

# SERVING STUDENTS WITH SPECIAL NEEDS IN MAINSTREAMED CLASSES

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## INTRODUCTION

This document was developed to assist persons who wish to provide direct instruction to students with mild disabilities in mainstreamed classes. The information was compiled and edited from a variety of sources and includes the following:

- Legislation
- Key Terms and Definitions
- Learning and Behavioral Characteristics
- Principles of Instruction (elements of learning, teaching techniques, collaborative efforts, and special adaptations)
- Career and Workforce Development

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# OVERVIEW

- \* Legislation
- \* Key Terms
- \* Definitions
- \* Categories

## FEDERAL LEGISLATION

1. The Individuals with Disabilities Education Act requires that "Each public agency shall insure: (a) Each disabled child's educational placement: (1) is determined at least annually, (2) is based on his or her individualized education program; and (3) is as close as possible to the child's home; (b) The various alternative placements included under Reg. 300.551 are available to the extent necessary to implement the individualized education program for each disabled child, (c) Unless a disabled child's individualized education program requires some other arrangement, the child is education in the school which he or she would attend if not disabled, and (d) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she need." (34 CFR 300.552)

2. Section 504 of the Rehabilitation Act of 1973 requires that "A" recipient (of Federal funds) to which this subpart applies shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are nor handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home." (34CFR 104.34)

## KEY TERMS

**Mainstreaming** - This term has generally been used to refer to the selective placement of special education students in one or more "regular" education classes. Mainstreaming proponents generally assume that a student must "earn" his or her opportunity to be mainstreamed through the ability to "keep up" with the work assigned by the teacher to the other students in the class. This concept is closely linked to traditional forms of special education services delivery. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Inclusion** - This term is used to refer to the committed to educate each child to the maximum extent appropriate in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students.) Proponents of inclusion generally favor newer forms of education service delivery such as the ones under the heading. What Does Inclusion Look Like? (Procedures Governing Programs and Services

for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Full Inclusion** - This term is primarily used to refer to the belief that instructional practices and technological supports are presently available to accommodate all students in the school and classrooms that would otherwise attend if not disabled. Proponents of full inclusion tend to encourage that special education services generally be delivered in the form of training and technical assistance to "regular" classroom teachers. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Regular Education Initiative** - This phrase was coined by a former federal education official, Madeline WAL and has generally been used to discuss either the merger of the governance of special and "regular" education or the merger of the funding streams of each. It is not generally used to discuss forms of service delivery. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Career Assessment** - Evaluating the broad range of practical skills that are part of living and working as an adult including the social behaviors, functional academics, and daily living activities necessary for success on the job and in the community. (Venn, I., Assessment of Students with Special Needs: Merrill).

**Transition Services** - A coordinated set of activities designed to facilitate movement from school to post school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. (Venn, I., Assessment of Students with Special Needs: Merrill).

**Vocational Assessment** - The process of evaluating the particular skills necessary for success in specific jobs, professions, or trades. (Venn, J., Assessment of Students with Special Needs: Merrill).

## CATEGORIES

**Children with Special Needs.** The phrase "children with special needs" includes, without limitation, all children who because of permanent or temporary mental, physical or emotional handicaps need special education, are unable to have all their educational needs met in a regular class without special education to related services, or are unable to be adequately educated in the public

schools. It includes those who are academically gifted, autistic, behaviorally-emotionally handicapped, deaf-blind, hearing impaired, mentally handicapped, multi-handicapped, orthopedically impaired, other health impaired, pregnant, specific learning disabled, speech- language impaired, traumatic brain injured and visually impaired. The phrase "preschool children with special needs" includes without limitation, all 3 and 4-year old children and those 5-year old children who are ineligible for kindergarten and who because of permanent or temporarily cognitive, communicative, social/emotional, or adaptive disabilities are unable to have all of their developmental needs met in a normal environment without special education and related services. It includes preschool children who are developmentally delayed or those who are autistic, deaf- blind, hearing impaired, or traumatic brain-injured. Preschool children with special needs become eligible for services upon reaching their third birthday. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Academically Gifted.** Academically gifted students are defined as those who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability. In order to develop their abilities, these students may require differentiated educational services beyond those ordinarily provided by the regular school program. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

### **AD/HD**

A. Either 1 or 2:

(1) Inattention: At least six of the following symptoms of inattention have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level:

- (1) Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
- (b) Often has difficulty sustaining attention in tasks or play activities.
- (c) Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
- (d) Often has difficulties organizing tasks and activities.
- (e) Often avoids or strongly dislikes tasks (such as schoolwork or homework) that require sustained mental effort.
- (6) Often loses things necessary for tasks or activities (e.g., school assignments, pencils, books, tools, or toys).
- (g) Is often easily distracted by extraneous stimuli.
- (h) Often forgetful in day activities.

