and consequences.
- Catch students being good.
- Develop behavior plans to address problem situations across the day/settings. Train staff to implement plans in a consistent manner.
- Provide meaningful positive reinforcement systems.
- Reward partial accomplishments.
- Increase supervision during unstructured times.
- Set up behavior management systems and frequently review and update.
- Promote use of charting of student progress/promote student use of self-charting.
- Avoid power struggles; pick your battles, and maintain a calm neutral response.

ASSESSMENT STRATEGIES FOR STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD) ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

In assessing the learning of students with ADD and/or ADHD, educators need to:

1. Consider Contextual Factors Related to Assessment

- Test in one-on-one or small group settings.
- Provide alternative settings.
- Allow for movement/standing instead of sitting.
- Provide extended time with breaks.
- Break tests into smaller parts.
- Give clear descriptions/expectations of what will be assessed.
- Test only what is taught.
- Use community and career development activities to assess skills and abilities.

2. Provide Alternative Formats

- Offer students a choice in testing/assessment formats, including the following:
- Allow verbal/oral responses
- Encourage use of technological aids (computers, calculators)
- Promote the use of project portfolios and/or other tactile project choices
- Provide alternatives to computerized answer sheets
- Provide practice tests
- Provide a study format identical to the test format/no surprise quizzes
- Allow open book/open resources
- Provide word bank for vocabulary or fill-in-the-blank tests
- Allow take home tests
- Provide readers or scribes for tests
- Allow tape recording of test and/or student responses
- Use teacher/team observation
- Promote self-evaluation/rating

3. Develop Grading Policies

- Use an individual grading scale
- Grade primarily content/ideas, secondarily, mechanics
- Use narrative report cards or a combination of narrative and traditional grade cards
- Grade based on items completed, not total number of test items
- Use a grade based on efforts of cooperative group

SERVICE OPTIONS FOR STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD) ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

For students with ADD/ADHD to have adequate opportunities to learn, schools need to:

1. Ensure training, support, and resources for teachers, staff, parents, students, community members and employers in needed areas, including the following:

- Discipline
- ADD/ADHD
- Instructional practices
- Behavior management
- Technology
- Legal requirements
- Treatment options
- Teaching and learning style
- Teaming

2. Provide adequate planning time for consultation, teaming, collaboration and communication with parents and staff and with service providers outside of the building.
3. Provide environmental modifications to allow for movement, flexibility of workspace, etc.
4. Allow for accommodations in learning style; match teaching style with learning style.
5. Lower student/teacher ratio in regular classroom based on severity and need, curriculum, age. Use volunteers, mentors, aides, small groups, etc. to assist with all students.
6. Provide access to full-continuum of service options (i.e., one to one, small group, full class, etc.).
7. Encourage alternative/flexible schedules and curriculum.
8. Ensure accommodations for diverse learners are built into school improvement plans.
9. Provide counseling services and social skills groups (large, small, and individual).
10. Institute a mentor program for students and teachers.
11. Ensure the availability of support groups for students, teachers, parents, peers, siblings, and the community.
12. Provide tutorial services before and after school (e.g., academics, motor skills, social skills, organizations, etc.).
13. Assist students in connecting with community agencies that can provide support in a variety of environments including home, school, community and employment.

CHARACTERISTICS OF STUDENTS WHO ARE DEAF OR HARD OF HEARING

1. In General:

- An estimated twenty one million Americans have some degree of hearing loss, mild to severe. The great majority of the students are hard of hearing, not deaf.

- Ten percent of students who are deaf/hard of hearing have parents who themselves are deaf.
- Hearing loss is not connected to cognitive ability

2. Communicative Characteristics

- Speech production is generally affected by hearing loss, especially voice and articulation quality. (Speech is a skill learned through imitation. It is hard to learn to say that which you have trouble hearing.)
- A delay in language development, telegraphic, incomplete sentences, pervasive difficulty with syntax, and a lack of facility with idiomatic language are all prevalent. None of this is necessarily related to intelligence.
- Sign language, if used, may be a "PIDGIN" form of English; it may be straight English; or it may be American Sign Language (ASL)--the sign system used by the Deaf adult community. ASL is neither English nor a sign system with a written form.

3. Behavioral Characteristics

- Often, may appear to understand, but really doesn't; require frequent checks for understanding.
- Will speech read (lipread). This is not an exact science -- the most skilled deaf adults "get" about 35% of what is said.
- May fail to respond to questions, or responds with seemingly irrelevant answers
- Occasionally, takes a peculiar listening posture
- May seem more aware of movements than sound
- Confuses words that sound or look alike

4. Learning Characteristics

- For the most part, these students are visual learners.
- They often miss multiple meanings of words and idiomatic language.
- They take a very literal translation of written material, missing subtlety.
- They require constant rephrasing - not necessarily simplifying – of information.
- They will require repetition of presentation.
- Generalization and transfer of learned material is not a given - it must be modeled and required.

ESSENTIAL LEARNINGS OF STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students who are deaf or hard of hearing need to learn:

1. Adequate language and vocabulary to understand the instruction.
2. Adequate language and vocabulary to ask questions.
3. Sufficient skills to attend to instruction, to study the new material, and to prepare for tests.

This includes:

- Sufficient skill in self-advocacy or sense of personal responsibility to ask questions whenever and wherever needed, and to "manage the conversation" in order to get needs met
- Ability to organize, generalize, and transfer learning

- Communication skills sufficient to express needs related to deafness
- Social skills sufficient to participate in the classroom and in unstructured times
- Knowledge of home community and rights as a disabled citizen in any setting, the ability to ask for any changes necessary to ensure clear communication in any environment
- The knowledge of how to work with all support staff, including how to access and use a variety of technology/equipment.

CLASSROOM PRACTICES FOR STUDENTS WHO ARE: DEAF OR HARD OF HEARING

To provide effective classroom practices for students who are deaf or hard of hearing, educators need to:

1. Create an "interactive" learning environment in which:
 - the deaf/hard of hearing child is an active participant
 - the student can manage, visually, all the input required to attend to instruction
2. Instruct using student's preferred mode of communication.
3. Given the student's mode of communication, teach at a pace commensurate with his ability to process and respond to new information.
4. Instruct at appropriate language/linguistic levels.
5. Repeat and reinforce concepts throughout the instructional day.
6. Provide frequent opportunities to apply new concepts.
 - rephrase to accommodate for idiomatic, figurative, and/or complex language
 - set context for new concepts, tying instruction to child's own experience; establish a "need to know" for the material
 - provide materials at appropriate reading levels
 - tie all academic teaching to language and communication
 - provide frequent examples of- as well as exceptions to- the concept
 - teach with frequent use of clear, visual aids
 - speak at a normal rate, without over-articulating, and with slightly greater than normal intensity
 - frequently check for understanding
 - modify curriculum as needed, e.g., community based
 - demonstrated willingness of staff to make accommodations (e.g., interpreters, assistive listening devices)
7. Within the learning environment, ensure that:
 - There is the possibility of block scheduling for vocational education, community based instruction, etc.
 - There is an appropriate pace to the instructional day, including providing necessary breaks.
 - There is organization to the class such that teaching does not occur while the teacher is facing the blackboard, passing out papers, or walking around the classroom.
 - A variety of teaching strategies are used especially to promote generalization and transfer of what has been learned.

ASSESSMENT STRATEGIES FOR STUDENTS WHO ARE: DEAF OR HARD OF HEARING

In assessing the learning of students who are deaf or hard of hearing, educators need to:

1. Ensure that instructions are clear and in student's preferred mode of communication.
2. Allow for a variety of ways to assess understanding (e.g., projects, demonstration, reports, signed vs. spoken).
 - Ensure that assessment is tied to content and not necessarily tied to the ability to read and write English
 - Allow for more time as needed and for the possibilities of individual versus group testing and/or testing in a separate room
 - Ensure that what is being tested is that which was taught (e.g., testing vocabulary comprehension versus child's ability to speak/speech read/sign)
 - Allow for a variety of settings in which to assess understanding (e.g., community, at work)
 - As appropriate, allow for use of calculator, word processor, and other technology
 - Connect/compare standardized assessment with alternative assessments
 - Consider informing the student of the need for or benefit of the assessment being done.

SERVICE OPTIONS FOR STUDENTS WHO ARE: DEAF OR HARD OF HEARING

For students who are deaf and hard of hearing to have adequate opportunities to learn, schools must:

1. Provide interpreters in any situation requiring them.
2. Provide regular consultation, in-service and other support to mainstream teachers.
3. Ensure that all service providers can communicate effectively with the student including through the use of an interpreter.
4. Ensure that each student will have access to speech, language, speech reading, auditory training, and/or sign language as part of instruction.
5. Ensure that all instructional staff are skilled--expressively and receptively--in communication mode of child.
 - Managed instructional environment: minimum of distraction, specialized seating, adequate lighting, acoustics, safety (flashing alarm)
 - Access to note takers and peer tutors
 - Access to captioned films, videos
 - Educational transition services: level-to-level and including interagency coordination for transition to college or the world of work
 - Access to needed assistive devices/auditory equipment
 - Ensure that educational and extracurricular options are not limited by availability and quality of service providers.

CHARACTERISTICS OF STUDENTS WHO ARE DEAFBLIND

Vision and hearing are the two key "distance senses", they provide sensory information from locations away from one's body. When they are absent or impaired, in some combination, the child's development may be greatly challenged. Age of onset, the severity of the sensory loss,

and the presence of other disabilities all contribute to the extent of developmental challenge. These three factors and others are responsible for the great diversity of the population of learners who are deafblind and the need for specialized supports to achieve the best education possible. As a result of this diversity, the needs and abilities of individual learners who are deafblind will vary highly. Four areas of primary educational concern for the learner who is deafblind include: (a) a system of communication, (b) a means of developing social relationships, (c) personal care and life skills management, and (d) travel skills. These skills must be taught systematically with carefully planned strategies to the child since any incidental learning by observation is severely affected by sensory loss and specialized adaptations or techniques are often required.

ESSENTIAL LEARNINGS FOR STUDENTS WHO ARE DEAFBLIND

Students who are deafblind need to learn:

1. Sensory and Individual Learning Style

- An awareness of objects and people in the environment and recognition of what the child hears, sees, touches, smells or otherwise experiences
- Functional use of senses (hearing, vision, touch, smell, etc.) to acquire and process information

2. Communication Skills

- Vocabulary which is meaningful to the child in his or her home, school, and community environments
- A variety of methods of expressing and receiving information, wants and needs, and feelings in a variety of ways such as speech, sign languages, gestures, picture or object boards, Braille, communication devices, large print, audiotapes, etc.
- Skills in using technology, including adaptive aids, to enhance both visual and/or auditory skills: computers, closed circuit televisions, magnifiers, hearing enhancement devices.

3. Concept Development

- Concepts of body, space, and time (e.g., schedule and sequence of activities)
- An ability to apply academic learning to everyday life (e.g., functional reading and writing, money used and time and calendar etc.)

4. Orientation and Mobility

- An awareness of body position in relationship to environment
- Skills to travel as independently as possible in familiar and unfamiliar environments including use of devices such as a long white cane, monoculars, communication cards, etc. (with the method of their choice)
- Familiarity within specific environments (e.g., living environment, classroom, etc.)

5. Life Skills

- Strategies for organizing personal space, items in the environment, and daily care routines (how to prepare for getting dressed or eating, making one's bed)
- Daily personal care skills such as eating, dressing, grooming, personal hygiene, and toileting independently

- Skills to manage one's living environment (e.g., making one's bed, preparing a meal, doing own laundry etc.)
- Home and personal management skills for grocery shopping, cleaning, cooking, and paying one's bills
- Skills in accessing community for shopping, transportation, medical needs, leisure time and other personal needs

6. Social-Emotional Skills

- Body postures and facial expressions, which help, facilitate social interaction with others and replacement of inappropriate behaviors with socially acceptable behaviors
- Problem-solving and conflict-resolution skills with family, friends, and adults
- Strategies for initiating and maintaining interaction, and making and keeping friends
- An understanding and appropriate expression of one's sexuality.
- Self-protection and refusal skills
- Age appropriate leisure activities
- An awareness of age appropriate dress and hygiene in relation to peer group

7. Self-Advocacy Skills

- An awareness and assertiveness regarding individual abilities and needs related to both vision and hearing loss (e.g., need to move closer to the board, need to turn on one's hearing aid, etc.) in order to be comfortable in all situations
- An awareness and skills to select the choices available in everyday life and long range
- Strategies for becoming an active participant in the classroom or community by communicating what he or she needs to be comfortable, to learn, and to feel safe
- Methods necessary to obtain information for safety and medical purposes, as well as getting materials and resources at school, home, and in the community

8. School to Work

- An understanding of student work responsibilities, teacher/parent/employer expectations, and the roles of various people within the student's environments
- An understanding of work habits and skills such as finding and keeping a job, maintaining relationships with co-workers and employers, using time clocks, etc.
- A realistic and accurate concept of self, abilities, post school training potential, and future employment potential.

CLASSROOM PRACTICES FOR STUDENTS WHO ARE DEAFBLIND

To provide effective classroom practices for students who are deafblind, the educators need to:

1. Methods

- Teach to each individual's unique learning style.
- Make use of other educators including specialists in meeting the needs of students who are deafblind.
- Provide a system of time organization such as daily, weekly, monthly, and yearly calendars with objects, pictures, and/or words.
- Give the student appropriate and frequent acknowledgment (e.g., verbal praise, a physical token system) when his or her behavior or responses are correct or incorrect

and/or socially appropriate or inappropriate.

- Expect the student who is deafblind to follow the same rules of behavior that apply to other children in the classroom *and* when they are within the child's capacity to learn and understand.
- Be sensitive for the need to provide extra time for the child to respond, extra time for task completion, and provide an individualized pace for presentation of new information.
- Use individualized and multiple methods of communication including a variety of options to match the student's learning abilities (e.g., gestures, sign language, Braille, enlarged print, audiotapes, tactile sign language, technological devices, use of interpreters, etc.).
- Check frequently to ensure the student understands the task and what is expected of him or her.
- Use, as needed, a high degree of repetition.
- Ensure consistency related to specifics of communication by all service providers.
- Ensure that each student is challenged and encouraged to perform and advance academically at his or her ability level.
- Provide Opportunities for Success new information in practical settings where the child will use the knowledge (cooking in the kitchen, walking the usual route to classes or to the bathroom, etc.).
- Take into account the child's culture/ethnicity and adapt accordingly.
- Provide purposeful, intensive, structured learning experiences - it may be necessary to systematically teach each new concept and task.
- Provide opportunities for the student to review and successfully practice using new skills in a variety of settings.
- Accept and encourage the student's individual approach to learning (e.g., he or she may use the sense of touch before engaging the sense of sight or use several senses at the same time).
- Expose student to new concepts and vocabulary before introducing to the large group.
- Use verbal, written, and/or physical prompts to initiate and to maintain work habits, knowing which prompt works best for each child.
- Use appropriate cues to help the student anticipate the next activities.
- Provide the students with opportunities and materials that ensure he/she is an active participant in his/her daily routine (e.g., choice making, turn taking, problem solving, decision making).
- Individualize learning experiences to match the student's level of ability by modifying the content of the curriculum and/or making appropriate changes in the materials (e.g., enhancing the visual, auditory, or tactile information).
- Provide consistency and predictability in the daily activities of the child as a way of facilitating independence.
- Facilitate activities, which encourage peer interaction and friendship.
- Set up activities that help the child adapt to events out of the routine and emergencies.
- Facilitate activities, which teach and offer opportunities for peer interaction and friendships.
- Use a high degree of "hands on", experiential learning.
- Provide hand-over-hand assistance, verbal, and tactual cues only when necessary.