- (2) Hyperactivity-Impulsivity: At least six of the following symptoms of hyperactivity-impulsivity have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level:

*Hyperactivity:*

- (a) Often fidgets with hands or feet or squirms in seat.
- (b) Leaves seat in classroom or in other situations in which remaining seated is expected.
- (c) Often runs about or climbs excessively in situations where it is inappropriate (in adolescents or adults, may be limited to subjective feelings or restlessness).
- (d) Often has difficulty playing or engaging in leisure activities quietly.
- (e) Often talks excessively.
- (f) Often acts as if "driven by a motor" and cannot remain still.

*Impulsivity:*

- (g) Often blurts out answers to questions before the questions have been completed.
- (h) Often has difficulty waiting in lines or awaiting turn in games or group situations.
- (i) Often interrupts or intrudes on others.

- B. Onset no later than seven years of age.
- C. Symptoms must be present in two or more situations (e.g., at school, work, and at home).
- D. The disturbance causes clinically significant distress or impairment in social, academic, or occupational functioning.
- E. Does not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and is not better accounted for by a Mood Disorder, Anxiety disorder, dis-associative disorder, or a Personality Disorder.

**Behaviorally-Emotionally Disabled.** School-age students who, after receiving specially designed education support services and intervention strategies in the regular education setting, still exhibit patterns of situationally inappropriate interpersonal or interpersonal behavior of such frequency, duration, and intensity to disrupt the student's own learning process.

Frequency, duration, and intensity are long standing patterns of behavior which occur regularly and often enough to interface consistently with the student's own learning process. A behavioral-emotional handicap is evidenced by one or more of the following characteristics which cannot be attributed primarily to physical sensory, intellectual deficits:

- inability to achieve adequate academic progress (not due to a learning disability);

- inability to maintain satisfactorily interpersonal and/or interpersonal relationships;
- inappropriate or immature types of behavior or feelings under normal conditions;
- a general pervasive mode of unhappiness or depression;
- a tendency to develop physical symptoms, pains or fears associated with personal or school problems. The term does not include the socially maladjusted students unless it is determined that he/she is also Behaviorally-emotionally handicapped. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Children At Risk.** Refers to children who fall into various categories for which the base rate (or group frequency) for experiencing educational difficulties is relatively high. They show one or more of the following characteristics which have significance for educational planning (a) they are not responding positively to the instruction offered to them in basic academic skills (usually reading); (b) their social behavior in school is unacceptable; (c) they are falling badly behind classmates in learning in academic subjects; (d) they have significant physical limitations or major health problems; (e) English is not their primary language (often associated with important cultural differences as well); or (f) they are extremely limited in experiences which provide background for formal education. (Reynolds, M. (1989). Students with special needs. In M.C. Reynolds (Ed.) *Knowledge base for the beginning teacher*, (pp. 129-142). Oxford, England: Pergamon Press.)

**Mentally Disabled.** For school-aged students, mentally handicapped refers to significantly sub-average general cognitive functioning and a reduced rate of learning. This condition exists concurrently with deficits in adaptive behavior, is manifested during the developmental period, and adversely affects the student's educational performance. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Specific Learning Disabled.** Specific learning disability is an inclusive term used to denote various processing disorders presumed to be intrinsic to an individual (e.g. acquisition, organization, retrieval, or expression of information, effective problem-solving behaviors). For the purpose of special education services, school-age students classified as learning disabled those who, after receiving instructional intervention in the regular education setting, have a substantial discrepancy between ability and achievement. The disability is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, reading, and/or mathematics. A learning disability may occur concomitantly with, but is not the primary result of other handicapping conditions and/or environmental, cultural, and/or economic influences. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**Willie M.** To be certified as a Willie M. class members, each must fit all for the following criteria. He or she must be under 18, have been diagnosed as emotionally, mentally, or neurologically handicapped, have a history of violent or assaultive behavior, against self or others, not already be receiving services appropriate to the child's needs, have been involved with juvenile court or institutionalized. (Procedures Governing Programs and Services for Children with Special Needs; State Department of Public Instruction 2000 Edition).

**504 Children.** Any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (major life activities are caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working). (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. (Section 504 of the Rehabilitation Act, 1973).

## MENTALLY DISABLED

### **Behavior Patterns**

1. Limitations in Intellectual Functioning

50-55 to 70	Educable
35-40 to 50-55	Trainable
20-25 to 35-40	Severely Below
20 or 25	Profoundly

Impairments in attention, memory, generalization and motivation.

2. Concurrent Limitations in Adaptive Skills Areas

Limitations in communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work.

3. Intensities of Support

Intermittent, Limited, Extensive, Pervasive

Source: Lucasson, R., Coulter, D., Polloway, E., Reiss, S., Schalock, R., Snell, M., Spitalnik, D., & Stark, J. (1992). Mental Retardation Definition, classification, and systems of supports, Washington, D.C.: American Association on Mental Retardation,

# BEHAVIORALLY-EMOTIONALLY DISABLED

## Behavior Patterns

### Teacher-Related-Externalizing

- Acting out; noncompliant behavior
- Teacher defiance
- Behavioral excesses
- Low achievement disruption of classroom ecology
- High probability of referral Resistant to social influence tactics

### Teacher Related-Internalizing

- High levels of appropriate classroom behavior
- Nonassertive behavior patterns
- Problems with self
- Performance deficits
- Low achievement
- Low probability of referral

### Peer-Related-Externalizing

- Variable peer status (some accept, some reject)
- Failure to use social skills that support peer interactions
- High levels of social engagement
- High levels of negative/aggressive social behavior

### Peer-Related-Internalizing

- Neglected or rejected peer status
- Low levels of participation in peer controlled activities
- Social isolation and withdrawal
- Low levels of negative social behavior

(Walker, H.M., & Bullis, M., (1991)

## **LEARNING DISABILITIES**

Turnbull, A, Turnbull, H., Shank, M., & Leal, D. (1995). Exceptional lives Columbus: Merrill.

### **Behavior Patterns**

#### **A. Learning Characteristics**

1. Reading - (omissions, insertions, substitutions, reversals; difficulty recalling or discerning basic facts, sequence, or theme)
2. Written Language - (poor language performance in handwriting, spelling, productivity, text structure, sentence structure, lexicon, and composition)
3. Math
  - Visual perception such as differentiating numbers or spatial difficulties in copying shapes.
  - Memory such as recalling math facts.
  - Motor functions such as writing numbers legibly or in small places.
  - Language such as relating arithmetic terms to meaning or using math vocabulary.
  - Abstract reasoning such as solving word problems and making comparisons.
4. Memory
  - Poor short-term memory which is related to problems in rehearsal, organization, elaborate processing, and phonological coding.
  - Long-term memory for tasks that require semantic processing
  - Working and executive memory functions for timely and organized searches for information.
5. Metacognition
  - Knowing a large number of strategies for acquiring, storing, and processing information.
  - Understanding when, where, and why these strategies are important.
  - Selecting and monitoring the use of these strategies wisely and reflectively.

#### **B. Behavioral Characteristics**

1. Difficulty sitting in seats for long periods of time, attending to classroom tasks, avoiding distractions.
2. Behavior Disorders

#### **C. Social Characteristics**

1. Tend to use less socially acceptable behaviors in certain situations.
2. Unable to predict consequences for behaviors.

3. Misinterpret social cues.
4. Less likely to adapt their behavior to different characteristics of learners.
5. Perform some appropriate verbal and nonverbal skills at significantly lower levels than their peers.
6. Perform some inappropriate behaviors at higher levels than peers.

## **STUDENTS WHO MAY BE MOST AT RISK**

ECONOMICALLY DISADVANTAGED

MINORITIES

DISAFFECTED/UN-MOTIVATED STUDENTS

EXCEPTIONAL CHILDREN – DISABLED AND GIFTED

STUDENTS WITH READING PROBLEMS

STATUS OFFENDERS, DELINQUENT YOUTH

STUDENTS WITH BEHAVIOR PROBLEMS

MIGRANTS AND OTHER MOBILE STUDENTS

ABUSED/NEGLECTED CHILDREN

DEVELOPMENTALLY DELAYED STUDENTS

TEEN PARENTS

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*, Logan, Beverly G., Walls, Jessie H., June 23, 1993)

## **Major Provisions of IDEA (formerly P.L. 94-142)**

- \_ Due Process**
- \_ Least Restrictive Environment**
- \_ Non-discriminatory Assessment**
- \_ Individualization**
- \_ Confidentiality and Record Keeping**
- \_ Parent Surrogate**
- \_ Categorical Priorities**
- \_ Age Levels**
- \_ Private Settings**
- \_ Finances**

## **\_ Planning**

## **SPECIFIC COMPONENTS OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

Blackhurst & Bevdive (1993)