- Allow independence whenever possible.

2. Materials

- Use real life materials to reinforce functional learning and provide the student with opportunities to make choices in his or her daily routine.
- Use specialized materials, equipment, and technology that allow the learner full access to classroom information that the child who is deafblind may not see or hear (e.g., amplification devices, low vision aids, Braillewriter, closed caption video/film, descriptive video, Braille, large print, sign language, interpreter, TDDs).
- Provide tools for independent mobility, as required.

3. Environment

- Ensure physical consistency of the environment by structuring the classroom to allow the learner safe movement (e.g., clear obstacles from travel pathways), maximized travel independence, and increased access to personal storage space and materials within the classroom (e.g., designated coat hook or locker, specific items are kept in the same place).
- Ensure that the student is in a comfortable and supported position for learning tasks.
- Minimize auditory and visual distractions, and enhance the environment to optimize auditory and visual reception (e.g., attention to lighting, contrast, color, angle, and distance of materials, etc.).
- Provide extra space for specialized materials available to the group and available only to the individual child.

4. Instructional Content

- Teach communication throughout every activity and experience. Start simple, build to complex.
- Teach communication skills in the context of meaningful social and education activities by using alternative or assistive communication systems such as sign language, object or picture boards, adapted for each individual child.
- Teach adaptive living skills by means of functional practice within the setting where these skills normally occur.
- Provide for physical activity to promote fitness.
- Teach mobility skills by means of predictable routes with easily identified landmarks, possible use of equipment such as a long cane, etc.
- Orient the student with the surroundings in any new setting.
- Provide support for learner to grieve for sensory losses, if the disability(ies) diminishes suddenly or gradually.
- Provide opportunities for recreation and leisure time activities (at school, home and in the community).
- Provide opportunities to explore and learn about a variety of jobs and/or additional work skills.
- Provide support for choosing a job and getting started.
- Provide opportunities for retraining, if vision or hearing status changes with age.

ASSESSMENT STRATEGIES FOR STUDENTS WHO ARE DEAFBLIND

In assessing the learning of students who are deafblind, educators need to:

1. Develop an evaluation strategy based upon the educational concerns for the student, which may or may not involve the use of standardized test instruments.
2. Use a functional skill assessment (skills within natural context of learning and in a variety of situations).
3. Eliminate inappropriate assessment items (those that are solely based on a visual and/or auditory response).
4. Analyze test items to assess what skill or concept is actually being measured. Then adapt activities and materials to assess these skills in a way that is appropriate for the child.
5. Modify materials and methods of the assessment procedures to meet the sensory and/or physical needs of the child without compromising the intent of the assessment task (for commercial, as well as teacher-made materials).
6. Utilize a team approach of assessment and include individuals who are familiar with the student.
7. Conduct an assessment in multiple sessions and across a number of environmental settings such as the home, school, and places within the community.
8. Use ongoing observation to evaluate the child's proficiency.
9. Be sensitive to language and cultural implications of the assessment process and assessment materials.
10. Use extreme caution with the interpretation of assessment results (especially standardized tests) with learners who are deafblind.
11. Provide assessment materials in appropriate "literacy medium" such as Braille, large print, etc.
12. Request and acknowledge family input into the assessment process by using parent interview and/or participation in the actual assessment process.
13. Take into consideration the influence of medication and medical condition(s) upon the child's behaviors, responses, and performance.
14. Allow more response time when presenting material and extra completion time for the task at hand.
15. Be aware of the size and contrast of the testing materials.
16. Become familiar with the child's preferred mode of receptive communication and communicate with the child in the most appropriate manner.
17. Acknowledge "subtle behavioral" changes as responses to the assessment item.
18. Provide breaks for sensory and/or physical fatigue.
19. Ensure comfortable and supported positioning during the assessment process.

SERVICE OPTIONS FOR STUDENTS WHO ARE DEAFBLIND

For students who are deafblind to have adequate opportunities to learn, the schools need to:

1. Provide a low student-to-teacher ratio. (e.g., the student may require one to-one for some tasks).
2. Use a team approach in all aspects of the child's programming which may include the following members: child, his/her family, interpreters, regular and special educators, orientation and mobility instructor, teachers of children with sensory impairment(s), communication specialist, physical therapists, occupational therapists, medical personnel, psychologist, paraprofessionals, social worker, rehabilitation counselors, employers, transition

- people, and other persons who are directly involved with the life of the child.
3. Collaborate with the student's family in all aspects of the child's educational programming.
 4. Strive to ensure programmatic consistency between the child's home and school life.
 5. Build in appropriate time for team meetings.
 6. Consider a variety of service options to best meet the student's individual needs.
 7. Examine the need for extended school day and/or extended school year.
 8. Address medical needs during school placement hours and identify the personnel who will need to tend to these needs (e.g., medications, suctioning etc.)
 9. Employ co-teaching between special education and regular education teachers.
 10. Use a supervised paraprofessional who has ongoing specialized training.
 11. Provide a skilled interpreter, whenever appropriate, to the child in the classroom.
 12. Access a source of Braille materials, as appropriate, for the child.
 13. Provide families with information about deafblindness, related resources, educational options, and about the special education process and legal rights.
 14. Commence transition planning for students entering adult life, at the recommended age of 14 years and earlier when appropriate. Transition planning should include the family, school personnel, and appropriate rehabilitation personnel.
 15. Provide training for parents to provide communication and use of skills at home.
 16. Provide families and the individual with deafblindness with information on counseling and support resources. This is especially important for the individual who has a progressive or sudden hearing and/or vision loss.
 17. Provide timely and thoughtful transition planning anytime there is a change in the child's program.

CHARACTERISTICS OF STUDENTS WITH EMOTIONAL DISABILITY (ED)

Characteristics of the ED population, which may be helpful when reviewing this document:

- May exhibit pervasive sad affect, depression and feelings of worthlessness; cries suddenly or frequently.
- May display unexpected and atypical affect for the situation.
- May display excessive fear and anxiety.
- May persist in physical complaints, which are not due to a medical condition.
- May exhibit withdrawal, avoidance of social interaction and/or lack of personal care to an extent that maintenance of satisfactory interpersonal relationships are prevented.
- May appear out of touch with reality; have auditory and visual hallucinations, thought disorders, disorientation or delusions.
- May have difficulty getting mind off certain thoughts or ideas; unable to keep self from engaging in repetitive and/or useless actions.
- May display consistent pattern of aggression toward objects or persons to an extent that development or maintenance of satisfactory internal relationships are prevented.
- May demonstrate pervasive oppositional, defiant or noncompliant responses.
- May demonstrate significantly limited self-control, including an impaired ability to pay attention.
- May exhibit persistent pattern of stealing, lying or cheating.
- May demonstrate persistent patterns of bizarre and/or exaggerated behavior reactions to routine environments.

ESSENTIAL LEARNINGS FOR STUDENTS WITH EMOTIONAL DISABILITIES (ED)

Students with Emotional Disabilities need to learn to:

1. Understand and Maintain Physical Health

- Know the effects of behavior on health in order to make healthy, personal choice
- Know and understand the effects of nutrition and medication on managing behavior and emotional well-being
- Know about the relationships between personal lifestyle choices and resulting diseases
- Know about the use and abuse of medication, drugs, and alcohol
- Learn the signs that indicate a need for seeking health care

2. Develop Personal Responsibility

- Learn strategies to prevent and respond to potentially harmful behaviors and situations
- Learn and practice personal hygiene, promoting social acceptance and personal relationships.
- Learn how to play an active and responsible role in determining the outcomes of events
- Learn when it is necessary to comply with social expectations, and community norms and rules

3. Develop Coping Skills

- Learn a variety of strategies to plan, organize and manage daily routines and meet personal goals
- Learn to identify and manage big and little stresses
- Learn how to identify and deal with personal emotions and those of others
- Learn strategies to cope with challenging people and situations

4. Develop Problem Solving and Decision Making Strategies

- Learn to define a problem and select from a variety of options
- Learn and use a variety of strategies for solving problems and making decisions
- Learn how to recognize when change is necessary
- Learn strategies for handling change

5. Self-Advocate

- Know how to get community resources that provide support such as mental health, job and housing, and legal assistance
- Learn strategies for asking for help and how to request the supports that you need
- Learn personal strengths, weaknesses, needs, and abilities and how these relate to your daily functioning
- Learn how to resolve issues of fairness and differing opinion with adults and peers

6. Understand Human Behavior

- Learn how to identify and manage feelings
- Learn about the wide range of human social and sexual behavior
- Learn how behavior is affected by cultural values and personal experiences such as parenting and upbringing
- Learn to tolerate diversity in people and experience
- Develop personal behavior management skills
- Learn to identify the outcomes achieved by specific behaviors such as attention getting behaviors and the need to belong
- Learn new behaviors, which replace the ineffective ones and practice in a variety of settings
- Learn to recognize situations and events that cause emotional or behavioral responses and

develop ways to manage those responses

7. Use Effective Student Behaviors

- Learn to manage time and materials
- Learn to work independently and as part of a team
- Learn effective skills for interacting with adults as well as peers in social and academic settings
- Learn to recognize when you are getting nervous or anxious in academic and social settings and use effective coping strategies
- Demonstrate how managing time effectively, using organizational strategies, and other learning aids can increase your ability to focus on learning new skills
- Learn to recognize and accept authority

8. Make and Keep Friends

- Learn how to select, develop and maintain friends who support appropriate behavior
- Learn how to resolve issues that occur as friendships grow
- Learn to support appropriate behavior of your friends
- Learn to separate personal needs and goals from those of a peer group and the skills for coping with peer pressure
- Learn effective social skills

9. Live Independently

- Learn to set long and short term goals
- Develop a specific career goal which matches with personal strengths and interests
- Develop a system of supports for coping with life after high school

CLASSROOM PRACTICES FOR STUDENTS WITH EMOTIONAL DISABILITIES (ED)

To provide effective classroom practices to students with emotional disabilities, educators need to:

1. Provide a Safe, Nurturing and Accepting Environment

• Physical Environment

- Arrange tables, desks, chairs, and work spaces so that the physical space suits the need of each student.
- Allow students whose activity levels are high to listen and do work in flexible seating arrangements (i.e., sitting on the floor, standing, using a table rather than a desk).
- Create private spaces for students where they can withdraw from the group when they need to be alone.

• Routines and Procedures

- Encourage student input when creating classroom rules and procedures.
- Post rules and routines and adhere to them.
- Notify students whenever possible in advance when routines will be interrupted.
- Schedule activities, small and large group instruction, and other classes in such a way that the activity and attention spans of students are accommodated.
- Teach and review the routines and procedures that students need for transition from a variety of activities such as large to small group activities and from the classroom to the lunchroom.
- Create opportunities to practice routines and procedures.

• Social Environment

- Support failures as learning opportunities.
- Use humor with students.

- Provide students with opportunities to make choices and discuss the outcomes of those choices.
- Teach students to work and play with their peers through positive interactions.
- Model and reinforce appropriate social interactions with peers and adults.
- Encourage students to take responsibility for the classroom atmosphere and to improve it when it is unsatisfactory.
- Allow students time to evaluate their own interactions with others.
- Be able to recognize and admit mistakes.
- Establish a group identity for a class or class period by allowing everyone to play a critical role.
- Establish and maintain clear boundaries between adult and student.

2. Help Students to Learn to Manage Their Own Behavior

• **Classroom Management Systems**

- Set clear, concise and achievable standards for behavior in your classroom and make sure that students and their families know what the standards are.
- Use structure, consistency, reinforcement, feedback, consequences and cues to assist students to meet the standards.
- Understand that students have different abilities and modify your expectations based on those individual abilities.
- Use logical and natural consequences to help your students learn to manage their own behavior.
- Reinforce students to meet standards and encourage students who are less successful.
- Promote an atmosphere that respects students' feelings and abilities.
- Recognize when students are frustrated with an activity so that it can be modified.
- Address issues of fairness.

3. Know and Use Effective Teaching Practices

• **Practice Strategies**

- Provide feedback and encouragement as students try out new skills.
- Provide homework that students have the ability to complete.
- Provide opportunities for students to role-play and practice interpersonal skills.
- Provide ongoing feedback to students.
- Provide practice of new skills in a variety of environments.

• **Instructional Strategies**

- Use a variety of age appropriate activities, methods and materials when teaching.
- Create simulations or provide hands on experiences that help students understand a new concept.
- Encourage students to try new ideas, ask questions, and risk failure.
- Use examples from your students' lives to teach concepts.
- Review daily what has been taught.
- Provide opportunity for cooperative learning.
- Incorporate social skills and life skills throughout the curriculum.

• **Crisis Management**

- Plan for potential crisis situations that include necessary building staff.
- Provide a variety of options for students in crisis and reinforce their use (i.e., voluntary time out, going to the counselor, principal).
- Teach students in non-crisis times to use options.
- Learn to recognize a crisis, when to ask for assistance, and when to follow the crisis procedures.

• **Individualizing Discipline Procedures**

- Write individual plans and evaluate their effectiveness regularly.
- Involve students, their families and other school professionals in developing an individual behavior support plan.
- Balance proactive with reactive strategies and consider students' strengths and needs when writing behavior plans.

ASSESSMENT STRATEGIES FOR STUDENTS WITH EMOTIONAL DISABILITIES (ED)

In assessing the learning of students with emotional disabilities, educators need to:

1. Consider Evaluation Methods

- Use a variety of ways to test for knowledge including verbal responses, portfolios, shortened tests, open book tests, self-evaluation, illustrations, computers and peer evaluation.
- Develop the criteria on which students will be evaluated and provide those criteria to students at the beginning of a unit or class.
- Include teachers, parents, peers, and other significant people in the students' lives in evaluating how the students are doing in using both academic and social skills.
- Assess students' knowledge when they are in a non-agitated, non-crisis mode.
- Allow students to use alternative environments, move around or change seats during testing, or complete testing at a later time if that may improve performance.
- Critique works in progress and provide a series of tests over time so that the student receives useful feedback.
- Provide students with information on performance relative to themselves and their peers.
- Provide opportunity to retake test or redo lessons using feedback from the first attempt.

2. Consider Environmental Modifications

- Provide people and/or technology as support (i.e., tape recorders, scripters, readers, computers).
- Be flexible in choosing the environments in which assessment takes place (i.e., secluded area).
 - Make time adjustments when needed that allow for extra time, shorter time frames or varied time of day.
- Be flexible in methods of testing such as written or verbal.
- Match written test design to students' strengths (i.e., multiple choice, fill-in the blank, true-false, essay, matching).