- M DUE PROCESS.** Children with disabilities or handicaps and their parents are guaranteed procedural safeguards in all matters related to identification, evaluation, and educational placement. This means that parents must be notified when their children are to be tested, and they must give permission for the test to be given. Parents must also be actively involved in any decision about the educational placement of their children who have disabilities or handicaps.
- M LEAST RESTRICTIVE ENVIRONMENT.** When appropriate, children with disabilities or handicaps are to be educated with children who have no disabilities. This provision has resulted in major changes in the organization for school programs. Many self-contained special education classes have been eliminated in favor of integrating children with mild learning or behavioral disabilities into regular classes for much of the school day, with part-time instruction provided in resource rooms. (The various educational options will be explained in Module 2.)
- M NONDISCRIMINATORY ASSESSMENT.** When children are tested to determine whether they are eligible for special education services, the tests and testing procedures must not be culturally biased. Under this provision, all testing must be done in the native language of the child. In addition, no educational decisions can be made solely on the basis of a single test score. The use of a variety of assessment techniques is required.
- M INDIVIDUALIZATION.** An individual education program (IEP) must be developed for each child who is enrolled in a special education program. The plan is to be developed in consultation with the child's parents and based on the information obtained from assessment. The IEP must be reviewed at least once a year and revised as necessary.
- M CONFIDENTIALITY AND RECORD KEEPING.** The confidentiality provision reiterates the provisions of the Family Educational Rights and Privacy Act (PL 93-380), also known as the Buckley Amendment, which guarantees parental control of school records. No one may have access to the records of children in special education programs without specific written parental permission. In addition, the Buckley Amendment guarantees parents the right to examine all the school records of their children.

- M     **PARENT SURROGATE.** If the parents or guardians of children who have disabilities or handicaps are either unknown or unavailable, someone else can be appointed to work on behalf of the child. This person, known as a **parent surrogate**, is responsible for approving the testing and placement of the child. This person also serves on the committee that develops the individualized education program. The parent surrogate is, in effect, an advocate for the child.
- M     **CATEGORICAL PRIORITIES.** The law determines priorities in the provision of services. The first priority is for children with disabilities or handicaps who are currently receiving no services. This means that schools must identify and serve children with disabilities both in school and not in school. They must also identify those who are in an inappropriate educational program.
- M     **AGE LEVELS.** The law requires that all children with disabilities or handicaps who are between birth and 21 years of age be served.

# **Cascade of Services**

(Least Restrictive to Most Restrictive)

## **Regular Classroom**

(Indirect or Direct Services)

Majority of the program is in a regular class  
Special education and related services for less than 21 %  
of the school day

—

## **Resource Class**

Special Education and related services between 21 % and 60 %  
of the school day

—

## **Separate Class**

Special Education and related services for more than 60 %  
of the school day

—

## **Separate School Facility**

Special day school placement when needs cannot be met  
in a regular school facility

—

## **Public/Private Residential Facility**

Residential facilities (short-term or long-term)  
where educational diagnosis and treatment/education is provided

—

## **Hospital/Home-based Services**

Placement when a student is disabled to the degree  
that it is impossible or medically inadvisable for him/her  
to attend public schools

## LEARNING AND BEHAVIORAL CHARACTERISTICS

While the traditional approach to the description of students with mild disabilities has been a categorical reference, a category-free classification has been gaining widespread attention. This approach has been referred to as a non-categorical or cross categorical approach and puts greater emphasis on variables related to students' behavioral functions than on the specific factors included in the eligibility criteria. It is widely recognized that there is an overlap between the traditional categories. In fact, students with mild disabilities may have very similar learning and behavior characteristics that include (but are not limited to) deficits in academic functioning, poor social skills, memory problems, impulsivity, and problems in the generalization and maintenance of newly acquired skills.

Teachers must develop educational programs based on the individual learning and behavioral characteristics of the child. Described below are characteristics of students with mild disabilities (Sedlak and Sedlak, 1985).

1. **Learning Potential** — Some students are categorized as mildly disabled due to an absence of achievement or performance and not due to a problem in learning. It is important that teachers make a distinction between those children who have problems relating to variables associated with learning and those who have a deficit in achievement because inadequate prior experiences and poor instruction. Then the teacher can create an individual program which increases their achievement and learning rate.
2. **Attention and Memory Deficits** — It is not always correct to say that all mildly disabled students have poor memories. Generally they perform poorly when asked to respond to questions about something they have just been taught. This means that the problem may be associated with short-term memory not long-term memory. In addition, research has indicated that the problems faced by these students may be related to those of "attention" and "employment of learning strategies." A student must be able to attend to a task before he can be expected to learn it. An attention deficit does not always mean that a student is out of his seat or not paying attention. It could mean that the student is unable

to focus his attention on the problem and screen out factors that are not related to the task. Examples might include: "a student looking on one page in his book when the teacher is talking about another page," or "a student focusing on the way the teacher's hair is styled as opposed to what she's saying." The student must be taught to focus attention on a task and to use mediational strategies or organizing strategies and this will increase the likelihood that the student will remember what is taught.

3. **Motivational Characteristics**— Until recent years, academic programs have focused more on cognitive development than affective development. It is known that many of the problems of performance have a motivational rather than a cognitive basis. Students are usually "motivated" or "not motivated" because of numerous interactions in the environment. Children are driven by the successful completion of tasks and they gain a sense of personal reward from their completion. Many mildly disabled students are not motivated to do well because they have a history of failure which results in feelings of frustration and even escape from school related tasks. Students will not seek help because they have met with many negative encounters with adults. They expect to fail even before attempting a task and when they do attempt a task they distrust their solutions to problems and over-rely on external cues. The results are more negative interactions with adults, more failure, and less independence.

4. **Social Skills**— Many students with mild disabilities have inappropriate behaviors in their repertoires but fail to use them at appropriate times or they don't know appropriate skills. Because this is such a persistent problem, training in social skills needs to be an integral part of the academic programs for mildly disabled children. Social skills can be taught much in the same way that you would teach math or reading or any other academic subject. This training takes place not only in the regular interaction within and outside the classroom but also through role playing and discussion of acceptable behavior in different social situations.

5. **Language** – Students with disabilities may sometimes speak a “non-standard” English.

## **ARGUMENTS FOR AND AGAINST MAINSTREAMING**

*(Salend, S., 1990)*

### **"For Mainstreaming"**

- \* allows students with disabilities to interact and learn from students without disabilities.
- \* prepares students with disabilities for their lives in a setting that is more representative of society.
- \* promotes the academic and social development of students with disabilities.
- \* provides for the delivery of services to students without stigmatizing them.
- \* fosters an appreciation of individual differences.

### **"Against Mainstreaming"**

- \* regular educators are not prepared to work with students with disabilities.
- \* students with disabilities will require excessive amounts of teacher time, thereby impeding the progress of children without disabilities.
- \* regular educators and children without disabilities have negative attitudes toward students with disabilities, which will result in the isolation and stigmatization of those students in the regular education milieu.
- \* regular education is not structured to accommodate the needs of students with disabilities.
- \* students with disabilities will be denied services and specialized instruction, and will fall further behind their peers without disabilities.
- \* emphasis on the excellence in education movement will create greater discrepancies between students with disabilities and their peers without disabilities.
- \* research has not clearly established the efficacy of the mainstreamed setting.

## **COMPETENCIES FOR MAINSTREAMING TEACHERS**

*(Redden M. & Blackhurst, A., 1978)*

### **Develop Orientation Strategies for Mainstream Entry**

- Participate in school-wide planning for mainstreaming activities.
- Set up a training plan that will provide supplementary instruction in areas necessary to teach effectively in a mainstream setting.
- Participate in parent and community orientation programs on mainstreaming.
- Seek out consultative relationships with specialists or school staff.
- When appropriate, develop a program to prepare the special student for entry into a regular class.
- Prepare members of the regular class for the entry of special students into the class.

### **Assess Needs and Set Goals**

- Gather information to determine the educational needs of each student.
- Evaluate each student's present level of functioning.
- Determine for each student in the class individual goals that are appropriate, realistic, and measurable.
- Determine group goals for the class as a whole and for subsets within the class.
- Involve parents in setting goals for their child and for the class as a whole.

### **Plan Teaching Strategies and Use of Resources**

- Design a system of teaching procedures that provides for individual differences in students.
- Specify and prepare a variety of activities that will involve the entire class in grouping patterns that are varied and flexible.

- Develop and design a variety of alternate teaching strategies.
- Develop a plan for use of human and material resources.
- Develop a flexible time schedule that provides for the learning, physical, and social needs of each student.
- Provide an optimal classroom climate through appropriate arrangement and adaptation of the physical properties of the classroom.

### **Implement Teaching Strategies and Use Resources**

- Select and use a variety of individualized teaching methods to instruct each student within the student's level or capability of functioning.
- Develop, schedule, and maintain on a regular basis a variety of grouping patterns that provide opportunities for students to reach class goals, both social and academic.
- Use the efforts of the special education resource staff with the special students' classroom activities.
- Acquire, adapt, and develop materials necessary to achieve learning goals.
- Plan and maintain a system to use the assistance of volunteers (other students, parents, etc.) to reinforce and supplement classroom activities.
- Develop a plan to use the talents of parents in supporting the learning activities of their child and those of other students in the class.

### **Facilitate Learning**

- Identify and differentiate between a variety of behavior management techniques and develop skills in selecting appropriate techniques to manage individual and/or group behavior.
- Select and apply adequate behavior management techniques and measures to meet the learning goals set for the class and each individual student.
- Acknowledge appropriate behaviors in each student in order to stimulate continued effort.
- Conduct class activities in a way to encourage interaction between and among students.

- Provide ample instruction and practice for each child to develop and refine adequate coping strategies.
- Plan with class for systematic appraisal and improvement of the psychological climate of the class.