3. Include Opportunities for Demonstrations

- Create situations where students exhibit their skill acquisition and evaluate their performance.
- Evaluate the student's problem solving process as well as the end product.
- Use portfolios that show examples of work from the beginning to the end of a unit or class.
- Allow for group presentations.
- Assess students in real life situations and evaluate their use of skills (i.e., behaving in social settings, relationships with others in personal and community settings).

SERVICE OPTIONS FOR STUDENTS WITH EMOTIONAL DISABILITIES (ED)

For students with emotional disabilities to have adequate opportunities to learn, schools need to:

1. Assure that each student has access to an adult in the building to build a trusting relationship.
2. Provide opportunities for collaborative co-teaching to occur between mental health faculty,

- special educators, and general educators through common planning times, flexible scheduling, team meetings, and shared professional development.
3. Use community resources such as recreation facilities, clubs, and other experiential education activities to augment the school curriculum.
 4. Coordinate with other human service agencies to ensure that the mental health, social and legal needs of students are met.
 5. Provide a variety of career and work opportunities and the necessary supports so that students will graduate from school and support themselves through work.
 6. Provide off-campus learning opportunities such as job sites in the community, job shadowing, service projects, and experiential/outdoor education.
 7. Work with families to involve them in their student's education through a variety of means including the use of conferences, telephone calls, voice mail, computers, regular written logs and home visits.
 8. Work with families to assist in providing parenting skills, understanding their child's unique needs, understanding legal issues which relate to their children, and accessing community resources.
 9. Provide students with opportunities for support in crisis including access to a supportive adult, counseling and support groups.
 10. Provide students with the opportunity to remove themselves from the classroom setting when their emotional or behavioral needs indicate a need for a physical change.
 11. Allow for flexibility in scheduling including adjusting start and finish times to the school day, class scheduling, use of breaks, involvement in community activities, and alternative course options.
 12. Consider student-teacher ratios in programming for students with social and behavioral needs which accounts for the need for individual and small group instruction and behavior and classroom management.
 13. Provide staff development and continued support to assist personnel in understanding and working with students with significant social, emotional and behavioral needs.
 14. Provide critical information regarding behavior issues to appropriate school personnel.

ESSENTIAL LEARNINGS THAT IMPACT GENDER

Students of both genders need to learn:

1. A variety of learning styles.

- Need to take risks
- Need high expectation
- boys need to learn to respect girls
- all students need a conscious learning of differences in communication styles based on gender in world cultures
- face failure (internally).....males
- perseverance in the face of failure (externally).....females

2. Essential learnings for females

- Believe they can learn
- That success is OK
- Need direct communication styles, i.e., "no" as opposed to "I don't think so!" (will have cultural variances)
- Motivate for success. Reduce the concern about competition from the perceived conflict between femininity and achievement.

3. Social/emotional needs

- Feel safe-physical safety, emotional, free from sexual/racial harassment
- Assurance of each student's right to learn
- Self-expression for all students needs balance; girls need encouragement to express ideas equally and openly (Native American & Asian Pacific male and female students may need additional encouragement and permission; African American males may need to be assured that someone consciously hears their contribution.)
- External affirmation (i.e., males need to affirm themselves, other males, especially girls for their skills and abilities and not their appearances; females need to affirm themselves, other females especially males for their sensitivity and nurturing characteristics and not their aggressiveness and competitiveness.)

4. Academics

- Critical thinking skills....to recognize unfair representation of females and males in their environment in the media.
- All genders/races need math, science and technology - girls tend to stay away from upper level courses and minority students are not encouraged to participate.
- Females need to affirm that they must prepare to be economically self-sufficient.
- Understand the coping skills needed in a school climate and the behavior practices that support them.
- Need role models from both genders in every area of achievement.
- Need and understanding that child rearing is not restricted by gender.
- Need balance by gender in communication.
- Sensitize females and males to appreciate and utilize one another's interests and abilities.

CLASSROOM PRACTICES THAT IMPACT GENDER

To provide effective classroom practices for students of both genders, educators need to:

1. Encourage the display of equitable responses based on gender.
2. Hold high expectations for all students, performance (i.e., males being praised for poetry writing; females being praised for technological development).
3. Provide equitable rewards and consequences.
4. Encourage students to take pride in their abilities--especially African American, Native American and Hispanic females.
5. Use a variety of teaching and evaluation strategies (i.e., cooperative activities, and independent ways of learning).
6. Use gender fair, bias free, equitable language and behaviors in the teaching environment.
7. Intervene and confront others immediately to reduce instances of gender bias, gender stereotyping and harassment.
8. Discuss sexual harassment, sexism and identify their impact and power.
9. Explore the dual cultures and expectations that confront minority females and males
10. Develop classroom activities, which may meet the different needs of females and males of different culture.
11. Have responsibility for implementing gender equity through Title IX of the Education Amendments of 1972 in the classroom.
12. Eliminate traditional groupings (i.e., lining up by sex for the bathroom or boys competing against girls).
13. Encourage females and males into activities, assignments and tasks where they have

historically been underrepresented.

14. Help students visualize gender in a variety of new roles as in careers, especially the new technology.

ASSESSMENT STRATEGIES THAT IMPACT GENDER

In assessing the learning of both genders, educators need to:

1. Provide assessments that are gender fair.
 - Language appropriateness
 - Non-stereotypic model
 - Inclusivity
2. Offer a variety of assessment strategies based on gender and cultural locality.
3. Provide performance or authentic assessment, based on measurable gender outcomes of achievement and learnings.
4. Provide gender relevance to experience.
5. Develop reliabilities and validities across gender and ethnic groups.
6. Record assessment results across gender and ethnic groups.

SERVICE OPTIONS THAT IMPACT GENDER

For students of both genders to have adequate opportunities to learn, schools need to:

1. Make community and parent involvement meaningful.
 - Seek programs and community volunteers to lead and encourage students, especially minority females and males, participation.
 - Maximize parent's desire to contribute by creating an award system for parent's time, energy and commitment.
2. Develop and complement policies/procedures to support gender equity. All means all.
3. Be in compliance with federal and state laws such as Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, 504, Carl D. Perkins for Vocational Education, Americans with Disabilities Act, school-to-work, drug free workplace, ethnic intimidation, family leave, Safe Schools Act, etc.
4. Utilize community service activities for all students to connect/expand the in-school educational activities.

CHARACTERISTICS OF STUDENTS WHO ARE GIFTED & TALENTED

Gifted individuals can generally be characterized by:

1. Extraordinary learning strength or ability apparent through behavioral traits, performance, or aptitude.
2. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations.
3. Capacity and willingness to deal with increasing levels of abstraction and complexity in their areas of talent or intellectual strength earlier than their chronological peers.
4. Ability to make unusual connections among ideas, concepts, and bits of information.
5. Ability to learn very quickly in their areas of talent or intellectual strength.
6. Unusually strong curiosity or inquisitiveness; unusually strong desire to find answers to questions or problems that interest them.

7. Unusual insightfulness and/or intuitiveness, especially in their areas of talent or intellectual strength.
8. Tendency toward heightened emotional and/or physical sensitivity.
9. Tendency to hold high expectations (sometimes unreasonably high) of one's self and others.
10. Capacity for intense concentration and/or focus.

ESSENTIAL LEARNINGS FOR STUDENTS WHO ARE GIFTED & TALENTED

Students who are gifted and talented students need to learn:

1. Self-directed learning skills (e.g., study skills, organization skills, time management skills, etc.) which allow them to maximize their learning effectiveness and to excel at optimal levels of performance.
2. Critical and creative thinking skills and problem-solving strategies, integrated with solid learning content.
3. Knowledge about and skills necessary to manage potential difficulties in learning often experienced by exceptionally able individuals, such as perfectionism, risk-taking, stress, heightened sensitivities, pressure to perform, and high expectations of self and others.
4. Attitudes and skills necessary for accurate and fair self-criticism and evaluation of one's own products, performances, and progress in learning.
5. Research strategies and skills essential for in-depth study and advanced learning, taught as early as possible in student's educational career.
6. Knowledge of self (including learning abilities, learning styles, interests, nature of giftedness, etc.) and knowledge about other gifted individuals as a resource for personal development.
7. High-level development of effective communication, collaboration, and self-advocacy skills.
8. Self-understanding gained from consistently experiencing learning situations that are challenging enough to make hard work necessary.

CLASSROOM PRACTICES FOR STUDENTS WHO ARE GIFTED & TALENTED

To provide effective classroom practices to students who are gifted and talented, educators need to:

1. Use teaching methods and learning opportunities shown by research and practice to be especially effective with gifted and talented students, including, but not limited, to:
 - curriculum compacting and acceleration strategies
 - fast-paced instruction and provisions for progress through curricula at the student's personal rate of learning
 - direct instruction in basic and advanced research and study skills and in the use of a wide variety of technology
 - instructional planning that anticipates differences in diverse learning needs and characteristics of individual students (differentiated instruction, personal learning plans)
 - interdisciplinary instruction and cross-disciplinary application of learning content
 - thematic instruction
 - emphasis on involvement of student choice, interests, and learning strengths
 - in-depth learning projects and independent investigations, done both individually and in small groups
 - judicious use of competitions
2. Provide content learning that requires gifted and talented students to be engaged a majority of their learning time in higher-level thinking, abstract thinking, problem-solving, creativity and

- innovation, and high level research and study skill development.
3. Use flexible, non-permanent instructional grouping practices designed to facilitate accelerated/advanced academic learning (e.g., cluster-grouping, cross-age grouping, grouping by achievement level for specific instruction, interest grouping, collaborative problem-solving groups, etc.).
 4. Offer counseling and guidance strategies specifically designed around the unique affective needs of gifted and talented students (e.g., feelings of being different, effects of uneven development, need for effective self-advocacy, motivation, interpersonal skills, coping with learning barriers, etc.).
 5. Provide opportunities for “real world” investigations and experiences, both inside and outside of the regular classroom (e.g., in-depth study of real problems, work-study, exploration of local and global issues, career exploration, community service experiences, etc.).
 6. Use flexible scheduling allowing for a variety of learning opportunities and purposes.
 7. Provide access to scholars, expert practitioners, and gifted role models (especially important for gifted female students and gifted minority students).
 8. Provide opportunities for students to demonstrate achievement and excellence through competitions, exhibitions, performances, presentations, etc.
 9. Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields.
 10. Provide frequent and regular opportunities to learn and work with peers of like ability and interest.

ASSESSMENT STRATEGIES FOR STUDENTS WHO ARE GIFTED & TALENTED

In assessing the learning of students who are gifted and talented, educators need to consider:

1. Allowing gifted students to test out of required course work, “challenging” a class or unit of study, or waiving requirements based on satisfactory demonstration of prior knowledge, skill, or ability.
2. Pre-testing before instruction in order to make decisions about appropriate instruction for the student.
3. Creating assessment tasks that require complex and abstract thinking, are appropriately challenging, allow divergent responses, emphasize both the depth/breadth and quality of the student’s learning, and motivate students to show their highest level of performance.
4. Using portfolios of the student’s work and/or performance over time that
 - Keep track of continuous progress in the curriculum
 - Incorporate evidence of learning through a variety of assessment methods
 - Make accommodation for different learning styles
 - Show evidence of complexity of learning
 - Provide opportunity for timely and constructive feedback on student’s products or performances, including opportunity for student to revise or improve his/her work
 - Give evidence of affective growth and development
5. Emphasizing student self-evaluation using agreed-upon or predetermined standards of excellence in evaluation criteria.
6. Providing supportive assessment environments that both encourage and allow high-level performance and risk-taking.
7. Using out-of-level tests (e.g., 5th grade level test for a student currently in 3rd grade, end of unit exam from a class above current grade level, taking Scholastic Aptitude Test as a seventh grader, etc.) to determine student knowledge and/or aptitude in a curricular area.

SERVICE OPTIONS FOR STUDENTS WHO ARE GIFTED & TALENTED

For students who are gifted and talented to have adequate opportunities to learn, schools need to:

1. Offer accelerated learning opportunities and settings in the regular school program (e.g., advanced academic classes, advanced classes in the arts, advanced placement programs, honors classes/programs, International Baccalaureate Program, grade-skipping opportunities, early admissions, etc.).
2. Provide grouping arrangements that provide intellectual and interest peer group interactions (e.g., cluster groupings, pull-out programs, seminars, magnet programs, collaborative problem-solving groups, self-contained programs, pre-school programs, etc.).
3. Create personalized Learning Plans developed cooperatively by students, parents, teachers, and counselors, covering a variety of time frames (e.g., unit of study, semester, school year, multiple years, etc., especially for highly gifted students).
4. Offer supplemental inside-of-school and outside-of-school enrichment and extended learning programs and activities (e.g., Super Saturdays, summer academic and enrichment programs, clubs, field trips, extended travel, student exchange programs, academic contests and competitions, mentorships/internships, community service activities, etc.).
5. Provide career exploration and career counseling programs, including future education planning, counseling, and guidance.
6. Offer counseling and guidance services especially for gifted students provided by educators with expertise in gifted and talented student education (e.g., self-awareness programs at the elementary level, advisor advisee groups at middle school, special counseling and advisement at high school).
7. Offer support services in the school for gifted and talented students provided by persons with expertise in both gifted and talented education *and* specialty areas (e.g., counselors, special education personnel, teachers for the visually and/or hearing impaired, teachers for students with limited English proficiency, etc.).
8. Design efforts to coordinate, combine, and/or share resources, people and facilities within a district or building in order to maximize access to and utilization of available resources for supporting student learning (e.g., very talented younger students utilizing studios or laboratories at high school or college, high school teachers working with talented middle level students in accelerated academic programming, etc.).
9. Offer programs for providing information and training in gifted and talented education for parents, teachers, and administrators.
10. Offer support and information services for parents and professional educators provided by trained persons who have responsibility for gifted and talented education programming (e.g., state director of gifted programming, district and building coordinators, school-based resource teachers, etc.).
11. Facilitate cooperative agreements between K-12 schools and institutions of higher education providing for concurrent enrollment, dual credit, and other advanced and/or postsecondary options.

CHARACTERISTICS OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES (SLD)

1. Students with learning disabilities often tell us things like:
 - “It’s just harder for me to learn than for the other kids.”
 - “I feel frustrated when I can’t do it.”

- “Sometimes I don't feel very smart.”
- 2. Teachers often say things like this about students with learning disabilities:
 - “I know she’s bright, but she can’t perform tasks that other students can. She has so much trouble reading (or writing, or doing math).”
 - “He’s so disorganized, nothing ever gets done.”
- 3. Parents may tell us things like:
 - “She doesn’t have many friends.”
 - “He doesn’t like school.”
 - “She's just slower than her younger sister.”
 - “He's just not motivated.”
- 4. Research and experience tell us:
 - Students with learning disabilities:
 - are capable of learning and can be productive, participatory students and citizens.
 - form a heterogeneous group with a wide range of skills, talents and needs.
 - may experience difficulty learning throughout their lives.
 - Learning disabilities are related to differences in central nervous system functioning which affect perception and language and cognitive processing. This leads to difficulty acquiring academic and social skills. As a result students may be less actively involved in learning and may be less efficient learners.
 - Students with learning disabilities may experience difficulty:
 - developing effective social skills
 - acquiring academic skills
 - applying what they've learned
 - making appropriate decisions
 - expressing themselves and understanding others
 - remembering information
 - utilizing effective, efficient learning strategies
 - Learning disabilities are not caused by mental retardation, emotional disturbance, sensory impairments, or other disabilities.

ESSENTIAL LEARNINGS FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES (SLD)

Students with learning disabilities need to learn:

1. The essential, component skills necessary to learn to read, write and do mathematics.

The skills of reading, writing, speaking/listening and mathematics are essential learnings for students with learning disabilities and are inherent to the acquisition of all other learning. The development of these skills are ongoing and should be incorporated across content and grade levels.

- Essential, component skills for reading that may prove difficult for students with learning disabilities include:
 - decoding skills
 - vocabulary skills
 - accessing essential background knowledge
 - comprehension skills
 - summarization
 - self-monitoring for accuracy and comprehension
 - Essential, component skills for writing that may prove difficult for students with learning disabilities include:

- development of ideas
- retrieval of background information
- organization for and of writing
- sentence formulation
- mechanics and spelling accuracy
- penmanship
- self-monitoring of writing process
 - Essential, component skills for mathematics that may prove difficult for students with learning disabilities include:
- understanding the language of math
- understanding and applying math concepts
- fluency and automaticity in using math facts and procedures

2. Effective techniques, strategies and tools to compensate for their learning difficulties.

- Memory strategies
- Study strategies
- Listening strategies
- Attending strategies
- Computers and calculators
- Manipulatives
- Multi-sensory strategies for perceptual deficits

3. The self-management skills necessary to control their learning, their behavior and their lives.

- Self-monitoring techniques
- Time-management techniques
- Effective organizational strategies
- Long and short term goal setting techniques
- Coping/stress management techniques
- Conceptual maps and notebooks, clear assignment sheet for grades

4. The social skills necessary for successful interpersonal relationships.

- Initiating and maintaining conversations
- Cooperating with peers and adults
- Interpreting verbal and nonverbal cues
- Resolving conflicts through positive and socially acceptable methods
- Identifying and using various roles appropriately in the family, community and school

5. The skills necessary to be an effective self-advocate.

- An understanding of their own personal strengths, skills and needs
- The ability to build on and develop strengths and talents
- The reasons for personal success and failure, including understanding the positive results of persistence
- Negotiation skills
- The ability to seek assistance, including knowing when, where, and what to ask of whom

6. The problem solving techniques to respond flexibly in various situations.

- Decision-making
- Critical thinking
- Awareness and knowledge of cause and effect

- determining appropriateness of risk taking

7. Practical life skills necessary to function effectively and with satisfaction at home and in the community.

- Maintaining health and hygiene
- Developing leisure activities
- Managing personal finances
- Choosing and maintaining appropriate living arrangements

8. Career development skills to make and pursue appropriate personal employment choices.

- Behaviors necessary for successful employment and training
- Awareness of career interests and aptitudes
- Skills for considering and pursuing future education and training options
- The specific skills necessary to obtain and maintain targeted employment when needed

9. Language skills necessary to adequately express themselves and understand others.

- Vocabulary
- Grammar
- Pragmatics

CLASSROOM PRACTICES FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES (SLD)

To provide effective classroom practices to students with learning disabilities, educators need to:

1. Teach using effective instructional strategies.

- Present the same information and directions through various modalities.
 - utilize materials such as charts, maps, tapes, overheads, flannel boards, chalk boards, VCRs, video cameras, and hands-on materials to present information
 - color code written material provided to students when appropriate. (For example, all information that needs to go home could be on yellow paper, all science material could be on blue paper, the student can edit or highlight with different colors, or written directions can be consistently highlighted in the same color.)
 - give directions in both oral and written formats. Written directions may be on the chalkboard, on the overhead, on chart paper, or on handouts or outlines
- Provide opportunities for active learning.
 - provide a variety of experiential activities such as math manipulatives, music and physical movement, role playing, science experiments
 - provide opportunities for students to have frequent, short exchange of ideas and information with each other
 - present challenging, relevant problems to students to solve
- Establish relevance so the student can relate learning to real life experiences.
 - provide opportunities for community members to work with students to enhance the relevancy of the skills being taught
 - provide opportunities for students to learn and apply skills outside the school setting
- Provide outlines, study guides, and graphic organizers prior to and during instruction.
 - have visual charts and diagrams to help students see relationships between and among concepts
 - help students learn to develop their own visual organizers

- Modify assignments and tests when appropriate.
 - provide a) alternative assignments, b) shortened assignments, c) alternative resources (large print books, reading materials on tape, calculators, alphabet strips, Franklin spelling devices) and d) worksheets with clear and limited print
- Give students more time and support to process information.
 - allow extra time for students to answer oral questions or opportunities to "pass" and answer later
 - provide quiet time and/or extra time to facilitate the processing of new information
 - ask students to repeat or rephrase directions
 - redefine terms or rephrase information to facilitate student understanding
- Thoughtfully and deliberately select and use specific instructional methods for students needing alternative approaches to develop essential reading, writing and mathematics skills.
 - select from a variety of approaches so that the instruction matches student's learning style and needs
 - select from a variety of approaches including direct, explicit instruction and exploratory, discovery activities as determined by student need and task constraints
 - select from a variety of approaches including multi-sensory phonetic, linguistic, and whole language to teach language skills
- Check frequently to ascertain student understanding.
 - have students paraphrase or put information in his or her own words
 - have students use hand signals to indicate whether they are with you or not (thumbs up, "yes", thumbs down, "no")
 - use frequent, short quizzes

2. Establish supportive classroom environments.

- Group and regroup students using a variety of arrangements.
 - group and regroup students by multi-age, ability and mixed ability levels, learning styles, and cooperative learning
 - provide small group or one-on-one instruction
- Arrange the classroom so there are quiet places and social places.
 - provide areas in the classroom for students to be away from others (a study carrel, sofa, bean bag, or desk which is separated from the other desks)
 - provide seating arrangements and activities to facilitate development of social skills
- Establish and communicate high, yet realistic and specific expectations for performance.
 - provide opportunities for learning from errors and for over learning through review, repetition, drill and practice, direct instruction
 - provide grading criteria prior to student beginning a project so student knows what is expected of him/her
 - consistently and positively reinforce students when they meet the expectations
 - consistently provide immediate and informative feedback on student performance when appropriate
 - allow opportunities for the student to monitor, evaluate and describe to others his/her own progress and record growth and changes on graphs, learning or behavior contracts, or incentive charts
 - provide ongoing home-school communication about student progress, resources for appropriate emotional and academic support, and appropriate way parents can help students
 - establish and follow classroom routines
 - teach with enthusiasm
- Provide frequent opportunities for student success and acknowledge the strengths and positive aspects of students' work and behavior.

- provide opportunities for enriching, challenging work in strength areas
- assist students in understanding and using their strengths and talents
- assist students to understand and explain to others their learning strengths and needs

3. Deliberately focus instruction on what students need to learn.

- Identify and focus on the most important information/concepts of the curriculum.
 - develop a master list of essential information to be learned for each class, unit, or subject area and teach it
 - model and provide guided practice of material presented in class before expecting the student to practice on his/her own
 - teach concepts in several different ways to facilitate student's application to several different situations
- Make sure that the important terminology is clear.
 - provide direct, explicit instruction in essential vocabulary
 - teach procedural terms as well as subject and concept vocabulary
- Develop students' thinking skills.
 - provide direct instruction, modeling and practice to develop problem solving and decision making skills
 - plan activities that require students to remember facts, understand information, apply learned information, synthesize information, analyze information, and evaluate information
- Teach specific skills necessary to be a successful student and learner.
 - provide instruction, modeling and practice in listening, speaking, and attending
 - provide instruction, modeling, and practice in memorization strategies such as clustering and mnemonic devices
 - provide instruction, modeling and practice in self-monitoring and regulation skills
 - teach the skills necessary to be successful in cooperative learning activities in which each student is responsible for decision-making, responsibility, and sharing his/her portion of the work
- Provide *and* teach the students to use learning aids and technology.
 - alphabet strips, number lines, Franklin spelling devices, calculators, word processing, computer-aided instruction, tape recorder, amplification devices, and spell checkers when appropriate
- Teach career related skills.
 - provide career awareness, exploration, choice and preparation experiences as part of various thematic units

ASSESSMENT STRATEGIES FOR STUDENTS WITH: SPECIFIC LEARNING DISABILITIES (SLD)

In assessing the learning of students with learning disabilities, educators need to:

1. Consider the following factors in the development, norming and standardization of tests used to determine whether students meet a standard:
 - Alternative assessment methods that is specific to individual strengths and needs (i.e., portfolios, paper-pencil tests, demonstrations, interactive computer presentations).
 - Language and readability levels (i.e., simple instructions with controlled vocabulary and short, declarative statements are most easily understood).
 - Test format

- variety of question formats (multiple-choice, fill-in-the-blank, matching, etc.)
- computerized presentation versus paper-pencil tasks
- enlarged print as appropriate
- white space on paper to provide organizational cues, work space for problem-solving and assist in visual tracking
- Assessment of a range of thinking skills (for instance, representative of a hierarchical taxonomy, i.e., Bloom's).
- Test design to allow for various response methods — untimed administration
 - expression of learning through oral, written and graphic/pictorial responses
 - oral versus written responses
 - short and long forms of the test
 - score is based on content mastery rather than quality of written response (i.e., avoid grading content acquisition based on grammatical structure, spelling, neatness)
- 2. Consider the following in administrating standards-based assessments:
 - Provide for technological accommodations for student responses
 - computer access, calculator, tape recorder, an extra copy of the test (to mark or write on), etc.
 - Provide individuals with procedural accommodations
 - readers, writers for oral responses,
 - extra paper for making notes,
 - extended time
 - more than one opportunity to take the test
 - people to supervise procedural changes, i.e., when the time allowed for taking the test is extended, when the test is administered a second time, when taped administration/ responses are to be used.
 - Provide for environmental accommodations
 - preferential seating based on specific needs (seating away from windows or hall noise)
 - control for distractions (separate room or smaller room rather than a large group setting)
- 3. Consider the following for classroom assessments of standards.
 - Teacher observation across time and settings
 - Anecdotal records
 - Student self-assessment
 - Mastery of skills related to “essential learnings”
 - Hands-on performance
 - Demonstration of learnings (written, oral, projects, visual arts, performing arts)
 - Interviews of students
 - Assessments of developmental milestones for age appropriate skills
 - Social skills assessment
 - Reports/observations from internships and vocational experiences
 - Products from cooperative groups
 - Grading assessments using alternative grading methods

SERVICE OPTIONS FOR STUDENTS WITH: SPECIFIC LEARNING DISABILITIES (SLD)

For students with learning disabilities to have adequate opportunities to learn, schools need to:

1. Provide staff development and follow-up activities to assist staff in working with students with learning disabilities.
2. Provide trained staff to help students acquire communication skills, motor skills, social skills, academic skills, and affective skills.

3. Support collaboration between special educators and classroom teachers by establishing common planning time, flexible scheduling, and team meetings.
4. Utilize teams (including parents, teachers, students, and agencies) to problem-solve and determine appropriate and timely interventions for students experiencing difficulties.
5. Adjust student-teacher ratios to allow for effective instruction, frequent student feedback, opportunities for individual instruction, and effective classroom management.
6. Provide opportunities for students to receive direct instruction in small group and individual settings--in or outside the regular classroom—to address student needs.
7. Provide alternative scheduling options for students
8. Enhance the learning environment through the use of current technologies and multimedia equipment to compensate for students' learning differences.
9. Provide planning and instruction for students' post secondary goals.
10. Collaborate with parents and families to gain mutual understanding of their child's needs and strengths.
11. Provide opportunities for students to help other students.
12. Help parents and students explore community resources to provide experiences for students to participate in community groups and activities.
13. Collaborate with community agencies to help students, preschool - 12th grade, attain the skills needed for educational success and independent living.

CHARACTERISTICS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Research has shown that students acquire a second language in the same way that they acquire the first language. It is an exploratory process with verbal expression increasing as confidence and knowledge are gained through trial and error. Researchers have defined the following stages with corresponding expectations. Since language acquisition is an ongoing process, stages may overlap and growth may occur at varying intervals.

1. Silent/Receptive Stage

The student does not verbally respond to communication in the second language although there is receptive processing. The student should be actively included in all class activities, but not forced to speak. Employing the natural approach and total physical response strategies will allow the student time and clues to encourage participation. Students are likely to respond non-verbally to peer buddies, inclusion in general activities and games, pictures, audiovisuals, and "hands on" projects. As students progress through this stage, they will provide one word verbal responses.

• Characteristics:

- verbally unresponsive advancing to one word responses
- hesitant, often confused and unsure
- indicate comprehension nonverbally
- develop listening skills
- associate sound and meaning

2. Early Production

The student begins to respond verbally using one or two words and to develop the ability to extract meaning from utterances directed to them. The student continues to develop listening skills and builds up a large recognition (passive) vocabulary. As students progress through the stage, two or three words may be grouped together in a short phrase to express an idea.

• Characteristics:

- relate words to environment

- improve comprehension skills
- grasp main idea without understanding all parts
- focus on key words and contextual clues
- one word verbal responses advancing to groupings of two or three words

3. Speech Emergence

The student begins to respond in simple sentences if he or she is comfortable with the school situation and engaged in activities in which he or she is receiving large amounts of comprehensible input. All attempts to communicate (gestures, attentiveness, following directions, etc.) should be warmly received and encouraged. It is especially important that neither instructor nor students make fun of or discourage attempts at speech.

• **Characteristics:**

- produce words that have been heard many times and understood, but may be mispronounced (Young students' pronunciation will improve naturally as they interact with peers.)
- errors of omission
- produce what is "HEARD" such as common nouns, verbs, and adjectives

4. Intermediate Fluency

The student gradually makes the transition to more elaborate speech so that stock phrases with continued good comprehensible input generates sentences. The best strategies are to give more comprehensible input, develop and extend recognition vocabulary, and give students a chance to produce language in comfortable situations.

• **Characteristics:**

- errors more common as utterances are more complex
- grammar not acquired yet (Concentrating on grammatical elements is counterproductive to the process of language development.)
- extensive vocabulary development

5. Advanced Fluency

The student begins to engage in non-cued conversation and to produce connected narrative. This is appropriate timing for some grammar instruction, focusing on idiomatic expressions and reading comprehension skills. Provision should be made for activities designed to develop higher levels of thinking, vocabulary skills and cognitive skills, especially reading and writing.

• **Characteristics:**

- level of comprehension higher but not advanced enough for all academic classroom language
- can interact extensively with native speakers
- fewer errors in grammar
- many students in transitional English reading program
- although many reading skills transfer from one language to another, extensive vocabulary development in English is still required

ESSENTIAL LEARNINGS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Students with Limited English Proficiency need to learn:

1. Language

- Since thoughts and rhetoric vary across languages students need an understanding of these

patterns.