**Evaluate Learning**

- Organize a system to collect and record data by which to evaluate student progress toward goal attainment.
- Develop a feedback system that will furnish continuous data to student, teacher, and parents on goal attainment.
- Use evaluation data to assess goal attainment in order to measure terminal outcomes and set new goals.

## MAINSTREAMING (Recommendations for the Future)

- \* Continue to evaluate the practice of mainstreaming
- \* Increase the use of technology and non-professionals
- \* Search out ways to predict the success of the regular class
- \* Develop generalization and maintenance strategies
- \* Increase efforts to ensure non-biased assessment
- \* Examine current practices on labeling and classification
- \* Increase the use of direct instruction
- \* Increase the meaningful involvement of parents and regular students
- \* Transform mainstreaming from a school-based practice to a lifelong condition

# Principles Of Instruction

**Elements of Learning**

**Teaching Techniques**

**Special Adaptations**

**Collaborative Efforts**



## **IDEAS FOR WORKING WITH STUDENTS WITH SPECIAL NEEDS**

- Color code written materials or tools and equipment, i.e., measuring devices.
- Repeat, repeat, and repeat!
- Send extra work home frequently. This keeps the student going and lets the parents know what's going on!
- Call the parents every six (6) weeks to let them know how their son or daughter is doing. Always say something positive!
- Pair a student with special needs with another higher level student (but not the "Star" in the class). This seems to help the special needs student to relate to the material and feel more a part of the class.
- Read tests to the student.
- Read text book chapters on an audio cassette and give to the student with special needs to take home.
- Put demonstrations on video tape.

**Source: (Workshop: Modification Strategies for Special Populations: *Reaching to Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie 14., June 23, 1993)**

## **EFFECTIVE TEACHING STRATEGIES FOR STUDENTS WITH DISABILITIES**

- ◆ Communicate to students class rules and expectations. Establish regular routines in an organized structure. Be consistent.
- ◆ Remember to have a sense of humor. Laughter can facilitate learning situations. Make learning positive and fun.
- ◆ Provide a classroom climate of warmth, attention, and emotional support.
- ◆ Demonstrate how something should be done versus simply verbalizing the directions.
- ◆ Identify the stronger learning mode for each student. Special education personnel can tell you whether students learn better visually, auditorily, or through hands-on experience.
- ◆ Use concrete, tangible demonstrations. Use hands-on activities as much as possible.
- ◆ Focus on learner's strength and abilities.
- ◆ Involve students in the planning of their educational program.
- ◆ Keep learners aware of progress at all times and give them reason to believe they are succeeding.
- ◆ Provide opportunities for shadowing experiences, which will expose students to people who hold jobs associated with their interests.
- ◆ Use constant feedback and praise to help enhance student's self-concept.
- ◆ Work with support staff to develop and implement appropriate behavior modification techniques for those students who display hostile or defiant behavior.

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)

## **INSTRUCTIONAL STRATEGIES**

Logan, Beverly G., Walls, Jessie H., June 23, 1993)

A number of strategies may be used by the teacher to better enable students to acquire new knowledge. Some of these strategies include the following:

**Reciprocal Instruction** is a dialogue between the teacher and students regarding the text they are reading or information being presented. The teacher and students take turns leading the discussion with the dialogue structured through the use of four strategies.

1. The passage is examined by exploring important parts, integrating and summarizing.
2. Questions based on the summary are then generated. The questions must be substantive and the answers must be able to be provided by the person generating the question.
3. The passage must be clarified. Many students with reading or learning difficulties may believe the purpose for reading is simply to pronounce words correctly. Deriving meaning from the passage may be inconsequential to some learners. As questions are asked and answers are not available, students should be cued to reread, ask for help or further discuss the possibilities to clarify the information being presented.
4. Predictions must be made about what the author may discuss-next. In order to make such predictions, students will have to utilize prior knowledge and try to add to it.

Reciprocal instructions of an interactive nature provides support in the learning process. The cooperative efforts between students and teachers utilizing this strategy support the questioning process, while thinking aloud offers structure needed toward acquiring correct responses.

**Scaffolding** provides temporary and adjustable support in the learning process and is a type of extension of reciprocal teaching. In scaffolding the teacher provides support by explaining, instructing and modeling. This support is temporary while the student is further challenged to use reciprocal instruction independently as the level of comprehension increases (Reid, 1988).

**Test-Teach-Test-Reteach** as a method has been found to be "tried and true," but often takes more time than other methods. When using competency-based education the test- teach-test method meshes easily and therefore works well in vocational education courses and outcomes-based education. This strategy can be utilized in all classes. This approach delineates the needs of all

students, allows the more advanced students to learn at a faster rate and the slower students to explore the information until competency is acquired. Pretesting a student on new information allows the teacher to determine the student's level of skill and adjust curriculum and activities to the needs of each student.

**Cooperative Learning** provides group learning with the goal of reinforcing each other's knowledge and understanding. These groups must be well structured to meet the following criteria:

1. no more than 4-6 students in a group;
2. heterogeneous by ability and language;
3. multi-cultural;
4. provide a fair reward system (group grade may be fair in some situations); administer individual tests, but group members test grades are averaged for final grades;
5. maintain groups for 4-6 weeks to work out group dynamics before changing;
6. describe each member's responsibility, clearly defining specific roles within the group. Roles defined should require different skills so all students can function in some capacity and specify how grades are determined; and
7. student developed group rules with teacher assistance.

Life frequently offers opportunities for cooperative learning. The educational system can teach students how to function in such a capacity by demonstrating and practicing this strategy in the classroom while preparing for life.

**Direct Instruction** as an instructional method is excellent for teaching declarative knowledge (facts/rules) as well as the procedural/elaborate knowledge (steps of problem solving, classification/sorting). Specific attention must be paid to generalization of these skills in other situations. Teachers must provide opportunities for students to generalize the skills in other settings. Components of direct instruction are described by Harin- and Schiefelbusch (1976) as:

1. Assess learning characteristics.
2. Establish instructional goals.
3. Systematically plan instruction by delineating component objectives and task sequences.
4. Use instructional materials, strategies, settings and motivational events matched to the learner characteristics.
5. Implement instruction considering the above components and provide continuity and momentum.
6. Use motivating consequences and evaluate mastery of objectives.

7. Monitor student success to determine if goals have been achieved.

Source: (Work-shop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993).

### **MODIFICATIONS FOR MAINSTREAMING CHECKLIST**

The following modifications may be necessary for (student's name) to be mainstreamed into regular class.

- \_\_\_\_\_ Mark student's correct and acceptable work, not his mistakes.
- \_\_\_\_\_ Examinations and quizzes should be given orally.
- \_\_\_\_\_ Reading assignments should be presented on cassette tapes.
- \_\_\_\_\_ Make arrangements for homework assignments to reach home with clear concise directions.
- \_\_\_\_\_ Reversals and transpositions of letters and numbers should not be marked wrong. Instead, reversals or transpositions should be pointed out for correction.
- \_\_\_\_\_ Recognize and give credit for the student's oral participation in class.
- \_\_\_\_\_ Avoid placing student under pressure of time or competition. Provide extra test time and assignment time.
- \_\_\_\_\_ Students should be allowed to tape record classroom lectures.
- \_\_\_\_\_ Students should be allowed to copy another student's class notes and/or student may be given a copy of another student's notes.
- \_\_\_\_\_ Student may be given a peer tutor.
- \_\_\_\_\_ Accept homework papers typed by the student or dictated by him and recorded by someone else, if need be.
- \_\_\_\_\_ Do not return handwritten work to be copied over; paper is often not improved and this adds to the student's frustration.

- \_\_\_\_\_ Quietly repeat directions to him/her, after they have been given to the class; then have him repeat and explain the directions to you.
- \_\_\_\_\_ Let him dictate themes or answers to questions on a cassette tape.
- \_\_\_\_\_ Accompany oral directions with written directions (on blackboard or paper) for student to use as a reference.
- \_\_\_\_\_ Do not require lengthy outside reading assignments.

## **EFFECTIVE COMPONENTS THAT BENEFIT**

### **THE OVERALL CLASSROOM FUNCTION**

#### **LEARNING STYLES**

1. The method that is most effective for a student to gain knowledge, information, or a particular skill. (Eschenmann, 1990)
2. The most successful classrooms integrate teaching styles and learning styles that are compatible.
3. Tailored Learning Styles help students learn more efficiently, learn more at a faster pace, and increase learning.

#### **TEACHING STYLES**

1. Students' performance and levels of achievement are influenced by the teacher requirements and expectations.
2. Motivating students for classroom involvement is critical to learning.
3. A teacher's style influences the type of behavior that students demonstrate in the classroom. Some teaching styles create a very formal and structured classroom. Still other teaching styles are rather informal and open. (Eschenmann, 1990)
4. Teaching styles determine to what extent a student's attention can be gained.

#### ***Examples:***

Teacher - Center of Classroom thus providing all the information, materials, directions, and assignments.

Teacher - Makes and enforces strict rules. Instead of keeping the students' attention on

the subject, they are being taught to follow specific rules.

Teacher - Provides little direct information by demonstrating how to do something and assisting only if they have difficulty.