- The student needs to learn listening with comprehension.
- The student needs to learn speaking with clarity.
- The student needs to learn reading for understanding.
- The student needs to learn writing for effectiveness.
- The student needs supplemental instruction and support to learn social and academic language.
- The student needs supplemental instruction and support to learn content area vocabulary, idiomatic expressions, modals (i.e., will, could, should) and tag verbs (i.e., make: make-up, make-believe, make-out).
- The student needs supplemental instruction and support to learn note taking.
- The student needs supplemental instruction and support to learn test taking.
- The student needs supplemental instruction and support to learn phonics, spelling, and grammar, in addition to the syntactic and semantic aspects of the second language.

2. Classroom

Skills and strategies in cross-cultural communication include:

- How to express opinions and thoughts.
- How to seek and interpret feedback.
- Understanding strengths and capitalizing on those strengths.
- Strategies of active learners.
- How to work competitively as well as cooperatively.
- How to ask for help.
- How to take risks.

3. Rights and Responsibilities

Skills and strategies in cross-cultural communication include:

- Learning attendance, discipline and all other school and district policies such as grading, holidays, standards and assessments.
- Learning grievance policies and procedures.
- Learning strategies and knowledge for successful interaction both within/without own culture.

CLASSROOM PRACTICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

To provide effective classroom practices for students with limited English proficiency, educators need to:

(These recommendations need to be evident in every classroom with a language minority student at the elementary and secondary levels.)

1. Use Effective Teaching Strategies

There is a broad range of instructional practices and strategies that need to be employed in assisting language minority students to learn content area concepts as they learn the English language. These teaching strategies include, but are not limited to:

- Giving students flexible time for learning.
- Teaching to different styles including cross-cultural mediation in groups avoiding cultural conflict.
- Using content area materials leveled to the English language proficiency of the students (native language when appropriate and possible).
- Guiding students in the acquisition and improvement of academic and social skills.

2. Use Effective Instructional Strategies

There is a broad range of instructional practices and strategies that need to be employed in assisting language minority students to learn content area concepts as they learn the English language. All teachers should:

- Utilize the home language and culture in instructional activities.
- Design challenging content area assessments tailored to English language proficiency of students.
- Provide linguistically meaningful activities and instruction that allow students to attain or exceed content area standards.
- Provide direct instruction for language development as it relates to the content areas.
- Utilize classroom activities that teach to diverse learning styles that are culturally based.
- Develop and provide reading and writing instruction in all content areas that is consistent with the district/school wide language policy.
- Begin every lesson with an identification and preview of key content vocabulary and concepts.
- Review key concepts and vocabulary in a variety of ways and modalities.
- Use team teaching and creative student scheduling to utilize language and content expertise of staff.
- Utilize bilingual instruction when possible, avoiding concurrent translation.
- Provide content learning and language usage through meaningful activities.
- Employ a variety of strategies to monitor student comprehension which go beyond simple yes/no responses.
- Allow "thinking time" for student to process information before requiring a response.
- Acknowledge that beginning second language learners will be silent learners.
- Create a learning environment that is language rich (bilingual).
- Provide instruction in how to read course texts, handouts and other classroom materials.
- Encourage parents to use the native/home language with the student.

3. Establish a Positive Learning Environment

- Understand and utilize the language policy of the district/school.
- Understand cultural and linguistic code-switching.
- Understand and support psychological saturation point related to second language learning.
- Avoid stereotyping or comparing ethnic groups.
- Provide support with commitment to the expectation that language minority students are to meet high content standards.

4. Use Support Strategies

- Time/scheduling, materials, technology, community.
- Use a buddy system to provide peer tutoring and other cultural and social help as needed.
- Provide a comprehensive training on language minority students' education to the entire district staff (i.e., first/second language acquisition, culture, etc.).
- Utilize parents and community resources for linguistic and cultural enrichment.

ASSESSMENT STRATEGIES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

In assessing the learning of students with limited English proficiency, educators need to:

1. Develop Procedures

- Assessments should be consistent with the language of instruction and individual linguistic

abilities.

- Assess prior learnings in the native language whenever possible and applicable to establish appropriate instruction.
- Utilize bilingual/ESL program staff to provide detailed information about students' language proficiencies in order to develop language appropriate assessments.
- Skill being assessed must be identified--academic knowledge and skills being assessed must be distinguished and separated from competency in the English language (Is language usage or math computational skills being assessed?).
 - instructors must realize that most assessments will actually assess both the content area concepts and the students' language ability (especially reading/writing skills)
 - assessment of English language proficiency must include all skill areas--reading, writing, understanding, speaking, and viewing
- Alter the procedures used to administer the assessment.
 - give instructions orally using native language or English as appropriate
 - allow students to respond orally using native language or English as appropriate
- Set and assess additional performance benchmarks and linguistically appropriate goals to measure students' progress towards attainment of content standards.

2. Consider the Type of Assessment

- Utilize language appropriate alternative forms of assessments to provide students opportunities to demonstrate both prior knowledge and progress toward attainment of content standard(s).
 - portfolios with rubrics
 - individual and group projects
 - non-verbal assessments: visuals, drawings, demonstrations, manipulatives
 - self-evaluation
 - performance tasks
 - computer-assisted assessments

3. Consider Timing

Allow for time flexibility in assessment administration to accommodate students' linguistic competencies.

4. Determine Whether or Not a Student Has Met Standards.

Assessments for possible placement in special education programs must take the following into consideration:

- Language dominance must be determined before any further assessments are administered
- Length of time the student has been exposed to English
- Previous educational history
- Appropriate use of qualified translators, diagnosticians, and/or other trained personnel
- Bilingual evaluation instruments administered by trained by bilingual teachers
- In the absence of reliable native language assessment instruments, appropriate performance evaluations should be used.

SERVICE OPTIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

For students with Limited English Proficiency to have adequate opportunities to learn, schools need to:

1. Implement personnel practices that:

- Provide the services of trained bilingual or ESL (English as Second Language) specialists.
- Provide the services of trained translators and interpreters.
- Provide systematic professional development in first and second language acquisition principles and supporting classroom practices.
- Canvass all district personnel to find untapped bilingual resources.
- Recruit bilingual classroom teachers and special educators.
- Recruit and train bilingual/biliterate paraprofessionals and volunteers to provide native language and English support in the classroom.
- Recruit bilingual, non-instructional support staff (office, custodial, transportation, etc.).

2. Develop supplemental instructional programs that are offered outside the traditional school day or as otherwise appropriate to student need, such as:

- Before and after school, Saturday, and/or summer school programs that focus on standards and language proficiencies.
- Year round schools with tutorial programs during intermissions.
- Magnet school programs for second language learners.

3. Create partnerships with businesses and community organizations that value bilingualism to provide:

- Opportunities for students to apply bilingual skills.
- Corporate internships for language minority students.

4. Expand existing alternative programs to meet the needs of older language minority students who have not yet met graduation level standards through:

- Vocational education
- Partnerships with community colleges
- Open or alternative schools
- Adult education classes

5. Develop and support family literacy programs that provide:

- Opportunities to develop English language proficiency and literacy.
- Opportunities to develop home language proficiency and literacy.
- Support for home-school connections that promote parental involvement.
- GED programs.

6. Provide all teachers with instruction and practice in second language strategies that include:

- The ability to discern essential content area concepts and vocabulary (Sheltered Language Techniques).
- Allowing language minority students to see, hear and experience content area concepts and vocabulary using realia, visuals, and other hands-on materials in a variety of different settings: reading, writing, listening, speaking, action dramatization, small group work, contrast/compare, matching, etc. (Sheltered Language and Total Physical Response Techniques).
- Delivering content area curriculum using clear, easily understood language. Systematic checks need to be made to monitor student understanding (Sheltered Language Techniques).
- Understanding the role of first and second language acquisition. This includes how social language precedes academic/concept language learning.

7. Provide all school staff (administration, teaching, office, professional, custodial, paraprofessional) with instruction, understanding, and resources for the affirmation of students'

home language and cultural diversity. Staff training is necessary in order to develop culturally appropriate home/school partnerships by:

- Teaching communication strategies to staff as well as to the parents of language minority students in order to foster understandings across language and cultures.
- Teaching how to utilize bilingual staff and trained translators that are available for school meetings, parent-teacher-student conferences, and home visitations.
- Teaching culture-specific social interactions.

CHARACTERISTICS OF STUDENTS WHO HAVE PHYSICAL DISABILITIES

1. General Characteristics

- Communication difficulty (written, verbal, non-verbal)
- Lack of independent mobility
- Difficulty with fine/gross motor skills
- Frequent medical and educational interruptions or interventions
- Difficulty with activities of daily living
- Families with extra ongoing responsibilities

2. General Needs

- Special seating, positioning, lifting, transporting
- Adaptive equipment/atmosphere
- Physical assistance
- Adaptive communication
- Specially trained staff
- Flexible Scheduling
- Access to building/classroom(s)
- Mobility training
- Liaison between school, home, community, health care provider.

ESSENTIAL LEARNINGS FOR STUDENTS WHO HAVE PHYSICAL DISABILITIES

Students with physical disabilities need to learn:

1. Different ways to communicate verbally, non-verbally and in written language in order to facilitate effective interactions with others.
2. Skills to accomplish maximum independence in activities of daily living, transportation, health, safety and accessing services to compensate for physical limitations.
3. How to safely use special equipment such as wheelchairs, walkers, adapted book holder, communication devices, etc. to maximize abilities and mobility.
4. How to effectively build friendships to facilitate positive socialization due to physical dependence.
5. Skills to realistically explore and prepare for meaningful employment choices.
6. Effective skills for requesting assistance to accomplish personal goals in a socially constructive manner.
7. Adaptive strategies to enable participation in physical and leisure activities to improve muscular control, socialization and life-long leisure skills.
8. Skills to help manage their environment and decrease their real and perceived dependence.

CLASSROOM PRACTICES FOR STUDENTS WHO HAVE PHYSICAL DISABILITIES

To provide effective classroom practices for students who have physical disabilities, educators need to:

1. Provide availability and opportunity to safely use adaptive (special) equipment such as computers, videos, books-on-tape or special air filters.
2. Allow for additional time to complete educational activities, activities of daily living and specific health procedures.
3. Provide an accessible environment with adequate space available for movement and equipment.
4. Revise curriculum to meet physical abilities and developmental level.
5. Assure proper positioning for learning and testing.
6. Modify written expectations.
7. Provide smaller groupings to promote peer interactions, master skills and sensitize others to special needs.
8. Allow for flexible scheduling or shortened day.
9. Provide shared opportunities for learning.
10. Provide opportunities to explore, try out meaningful jobs and activities.
11. Provide opportunities to explore or participate in leisure activities.
12. Allow students to assume different roles in a group.
13. Adapt homework assignments to accommodate physical abilities.

ASSESSMENT STRATEGIES FOR STUDENTS WHO HAVE PHYSICAL DISABILITIES

In assessing the learning of students who have physical disabilities, educators need to:

1. Allow for use of augmentative devices or assistive technology.
2. Use parent, teacher, support staff, student and peer observations, evaluations and checklists to gain understanding of student's current level of proficiency.
3. Allow for additional time to complete assessments.
4. Allow for demonstration of learning in a variety of familiar settings.
5. Allow for alternative test forms such as taped, verbal or scribed responses and reduced number of test items.
6. Allow for "hands on" assessment for activities for daily living in settings where it actually occurs.
7. Use a portfolio of work that may include audio or videotapes.
8. Allow for group or alternative projects.

SERVICE OPTIONS FOR STUDENTS WHO HAVE PHYSICAL DISABILITIES

For students who have physical disabilities to have adequate opportunities to learn, schools need to:

1. Provide well trained personnel to:
 - Safely assist with/provide daily living skills
 - Provide and/or delegate, teach and monitor health care procedures
 - Provide educational strategies
 - Develop Health Care Plans when appropriate
2. Provide transition planning - multidisciplinary and ongoing with parent input.

3. Ensure collaboration of student, parent, school, and community agencies to procure necessary augmentative and medical equipment and supplies.
4. Provide liaison between school, home, community and health care provider.
5. Offer support for maximum appropriate participation with typical peers (may include team teaching and/or support personnel).
6. Facilitate business-community-school partnerships to assist in the preparation for employment related and daily living skills.
7. Provide direct instruction for use of assistive technology by student and staff.
8. Offer student assistance teams for providing support and strategies.
9. Facilitate interagency coordination to develop a system of community support for the student.
10. Offer peer tutors or adult mentors for academic support.

ESSENTIAL LEARNINGS THAT IMPACT RACE

Students from all races need to learn:

1. To have high expectations of self and of the educational environment (e.g., teachers, rules, school, safety, communication/information, physical plant, support staff, etc.).
2. The skills of duality (learning to live in a world of a dominant culture that is not currently their own and feeling positive about both).
3. Self-identity and respect.
4. A curriculum that is multicultural and multiethnic.
5. Tutorial access from a skilled educator or knowledgeable peer.
6. Literacy-vocabulary-sight vocabulary.
7. Different ways of learning and being responsive to different ways of teaching.
8. Career exploration options begin early in education.
9. Problem solving skills, ways to study and scheduling free time.
10. Conflict resolution and mediation skills.
11. Anger management (anger/impulse control).
12. Communication skills
 - Assertiveness
 - Active listening
 - Audience appropriateness
13. Work skills (K-12)
 - Organization
14. School readiness
 - Social skills
 - Timeliness
 - In-school and district-wide resources
15. The "rules" of the game of life
16. Appreciation for life-long learning
17. Acquisition of vocabulary
 - Home and pre-school programs of language enrichment
18. Relevance to school, workplace and every-day living
19. The primary language of home and secondary language of the school culture.
20. Academic study skills, test-taking skills, how to use internal/ external resources, organizational skills and research methods.

CLASSROOM PRACTICES THAT IMPACT RACE

To provide effective classroom practices for students of all races, educators need to:

1. Know and teach cultural duality and how it is valuable in the school and community.
2. Aid parents and others to access the school system, understanding the rules and regulations.
3. Teach basic skills.
4. Use diagnostic teaching.
5. Understand the community.
6. Provide a variety of interventions and instructional strategies rather than making a quick referral to special education when students are having difficulties learning.
7. Recognize many modes of communication to reach all students.
8. Examine quality vs. quantity of essential material presented.
 - relevance to student and usage
9. Provide inclusion in curriculum and classroom activities from a multicultural, multiethnic and multilingual perspective.
10. Validate students' cultural duality.
11. Research contemporary multicultural education practices.
12. Create opportunities for all students to share their personal histories and cultures.
13. Provide instruction in all learning styles especially through visual/spatial and/or hands-on experiences.
14. Replace social promotions of all students, especially ethnic-minority students.
15. Study ability and age grouping throughout the system; investigate demonstrated skills as an option.
16. Provide a variety of exposures to the humanities as art, music, dance, etc.
17. Provide timely feedback of students' test scores to the parents/guardians, especially multilingual families.
18. Teach academic study skills, test-taking skills, how to use internal/external resources, organizational skills and research methods.
19. Create a nominative culture, which enhances relationship with everyone in the school (staff, students and parents) especially with students empowering, supporting and affirming each other.
 - need to confront students on behaviors, words and comments that have negative impact on a positive racial learning environment.
20. Create a positive, safe environment in which learning can take place.
21. Provide high expectations of all ethnic minority students.
22. Affirm, recruit and provide opportunities for ethnic minority student leadership and participation in all school and community activities.
23. Connect learning experiences to the world of work.

ASSESSMENT STRATEGIES THAT IMPACT RACE

In assessing the learning of all races, educators need to:

1. Develop assessments that are essential to real life and life-long learning.
2. Provide a variety of assessments.
 - Portfolios
 - Observations (peer-teacher)
 - Standardized tests
3. Develop assessments, which measure multiple intelligence/learning styles.

4. Be aware that districts with significant minority enrollment should provide an improvement plan with specific strategies and time lines for bringing minority students to competencies where needed.

SERVICE OPTIONS THAT IMPACT RACE

For students of all races to have adequate opportunities to learn, schools need to:

1. Ensure appropriate advocacy on staffing committees.
2. Provide basic academic skills for parents who need them
 - Provision of childcare
 - Literacy programs
 - Discipline/parenting skills
3. Provide workshops for parents in "Family Math-Family Science."
4. Enable parent advocacy to access school/community services.
5. Provide teacher education inducements for graduating students to return to the district as teachers (concept: LEAs recruit and nurture new teachers from their own student graduates).
6. Use parents, peers, business, and community service organizations as experts in classroom resources and mentors.
7. Provide university-college partnerships with schools.
 - Smaller teacher student rate
 - Personalizing curriculum
 - Role models
 - Emotional support
8. Maximize the current technology to create opportunities for learning.
9. Maximize collaboration with members of the multi-ethnic/lingual diverse community.

CHARACTERISTICS OF STUDENTS WITH SIGNIFICANT COGNITIVE CHALLENGES

Characteristics of learning which appear to be common for students with significant cognitive challenges include specific learning traits, which require more direct and intentional strategies, and provide multiple opportunities for practice in a variety of learning environments. Certainly all students with cognitive challenges do not exhibit the same combination of learning traits nor to the same degree. In addition, characteristics may vary within a particular child at different ages. Through an understanding of the unique learning characteristics of each student, curriculum can be selected and instruction designed to maximize learning opportunities throughout the day. Opportunities must be present for direct instruction, ways in which to compensate for skills with which the student may currently be struggling, and functional, life skills practiced in "real world", natural environments. The intent of instruction must focus on recognition that certain approaches may provide better learning opportunities for some students than for others. The goal is to build on individual strengths and aptitudes, while providing support in areas of need. Each student with cognitive challenges must be supported in a manner which facilitates development of new skills and abilities, which result in participation in an ever-changing world. One key aspect of supporting learning for students with cognitive challenges is a sense of belonging. The student must feel that she/he is accepted by a peer group, recognize that acceptance, and choose to see him/herself as a full participating member of that group, wherever that group functions, be it home, school or community. The conclusion of the focus group for students with cognitive challenges was that a sense of belonging is an integral part of all four categories of *Opportunities for Success*, and that it is much more. Furthermore, it is the interaction between the district/school/classroom/individuals and the

student with disabilities which creates the environment for a sense of belonging, or at least allows it to develop. The focus group developing these Opportunities for Success was unified in seeing a sense of belonging as the most critical aspect of educational opportunity.

ESSENTIAL LEARNINGS FOR STUDENTS WITH SIGNIFICANT COGNITIVE CHALLENGES

Students with Significant Cognitive Challenges need to learn:

1. Skills for age appropriate participation in school/community activities including:

- Making transitions from one activity/person/situation/environment to another
- Functioning independently and interdependently with relevant others in a variety of environments/activities
- Solving problems by making decisions
- Self-initiating (start independently) communication
- Self-initiating activities of the student's choosing and those required by the routines of school, home and community life
- Managing time and schedules
- Being aware of one's own behavior, needs and feelings (by using self-monitoring strategies, as necessary)
- Setting goals, making plans to achieve goals and evaluating progress toward goals (i.e., self-determination skills)
- Advocating for one's self
- Establishing work related skills and habits to be successful in chosen careers
- Developing job skills required for specific employment opportunities

2. Communication skills for contributing and responding including:

- Expressing needs, wants, feelings and information
- When needed, using alternative communication systems and/or modalities to effectively communicate
- Understanding others' messages as demonstrated by:
 - the ability to follow directions
 - acknowledge and honor others' statements of needs, wants, and feelings
 - understand and use information provided by others
- Gain and maintain attention and end interactions in an appropriate fashion

3. Interaction skills for establishing and maintaining relationships including:

- Demonstrating socially acceptable behavior in a variety of school, home and community settings
- Using conflict management techniques to manage stress, frustration and anger in social situations
- Initiating social amenities (i.e., greetings, being helpful, follow expected social interaction patterns)
- Developing a repertoire of interests, abilities and leisure skills which provide opportunities for interactions with others

CLASSROOM PRACTICES FOR STUDENTS WITH SIGNIFICANT COGNITIVE CHALLENGES

To provide effective classroom practices for students with significant cognitive challenges, educators need to:

1. Create instructional environments to meet individual student needs and encourage active participation of all students, including:

- Instruction provided in multiple natural, age appropriate, school and community environments
- Utilization of a variety of people to support the student
- Insuring the building, classrooms and other school settings allow access to learning for all students
- Extending time to participate in and/or complete activities
- Assuring availability of age-appropriate/functional instructional materials
- Creating environments and schedules that are comfortable, predictable and safe for the student and that allow for flexibility in physical positioning
- Creating space in classrooms to support active participation of all learners in small groups activities/centers

2. Provide a variety of instructional opportunities/methods to meet students' unique needs, including:

- Activities that foster interdependence among all students
- Role playing, experiential learning, activity based instruction
- Varied methods to accommodate individual learning styles
- Opportunities for learning and practice in large group, small group and individualized situations
- Classroom learning linked with home and community
- Team teaching/co-teaching involving regular/special educators, related service personnel, peer tutors
- Opportunities to participate in cooperative learning groups to experience teacher/learner roles with people of different abilities
- Opportunities for functional application of academic skills
- Opportunities for a career awareness/exploration, development and real work experiences across all age levels
- Activities designed to allow practice of functional communication skills
- Opportunities for direct/intentional instruction and practice
- Use of positive reinforcement/feedback by all people involved with the student
- Instruction on identifying and responding to natural cues
- Activities designed to build on student's strengths

3. Support optimal development and implementation of individualized education programs by:

- Empowering the IEP team, including the student and his/her family, to identify and prioritize educational goals/objectives that are most meaningful for the student's current and future life
- Individualizing curriculum to meet the educational needs of the student by adapting or modifying assessment, instruction and performance expectations and/or providing additional supports required by the student to participate, learn and demonstrate knowledge
- Developing and using behavioral plans based on identification of motivation for behavior (as needed)
- Incorporating related services and supports into natural settings (including general education classes)
- Teaming to solve problems and celebrate successes by regular/special

- educators/students/families and other IEP team members
- Developing an array of supports for general educators and typical peers active in supporting the learner
- Creating collaborative partnerships with parents
- Establishing a mechanism for peer review (including feedback and suggestions from all members of the IEP team)
- Sharing information among all individuals who know the student to identify individualized learner outcomes
- Providing ongoing opportunities for professional development.

ASSESSMENT STRATEGIES FOR STUDENTS WITH SIGNIFICANT COGNITIVE CHALLENGES

In assessing the learning of students with significant cognitive challenges, educators need to:

1. Design assessments that evaluate a variety of types of information, including:
 - Student's skills, abilities and interests
 - Student's preferred learning styles and/or environments
 - Level of assistance required for success
 - On-going student progress
 - Information for program planning and revision
2. Offer assessments that are designed to allow the student to demonstrate his/her best level of performance.
3. Select a variety of assessment methods, depending on the purpose of the assessment and the needs and preferences of the student. Options include:
 - Conduct assessments in natural environments
 - Collect information in varying ways (i.e., teacher observation/report; review of student history and previous assessment information; video tape student activities for review by one or more service providers; self-report, etc.)
 - Utilize of a variety of people to construct, conduct and interpret assessments (parents, friends, employers, etc.)
 - Limit sensory stimulation if necessary
 - Present information and allow responses in ways that match the student's preferred learning style and mode of communication
 - Utilize portfolios--accumulate examples of work, projects, video tapes, etc. which show student progress.

SERVICE OPTIONS FOR STUDENTS WITH SIGNIFICANT COGNITIVE CHALLENGES

For students with significant cognitive challenges to have adequate opportunities to learn, schools need to:

1. Ensure that the district philosophy/vision includes statements which support all children having the same rights, choices and opportunities within their neighborhood/community such as the following:
 - All students can learn
 - Families are partners in the educational experience
 - Learning in the classroom extends to the school, home and general community
 - The appreciation of diversity is evident in all school activities
 - All students are included as members of their appropriate grade level class and benefit from

- learning together with appropriate supports and services
 - Encouraging schools to be caring communities, which foster peer relationships and friendships
 - Students are served in their neighborhood schools or as close to home as possible with involvement of the neighborhood school
2. Encourage and actively support the use of a variety of instructional methods as evidenced by:
 - Devotion of resources to support instructional personnel in using expanded teaching strategies which include experiential learning, curricular modification/adaptation, cooperative learning, co teaching/ team teaching, technology-based strategies, use of peers for instruction/support and other alternative learning methods
 - Standards education and implementation strategies that include *Opportunities for Success*
 - Support and encouragement for the use of multiple forms of performance based assessment and accommodation strategies
 - Effective teaming practices for developing meaningful IEPs and instructional programming based on individual needs but reflective of district content standards
 - Availability of training for students in the development of skills relating to friendships and effective student relationships
 - Service providers performing in a transdisciplinary manner and related services infused throughout the student's school day
 3. Support collaboration between team members, family members, the community and other agencies as evidenced by:
 - Ongoing activities occurring between educators and families to facilitate shared understanding of all student needs
 - Flexible instructional options jointly provided in various environments by regular and special education which demonstrate the use of shared resources and which require the sharing of information across grade levels/buildings
 - Systems created, which facilitate shared planning time, training, scheduling of meetings, etc. with all educational team members including families and which allow for the sharing of staff/family expertise across and outside of the district
 - Options available for addressing students' transportation needs and for providing access to extra-curricular activities
 - Opportunities provided for teachers/families to jointly observe other programs
 - Opportunities available for educators to develop mentoring relationships
 - IEPs developed reflect effective teams, which include students (when appropriate) and families in the process
 4. Support joint training for administrators, regular, special and support staff and families in the district philosophy, collaborative planning efforts and in a variety of instructional methods as identified in the preceding statements.

CHARACTERISTICS OF STUDENTS WITH SPEECH/LANGUAGE DISABILITIES

1. In general, speech/language disabilities may:
 - Interfere with ability to communicate with friends, teachers, family members and people in the community.
 - Interfere with learning in school and the community.
 - Interfere with the student's ability to progress in school.
 - Interfere with ability to understand and process information.
 - Lead to students needing more time to respond.
 - Lead to students exhibiting behavior difficulties as a result of poor communication skills.

- Make social communication difficult.

2. Students with language disabilities may:

- Have limited speaking vocabulary.
- Use sentences which are grammatically incorrect when speaking or writing.
- Speak or write only in short simple sentences.
- Use incomplete sentences or thoughts when speaking or writing.
- Misunderstand or use questions inappropriately when speaking or in writing.
- Have difficulty:
 - with oral questions and directions
 - remembering and following directions, memorizing information, or recalling previously learned information
 - understanding and explaining similarities and differences
 - understanding concepts involving time, space, quantity, quality, and directions giving location
 - understanding, explaining, or interpreting what's wrong with a picture or a sentence
 - solving math word problems or understanding math vocabulary.
 - understanding what he/she reads
 - understanding and using words with the same meaning, words with opposite meanings, words that sound the same with different meanings, comparisons, and multiple-meaning words
 - understanding idioms, (e.g., "It's raining cats and dogs.")
 - understanding the meaning of words which indicate a question
 - describing objects or events

3. Students with difficulty with functional/social language skills may:

- Have difficulty:
 - understanding and using spoken and/or nonverbal language
 - providing reasonable or logical responses to questions
 - understanding humor, sarcasm, inference
 - asking for help, or getting more information when needed
 - understanding that what happens provides a result
 - beginning a conversation, keeping a conversation going, ending a conversation
 - using information learned in one setting in a different situation
 - have difficulty pretending, role-playing, imagining
 - being spontaneous or original producing information
 - giving greetings or saying good-byes
 - understanding and using polite or formal language forms including giving greetings and good-byes, requesting, etc.
- Not use a variety of sentence forms in social/verbal interactions.
- Be slow to respond.
- Give a response that is off-topic.

4. Students with learning difficulties may:

- Have speech that is interrupted by repeating parts of a word or whole words, holding a sound longer, or adding a sound to a word.
- Show tension, such as tightness in the neck or face muscles or other physical signs of stress.
- Show interruptions/tension(s) that interfere with daily communication and cause negative reactions from the listener.
- Show signs of frustration.
- May be fearful, be anxious or avoid speaking situations.

- Use unusual word substitutions in an avoidance attempt.
- May demonstrate inadequate breath support.

5. Students with voice disorders may:

- Have a voice quality that sounds different from other students of the same age/sex.
- Have voice that is completely lost, is too loud or is too soft.
- Have a voice pitch that is too high or too low.
- Speak in a monotone.
- Have a medically diagnosed condition.
- Demonstrate inadequate/abnormal breath support patterns.

6. Students with articulation difficulties may:

- Substitute one sound(s) for another sound(s).
- Leave out a sound(s) in a word(s).
- Put an extra sound(s) in a word(s).
- Distort or mispronounce words or sounds.
- Have difficulty imitating speech sounds.
- Show signs of frustration when misunderstood.
- Have difficulty putting speech sounds and syllables in correct order.
- Speak too fast or too slow.
- Have difficulty hearing the difference between speech sounds.
- Have difficulty coordinating the structures and muscles of the mouth.

ESSENTIAL LEARNINGS FOR STUDENTS WITH SPEECH/LANGUAGE DISABILITIES

Students with speech/language disabilities need to learn:

1. Language:

- Strategies to expand the student's understanding and use of vocabulary.
- Strategies to understand and use concepts like direction/position, shape, texture, amount/size, etc.
- Strategies to understand and problem solve which may include identifying a problem, recognizing causes and possible solutions and what effect they have, planning, making changes to a plan when necessary.
- Strategies to express thoughts and ask questions in complete sentences, in oral and written form, using appropriate syntax/grammar.
- Strategies to help the learner understand when they need assistance.
- Strategies to increase the number of words used to express a thought.

2. Social Language:

- Strategies for talking to others in a variety of settings and situations with peers and/or adults, individually and in groups. Talking with others involves a variety of skills - in a conversation a learner must be able to begin, join, continue, and end a conversation, interrupt appropriately, greet others, give their feelings and opinions, give enough information for a listener to understand, take turns, etc.
- Strategies for asking and answering questions.
- Strategies for requesting help when needed.
- Strategies for using and understanding body language - body posture, eye contact, personal space, gestures, facial expressions.

3. Auditory Listening Skills:

- Strategies to listen to and recognize different and similar sounds.
- Strategies to listen and respond to sounds in daily life.
- Strategies to remember what is heard.

4. Articulation/Correct Production of Speech Sounds:

- Strategies for recognizing differences between sounds.
- Strategies for using correct speech sounds in words, phrases, reading and conversations.
- Strategies for using the best speech possible when there are physical or coordination limitations.
- Strategies for ways to help the listener understand when speech is unclear.

5. Assistive Technology:

- Strategies for the learner to use their assistive technology to help them communicate and be more independent in their home, school and community. Strategies include both teaching the learner how the technology works as well as how to use it to interact in a number of situations.

6. Fluency (Stuttering):

- Strategies to reduce the number and severity of dysfluent speech.
- Strategies to help the learner and others to understand the disorder.
- Strategies to help the learner teach others how to help him/her.

7. Voice:

- Strategies to produce the best quality voice possible so that it is not distracting to the listener.
- Strategies to use appropriate loudness levels for the situation.

CLASSROOM PRACTICES FOR STUDENTS WITH SPEECH/LANGUAGE DISABILITIES

To provide effective classroom practices for students with speech/language disabilities, educators need to:

1. Focus on speaking skills/communication

- Use alternate modes of communication: Be sure that all forms of communication are encouraged. Students may use other ways to communicate such as gestures, communication boards (which may have letters and/or pictures or objects on them), an electronic device, computer, a switch, sign language, and so on. Include these students in all activities and encourage their communication.
- Provide extra time for the student.
 - to respond (may need extra processing time) and complete their thoughts
 - extra time for task completion
 - provide a slower pace for presentation of new information (as the student requires)
- Provide playing experiences.
 - encourage role-playing where the student can be a speaker, listener, and person older and/or younger than themselves
 - learning refusal skills
 - social situations -- focus on taking turns, changing topics, beginning a conversation, ending a conversation continuing a topic, etc.
 - mock interviews
- Structure classroom activities/assignments so that multiple kinds of communication (e.g.,

- discussion, asking questions, requesting, summarizing, commenting, describing reporting) is encouraged in an accepting and comfortable environment.
- Provide students with idea starters, story starters, and fill-in-the-blank ideas, picture cues or actual objects (as you would with written language) to help with oral language, conversations and oral presentations.
 - Provide students with opportunities to make choices and to learn from them.
 - Call attention to specific sounds or sentence patterns in their speech that the child needs to work on by signaling that they used the sound, emphasizing it in their speech, underlining in printed material.
 - Share humor with students and help them to understand why it is funny. This may include explaining certain vocabulary words, experiences, and/or relating it to the student's experiences.
 - Use equipment and technology that allows full participation in learning such as:
 - talking books
 - manual or computerized communication boards
 - computers (including personal)
 - switches
 - page turners
 - special seating and positioning (cube chairs, corner chairs, side lying, appropriate chair and table size, etc.)
 - alphabet strips
 - number lines
 - calculators
 - word processors
 - tape recorders
 - amplification systems
 - spell checkers, etc.
 - Understand the influence of cultural differences and various dialects.

2. Attend to listening and remembering

- Provide clear, concise directions and expectations by:
 - repeating directions; have student repeat directions
 - modeling directions
 - demonstrating task with student imitation, use visual aids
 - limiting length of directions, break long directions down into small parts
 - checking with the student for understanding of directions given
 - being prepared to explain the directions in another way
- Provide extra time for the child to respond, extra time for task completion, and provide a slower pace for presentation of new information (as the student requires).
- Preteach vocabulary of the lessons and questions they may be asked during the lesson so that student understanding may be increased.
- Provide a variety of strategies/opportunities that will facilitate the student's ability to remember information such as:
 - grouping information
 - note taking
 - outlining
 - mnemonics
 - small group instruction
 - peer/study buddy
 - extra time to process information

- scripts or outlines of lesson
- flexibility to leave classroom/area for quiet time
- Provide instruction, modeling and practice in:
 - how to listen
 - why listening is important
 - how to monitor your own degree of listening
 - how to show that you are listening
 - how to ask questions
- Provide instruction, modeling and practice in:
 - how to pay attention
 - why paying attention is important
 - how to monitor your own degree of paying attention
 - how to show that you are paying attention
- Provide students with cues, signals or reminders in their classroom to help them remember a behavior.

3. Focus on social communication/body language

- Model and reinforce appropriate social interactions with peers and adults.
- Provide role-playing experiences for:
 - learning refusal skills, stranger awareness
 - social situations (for example, focus on taking turns, changing topics, beginning a conversation, ending a conversation, continuing a topic.)
 - mock interviews
 - practice appropriate body language and facial expressions

4. Help students learn problem solving and understanding instruction

- Plan activities that require students to
 - use learned information
 - pull pieces of information together and use it to make a decision
 - take pieces of information apart
 - evaluate information
 - comment on how a decision was reached
 - comment on the appropriateness of decision
- Use logical and natural consequences to help students learn to problem solve. Be sure to discuss consequences with students rather than just letting them happen.
- Allow opportunities for the student to monitor and evaluate his/her own responses and progress and record growth and changes on graphs, learning or behavior contracts or incentive charts.

5. Provide help with organizational skills

- Provide outlines, study guides and/or notes prior to instruction to help the student with organizational skills and with their learning.
- Provide instruction, modeling and practice in organizational skills through the use of student notebooks, note taking, color coding, planners, etc.
- Teach and write out the routines and procedures as well as how students should be able to move between routines and discuss with students in advance when routines will be interrupted.

ASSESSMENT STRATEGIES FOR STUDENTS WITH SPEECH/LANGUAGE DISABILITIES

In assessing the learning of students with speech/language disabilities, educators need to:

1. Utilize appropriate evaluation methods/ procedures

- Use a variety of ways to assess a student's progress:
 - classroom observation and descriptions of classroom performance
 - language samples with peers and adults
 - videotape
 - self-evaluation
 - peer evaluation
 - cooperative group assessment
 - real life situations
 - study format identical to test format
 - portfolios
 - practice tests
 - shortened tests
 - open book tests
 - take home tests
 - verbal or written responses
 - projects
 - interviews of teacher, parent, peer, student and other significant people
- Provide assistance as needed:
 - reader
 - writer
 - assistive technology
 - computers
 - tape recorders, etc.
 - listening devices
- Allow an opportunity for student and teacher to discuss instructions to be sure that they are understood.
- Contract with the students at the beginning of a unit for what will be tested.
- Evaluate/grade daily/weekly or unit work instead of or in addition to tests.
- Develop the criteria by which students will be evaluated and provide those criteria to students at the beginning of a unit or class.
- Provide all students with information on how they did relative to themselves, their peers and the set of teacher expectations in the form of a graph or chart.

2. Provide environmental modifications

- Make time adjustments as needed that allow for extra time, shorter time frames or varied times of day.
- Simplify the vocabulary within instructions to help students understand what to do.
- Change the format of written tests (i.e., size of type, number of problems, length of test, etc.).
- Match written test design to student's strengths (e.g., multiple choice, fill-in-the-blank, true/false, matching, essay, word banks, etc.)
- Teach students how to take tests and monitor their performance.
- Be flexible in choosing the environments and the time requirements for assessments.
- Allow opportunities for students to retell what needs to be done and to ask questions during the assessment.
- Give credit for attempting to use strategies to complete a task even if the task is not fully

completed.

- Assess for auditory/listening skills in a natural vs. quiet environment.

3. Utilize appropriate grading methods

- Create narrative report cards instead of grades.
- Create individual grading scale.
- Determine grades based on number of items completed, not total number of test items.
- Give grade based on efforts of cooperative group.

SERVICE OPTIONS FOR STUDENTS WITH SPEECH/LANGUAGE DISABILITIES

For students with speech/language disabilities to have adequate opportunities to learn, schools need to:

1. Enhance the language environment and communication abilities through the use of current technologies (computers, telecommunications, adaptive/assistive devices, phones, audio/video tapes, assistive listening devices, etc.) to compensate for communication disabilities.
2. Provide training to assist staff in working with students with communication disabilities including observations of classrooms where language is encouraged.
3. Provide training for peers of students with communication disabilities so that these peers can encourage appropriate communication.
4. Provide for the adaptation/modification of curriculum, including accommodating communication needs.
5. Encourage parental and student participation in the development of IEPs.
6. Assist parents and families in understanding their child's needs and strengths and provide information regarding ways to improve communication at home.
7. Provide flexible scheduling to maximize opportunities so that communication needs may be met.
8. Provide for collaborative co-teaching between Speech/Language Pathologists (SLPs) and classroom teachers by allowing for common planning time, flexible scheduling, team meetings, training, etc.
9. Provide opportunities for speech language services to be provided and acquired in a variety of settings with SLPs and other service providers, as appropriate.
10. Utilize teams (including parents, teachers and SLPs) to problem solve and determine appropriate interventions and provide alternative teaching strategies for students experiencing communication difficulties.

CHARACTERISTICS OF STUDENTS WITH TRAUMATIC BRAIN INJURY (TBI)

The overriding critical attribute of Traumatic Brain Injury is that every person with a brain injury is affected uniquely, depending on factors associated with the injury. The attributes generally associated with a traumatic injury to the brain include the following:

1. Learning and understanding new knowledge is more difficult after the injury and the student may adopt different learning styles.
2. Although healing is life-long, the person with a Traumatic Brain Injury may experience spurts of rapid recovery and erratic changes in behavior, especially in the first two years after the injury. The effects of a brain injury are long lasting and may be permanent, but these effects are not always easy to predict.

3. Cognitive functioning is often affected by:
 - Slow processing or interpretation of what is seen or heard may delay response reactions
 - Memory problems
 - Organization problems
 - Sensory overload and fatigue
 - Attention and concentration problems, impulsivity, distractibility
 - Problems seeing the "whole picture" or getting a concept.
 - Difficulty with initiation
 - Varied performance
 - Inappropriate repetitions of thoughts or behaviors
4. Perceptual problems may result in difficulty with orientation to time or body in space, and difficulty with tasks, which require visual/auditory interpretational skills.
5. Speech and language difficulties or changes may appear in understanding others or expressing him/herself, including word retrieval problems, slurred speech, understanding abstract language, the need for a longer response time, and the tendency to make things up inappropriately.
6. Rapid fluctuations in emotions are commonly associated with Traumatic Brain Injury, as seen in frequent mood swings, overreactions, impulsive crying, inappropriate reactions, aggressiveness, apathy, and/or errors in judgment. The sense of cause/effect may be impaired, which may impact emotional responses to situations.
7. Self concept may be affected by the impact of dealing with newly acquired disabilities. A person with a Traumatic Brain Injury may or may not have a clear sense of being different from which he/she was before the injury. Different persons have different degrees of awareness about the changes.
8. Social readjustments are often necessary. Due to the combined effects of the injury and its impact on the student and his/her family, the student may experience a change in social activities and friendships.
9. Physical problems may be evident, including:
 - Decrease in energy: General discomfort and/or fatigue are often present and may be compounded by the effects of medication, stress, illness, and other physical conditions.
 - Motor planning (movement), balance and coordination
 - Constant or intermittent pain, headaches, or dizziness
 - Sleep disturbances, appetite control, and nausea
 - Seizure activity
 - Visual and auditory impairments
 - Paralysis and/or spasticity

ESSENTIAL LEARNINGS FOR STUDENTS WITH TRAUMATIC BRAIN INJURY (TBI)

Students with traumatic brain injury need to learn:

1. Organizational and management skills , for time and materials, at school, home, and in the community.
2. How to develop skills and techniques to assist and improve memory, such as use of a daily planner, wall calendars, visualization strategies and memory-retrieval strategies.
3. How to select and use socially acceptable and sexually appropriate behaviors in response to feelings of anger, frustration, or confusion. The student needs to learn which behaviors are appropriate for a variety of social situations, e.g. school, community, home, and work.
4. How to transfer skills and abilities from one environment to another.
5. How to understand the nature of his/her own injury and its effects on personal learning styles

and abilities.

6. How to set realistic academic, social, recreational, and career goals that are consistent with his/her healing and abilities.
7. Skills to improve and help concentration and attention to task , such as selecting the appropriate environment in which to study.
8. How to compensate for impaired judgment, balance and coordination problems, increased fatigue, and impulsivity.
9. How, when, and where to be an effective self-advocate, to ask for what he/she needs , or to find an advocate.
10. To use verbal and non-verbal communication skills with peers and adults in problem solving, conflict resolution, and social interactions.
11. Strategies for word retrieval and verbal expression , such as word association memory cues or taking time to organize thoughts before speaking.
12. Study skills such as:
 - when and how to ask questions
 - how to prepare for tests
 - how to take tests
 - where and how to find information
 - how to identify and separate essential information from nonessential information
 - active learning strategies such as note taking and outlining
 - strategies to enhance comprehension, such as rereading, summarizing main ideas, and self-questioning, using checklists, and role playing
13. How to re-learn skills , to the extent possible, that were mastered prior to and affected by the injury and to compensate for missing skills in an ongoing process.
14. How to prevent a second brain injury by not entering the hallway at the busiest passing times, using seat belts and protective headgear, and not drinking and driving.

CLASSROOM PRACTICES FOR STUDENTS WITH TRAUMATIC BRAIN INJURY (TBI)

To provide effective classroom practices for students with Traumatic Brain Injury, educators need to:

1. Focus on instructional strategies

- Teach organizational skills, e.g., with color coding, labeling of materials, assigning specific places for belongings, use of assignment notebooks, progress reports, daytimers. Provide written schedules/assignments that are systematically checked by student, teacher and family.
- Specifically teach rules and routines of the learning environment, including building orientation, school and workplace rules, class policies, and room design.
- Provide numerous opportunities for repetition, reinforcement and practice for all daily routines and skills.
- Provide learning in the community to ensure the transfer and application of skills learned in one environment to another. These experiences should include using self-care skills, volunteer experiences, social activities, academic preparation and work.
- Provide concrete learning experiences to reinforce abstract reasoning, memory, and language. Avoid subtleties and ambiguities.

- Allow the student adequate time to respond to questions and information. Specifically ask the student to paraphrase questions or instructions.
- Give explicit written and oral directions and have the student repeat or demonstrate to check for understanding. The teacher should encourage the student to ask questions to increase understanding.
- Offer a variety of ways to learn information including visual, auditory, verbal, and hands-on opportunities.
- Build new skills from old, familiar, learned skills.
- Written materials may need to be modified to account for perceptual or scanning problems, e.g. larger print, double-spaced, reduced quantity.
- Homework assignments may need to be modified and strategies provided for organization and completion, e.g., have a system of sending notes home to the family.
- Provide students with materials appropriate to both age and performance levels.

2. Provide classroom support strategies

- Provide frequent, ongoing reevaluation, (e.g., every 6 weeks) due to rapid, variable recovery in the first two years following a Traumatic Brain Injury.
- If appropriate, refer the student for special education evaluation to determine if assistance is necessary to compensate for any physical, social, communication and/or learning limitations.
- Provide technical devices, (e.g., computers, spell checkers, alarm watches, beepers, planners, tape recorders, etc.) to compensate for organization and memory deficits.
- Use a buddy system to provide help as needed for peer tutoring, note taking, finding one's way around, social skills, physical assistance, class routines and safety.
- Give peers, building and community personnel information about Traumatic Brain Injury and how it affects the student. Offer the opportunity for the student to speak about his/her disability.
- Provide daily home/school/employer contact through use of a notebook to ensure organization, communication, daily situations and changes that may affect the student.

3. Include environmental management strategies

- Provide scheduling that allows for appetite/nutritional needs, accommodates fatigue, and maximizes alert periods with provisions for necessary rest periods.
- Provide an environment that reduces distractions (noise, light, movement) as much as possible, e.g., consider seating arrangements, or use items such as headsets and study carrels.
- Allow the student to move from the situation to rest and regroup when noticeably stressed, overwhelmed or tired.
- Work with those who are providing support for the student with Traumatic Brain Injury to arrange appropriate schedules and places to meet.

4. Develop behavioral management strategies

- Teach students how to ask for help and where to go to get their needs met.
- Teach non-verbal or verbal cues for use in getting help and assistance from other students and teachers.
- Establish a system to assist students to begin work (e.g., buddy, teacher proximity, non-verbal cue, work partner), since students with traumatic brain injury may have difficulty initiating tasks.
- Monitor students to assist with time on task, to decrease distractibility, and to ensure safety. Teach students to do this on their own as they are able.
- Use alternative strategies for behavior management if needed (e.g., physical or verbal cues,

discussion before or after behaviors occurs.) Traditional behavior management techniques which reward or provide consequences may not take into account problems with cause and effect, memory or impulsivity of the student with Traumatic Brain Injury.

- Develop and teach a system to the student and his/her peers for how to deal with a crisis, such as when things go wrong, are not in the right place or when the student with Traumatic Brain Injury becomes confused.
- Develop a new sense of success, since the students may not be able to perform tasks, which they previously could. They should be encouraged to do their best and to look at failure as not trying, rather than not succeeding.

ASSESSMENT PRACTICES FOR STUDENTS WITH TRAUMATIC BRAIN INJURY (TBI)

In assessing the learning of students with traumatic brain injury, educators need to:

1. Consider time factors

- Adjust time limits as determined by student's needs.
 - determine the best time to assess, when the student is not fatigued
 - provide intermittent breaks (e.g., allow for rest breaks or assess over the course of several days)
 - allow flexibility in set time (e.g., change day, time or length of assessment)
 - eliminate or modify time limits
 - allow intermittent nutrition breaks to compensate for fatigue

2. Develop appropriate procedures

- Assessments should be ongoing and varied.
 - evaluate how to best assess (e.g., oral, written, hands-on, observations, with assistive technology, or a combination, etc.)
 - utilize strongest learning styles (e.g., hands-on, oral, written, visual, etc.)
 - repeat opportunities to demonstrate skills since healing is ongoing
 - provide necessary assistance as determined by the task (e.g., reader, writer, large print, computer, etc.)
 - provide opportunities for student and teacher to discuss instructions to ensure understanding
 - provide frequent encouragement
 - check to see how medication might affect testing
 - check to see if physical and/or emotional condition(s) (e.g., cold/allergies, tolerance, stress level, busy schedule, conflicting deadlines) are factors when assessing
 - speak slowly when giving directions or asking questions
 - break down complex tasks

3. Consider the environment

The assessment setting should be adapted to the student's individual needs so the student can display his/her best effort, and a variety of environments should be utilized, including school, community and work settings.

- Be sure the testing environment is:
 - quiet
 - private
 - calm
- Be sure the testing environment has:
 - decreased auditory or visual distractions
 - appropriate lighting

- comfortable seating
- proper seating or positioning available

4. Provide a variety of types

Alternative forms of assessment need to be considered, in order to demonstrate what the student has learned. Student and family input is essential in determining the format of assessments. Below are a few examples of assessments that could be used for various purposes, to be used alone or in varied combinations.

- Peer and family feedback - checklist
- Videotape
- Oral reports
- Assess skills used in context vs. skills tested in isolation
- Self-evaluation (How does the student feel about his/her performance?)
- Portfolio (i.e., a collection of the student's work)
- Cooperative group assessment
- Individualized assessment
- Gather information from various school personnel and family members
- Interdisciplinary (e.g., assessing students about maps can cover two disciplines -- math and social studies)
- Classroom observations
- Observations during unstructured times

SERVICE OPTIONS FOR STUDENTS WITH TRAUMATIC BRAIN INJURY (TBI)

For students with traumatic brain injury to have adequate opportunities to learn, schools need to:

1. Establish a Traumatic Brain Injury Team in every school district, which may include experts from each of the involved professions, such as occupational therapist, speech and language specialist, physical therapist, psychologist, social worker, curriculum specialist, nurse, etc. The team will be responsible to act as a referral source to the medical community and an informational resource for teachers and students with traumatic brain injury and their families.
2. Maintain frequent communication between educational and medical providers and family.
 - Have more frequent IEP updates due to changes in abilities and needs.
 - Designate specific time frames for on-going contact. Schedule team meetings as necessary depending on the student's needs.
3. Provide teacher and staff training.
 - Provide information on general characteristics and possible behaviors of children with Traumatic Brain Injury.
 - Identify areas to monitor, such as stress, medication, illness, and family changes or any accidents which occur during recreation or sports activities.
 - Identify techniques or modifications to use.
 - Identify resources and experts in Traumatic Brain Injury.
 - Explain how to talk to medical professionals.
 - Provide a Traumatic Brain Injury Resource Handbook with general characteristics, possible behaviors and needs, behavior management techniques, recommended classroom practices, essential learnings, and assessment procedures.
 - Involve Traumatic Brain Injury survivors and family members as trainers.
4. Provide a consistent, coordinated system of case management which includes all responsible agencies. Ideally, this would be a person who is available all year long for multiple years.
 - Case management responsibilities would include: Advocating for the person with traumatic

brain injury, assisting the student with making connections to appropriate agencies, which can support healing and transition, interagency coordination (education, medical, therapies, and adult services for independent living and employment), coordination of daily contacts with the student, community resources, and management of transitions in learning, family, and life environments.

5. Provide technological devices as necessary for reminders, references, repetition, retrieval of information, to block out distractions and to increase mobility and independence. Examples: Communication devices, books on tape, computers, headphones, carousels, recorders, timers, word boards, etc.
6. Increase classroom support for students with Traumatic Brain Injury through the use of trained peers, paraprofessionals, volunteers, and adults with Traumatic Brain Injury.
7. Provide services as determined by the staffing team, for occupational therapy, physical therapy, therapeutic recreation, speech and language, social work, etc., to assist the student in the classroom as appropriate. These services need to be on-going and long term due to changes in the student's abilities.
8. Provide counseling support as needed for the student and family (including siblings) around issues of grief, depression, denial behavior, delusions, finances and effects of disability.
9. Access local support groups for families, and form peer support groups for students with Traumatic Brain Injury with emphasis on coping skills and social development.
10. Conduct regular and ongoing screenings.
 - Screen for students with Traumatic Brain Injury through questions listing possible ways children may have acquired brain injuries. Include questions on forms during Fall registration, Child Find, and ongoing screenings. If Traumatic Brain Injury is suspected, contact the special educator and/or Traumatic Brain Injury team in the school district.
 - Sample questions may include:
 - "Traumatic brain injury is not of congenital origin or of a degenerative nature. Have any of these occurred?"
 - child abuse
 - automobile or motorcycle accidents
 - gunshot or other wounds to the head
 - falls
 - trauma to the head from hard objects such as bats or balls
 - other accidents, which involve the head, that cause brain trauma
 - whiplash
 - sports injuries (concussion or dazed) If any are checked, please explain.
- (from: Guidelines Paper: Traumatic Brain Injury , CDE, and March 1991)
11. Reduce overall student teacher ratio.
12. Provide space for flexible accommodations, so that areas are available for quiet, individual work or rest, as well as for group work.
13. Educate community members through one-on-one contact, round-table meetings, and group presentations, so that students with Traumatic Brain Injury can participate and learn in the community.
14. Educate policy makers and public to increase funding to provide case management and technology for persons with Traumatic Brain Injury to meet recommendations for support systems.

CHARACTERISTICS OF STUDENTS WHO ARE VISUALLY IMPAIRED

1. Every student with a visual impairment is unique. Visual functioning can change from day to day, hour to hour or minute to minute.
2. Individual learners with visual disabilities may present a wide range of cognitive and other disabilities (severe cognitive needs, deaf blindness, gifted and talented, physically challenged, etc.)
3. Each student may need learning materials in alternative media that may change over time.
4. Incidental learning (learning without specific instruction) is affected by lack of or limited day-to-day visual observation.
5. Learners may have difficulty traveling independently and safely without direct intervention.
6. Learners need to have visual information presented in multisensory modalities.
7. Learners may need alternative organizational skills to be directly taught.
8. Learners will have difficulty in physical environments that are not consistent and predictable.
9. Many learners cannot visually receive nonverbal communication and must be specifically taught how to express thoughts and feelings nonverbally.
10. Learners depend upon adaptive equipment and technology to facilitate learning in the general classroom and on the job.
11. Learners require specialized strategies in order to acquire independent living skills (cooking, marking appliances, etc).

ESSENTIAL LEARNINGS FOR STUDENTS WHO ARE VISUALLY IMPAIRED

Students who are visually impaired need to learn:

1. Literacy skills

- Skills in the use of all appropriate media for reading and writing in a variety of settings to include but not be limited to the following:
 - auditory
 - print
 - print enlargement
 - Braille/tactile
- Skills for the use of technology associated with reading and writing media (keyboarding, electronic texts, closed circuit television, Braille access technology, screen readers, screen output devices, tape recorders, etc.)
- Skills for using adapted and non-adapted tools -- rulers, maps, graphs, globes, calculators, abacuses, optical aids, corrective lenses, compasses, protractors, watches, signature guides, etc.

2. Orientation and mobility skills

- Fine and gross motor development
- Concept development (time, distance, interpretation of physical objects)
- Orientation skills to new environments (home, school, community)
- Pre-cane skills
- Sighted guide technique (using and teaching untrained guides)
- Knowledge of different modes of mobility (cane, dog guide, electronic travel aids, adapted aids, etc.)
- Techniques for cane travel
- Soliciting and refusing aid
- Street crossings (urban and rural settings)

- Cardinal directions
- Planning and using routes
- Knowledge/ familiarization with community
- Using public transportation (buses, taxis, planes, and trains)
- Sensory use
 - understanding concepts not directly accessible when one has little or no vision
 - eccentric viewing (positioning to see when central vision is unavailable)
 - visual efficiency (or maximizing remaining vision)
 - tactile exploration and skills
 - identification and localization of sound listening skills

3. Self advocacy/social skills

- Taking responsibility for self in the learning environment
 - devising strategies for seeking help and assistance
 - explaining needs to others
 - acquiring adaptations and materials
 - adjusting light, seating, and location of materials
 - transferring self advocacy skills to different environments
 - understanding eye condition and its impacts
- Dealing with psychological issues associated with blindness
- Acquiring knowledge of and accessing agencies that can provide support
- Participating in social activities with peers with sight and peers with visual disabilities
- Acquiring knowledge and use of nonverbal communication skills
 - body language
 - facial expression
 - gestures
 - eye contact
- Finding solutions to problems, establishing a safe physical environment, and handling emergencies
- Concepts of sexuality

4. Skills and knowledge related to employment and career options

- strategies for dealing with preconceived biases of employers regarding impact of visual loss
- exploring a variety of job experiences
- developing a realistic and accurate concept of self and abilities
- acquiring skills in technology to be competitive in the job market
- linking with adult services
- acquiring strategies for planning and setting goals after high school

5. Life management skills (strategies to include but not limited to acquiring the following skills with *little or no vision*)

- Eating independently in different settings
- Dressing
- Personal hygiene
- Recreation/leisure
- Telephone use
- Shopping
 - familiarization
 - money
 - using a guide

- calling ahead
- Laundry
- Cooking
- Money, finances, checking, budgeting
- House cleaning
- Handling emergency situations

6. Organizational skills (particular to visual impairment/blindness)

- Generalizing organizational skills from one environment to another
- Labeling and marking
- Study skills
 - note taking
 - tape recording
 - organizing notebooks and other data sources
 - outlining research
 - accessing computer bulletin boards
- Goal setting
- Time management

CLASSROOM PRACTICES FOR STUDENTS WHO ARE VISUALLY IMPAIRED

To provide effective classroom practices for students who are visually impaired, educators need to:

1. Provide adapted tools, texts, and materials.
2. Provide disability awareness for peers with sight.
3. Provide materials in appropriate media.
4. Provide environmental modifications.
 - lighting
 - positioning
 - increasing/decreasing visual information
5. Encourage use of a variety of literacy options.
6. Adapt assignments and tests as needed.
7. Provide opportunities for pre-teaching skills.
8. Provide opportunities for direct instruction and practice of nonverbal communication skills.
9. Provide opportunities for students with visual disabilities to discuss the impact of their disabilities with other people with visual disabilities.
10. Provide opportunities to role-play social situations.
11. Provide audio descriptions of visual presentations.
12. Provide community referenced instruction.
13. Provide adaptations and opportunities to practice life management skills.
14. Provide opportunities to learn organizational systems for home, school and work.
15. Provide direct instruction in travel skills in the home, school and community.
16. Provide instruction in and opportunities for proactive self-advocacy skills.

ASSESSMENT STRATEGIES FOR STUDENTS WHO ARE VISUALLY IMPAIRED

In assessing the learning of students who are visually impaired, educators need to:

1. Provide tests in appropriate media.

2. Provide alternative methods of assessment (oral response, format change, time change, etc.).
3. Explain unusual or difficult-to-access test format.
4. Use technology and adapted tools.
5. Create and assess attainment of IEP goals to specify learnings, in addition to state and local content guidelines.
6. Provide environmental changes for assessments.

SERVICE OPTIONS FOR STUDENTS WHO ARE VISUALLY IMPAIRED

For students who are visually impaired to have adequate opportunities to learn, schools need to:

1. Allow teacher for students with visual disabilities to plan or co-teach with general education teacher.
2. Provide one-on-one and small group instruction.
3. Offer consultation with general education teachers and other service providers.
4. Offer parent training in skills specific to students with visual disabilities
5. Link with adult services.
6. Provide extended school day or school year.
7. Provide team meetings with service providers and parents.
8. Ensure specialized instruction by Orientation and Mobility Specialist and Teacher for Students with Visual Disabilities (Braille, cane travel, specific technology, etc.).
9. Provide use of paid or volunteer readers.
10. Provide use of audio descriptor service.