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan Beverly G., Walls, Jessie H., June 23, 1993)

## **GENERAL GUIDELINES FOR POSITIVE CLASSROOM MANAGEMENT**

1. Always be prepared (have notes and materials ready)
2. Control the learning experience from the beginning
3. Stress the positive
- 4.** Be consistent
5. Learning to judge the attention span of the learners
6. Determine the appropriate work level that matches the ability of the learner
7. Keep all learners occupied to help control behavior especially if individualized activities are used
8. Break down the task into components that are manageable by the learners
9. Teach in small enough steps to allow for learner success
10. Reinforce learners after every correct response (continuous reinforcement) when teaching a new task.

11. Reinforce appropriate behaviors to prevent inappropriate

Source: (Workshop: Modification Strategies for Special Populations:: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993

## EFFECTIVE WAYS TO SUGGEST IMPROVING

Students need positive reinforcement when they are not performing at their level of potential. Sometimes saying the right thing in the right way can be an incentive to a student in need.

- Do you really understand this?
- All I ask is that you do your best.
- That's one way of looking at it, but had you thought about ...
- Don't give up.
- I believe that you realize your mistake.
- Is there something going on that I need to be aware of?
- Were you rushing?
- Consider doing it this way ...
- Do we need to sit down and talk?
- I'm concerned about what I've been noticing lately.
- Stay with it, I know it's rough right now.
- Once you understand this, then the other will be easy.
- No one is perfect.
- If you did your best, then that's all you could do.
- Take your time. No one is rushing you.
- You're running out of time. You need to get busy.
- Should I consider this your best?
- I can see some improvement.
- You almost have it.
- Let's look at this in another way.
- I know that you are capable of doing better.
- Do you think that you need to study with someone?

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)



## **“WAYS TO SAY “VERY GOOD”**

(Logan, Beverly G., Walls, Jessie H., June 23, 1993)

These phrases and sentences can be used in class or written as words of encouragement on students' papers.

You're on the right track now!  
You're doing a good job!  
You did a lot of work today!  
You figured it out!  
That's right!  
Now you have the hang of it!  
Really impressive!  
You're doing fine!  
That's a good way of putting it!  
Very good, why not show the class?  
All right!  
Nice going!  
That's coming along nicely.  
You did it that time!  
Fantastic!  
Terrific!  
Really sharp.  
I appreciate your attention.  
That's much better!  
Excellent!  
Good job, (name of student).  
That's the best you've ever done!  
Keep it up.  
That's really nice!  
Exactly right!  
You are doing much better today.  
Not bad!  
Superb!  
You're getting better.  
You're doing beautifully!  
That's it.  
You are very good at that.  
You're catching on to this well!  
That's quite an improvement!  
That kind of work makes me happy.  
I'm very impressed.  
You remembered!  
Well, look at you go!  
Go, (name of student).

You're the first to think of that!  
That's a good answer!  
You're improving.  
You're tops!  
Very Creative!  
Neat work.  
I'm glad you're here.  
You have really made a difference  
Absolutely!  
Thank you.  
You do so well.  
I admire your work.  
That's great!  
That's a feather in your cap!  
You help make my job worthwhile.  
Good for you!  
I am very pleased!  
Good Work!  
Nice speaking voice.  
I like the way you did that.  
Show us how.  
Yes! Yes! Yes!  
That's first class work!  
Wow!  
A fine answer!  
I can tell that you are studying.  
I'm happy to see you working like this.  
I knew that you could do it.  
That shows a great deal of work.  
It's a pleasure having you as a student.  
You've got it made.  
I agree.  
That's clever.  
That shows thought.  
Go ahead ... try it!  
Thanks for your contribution.  
Good responses!  
You should be proud of yourself  
I think you have it now.

## **INTERVENTIONS FOR MOTIVATING GROWTH THROUGH EMOTIONAL SUPPORT**

1. Reinforce the student for any positive thoughts and feelings about the future and assist the student in developing a "vision" of the future.
2. Use positive affirmation statements with the student. Have the student practice positive imagery.
3. Teach the student how to make good decisions.
4. Reinforce the student for responding to redirection of thoughts.
5. Help the student to focus on successes and not failures.
6. Monitor the student's behaviors in order to continue the redirection process.
7. Teach the student to focus on potential and to discover skill strengths.
8. Help the student to examine various careers and interests. Use appropriate interest inventories to discover what the student is best suited for.
9. Help the student to better organize time in the present and to learn to do things that need to be done, when they need to be done.
10. Teach the student how to visualize greatness and to be satisfied only when doing his best.
11. Teach the student to verbalize thoughts and to crystallize them into specific goals.
12. Provide the student with opportunities for daily success at school.
13. Provide the student with positive feedback about the present and the future.
14. Provide activities that enable the student to focus on goal setting.
15. Communicate with parents in order to share information concerning the student's abilities so that they may reinforce the student at home.

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)

## **INSTRUCTIONAL STRATEGIES FOR TRANSITION**

The following strategies require the student to use existing knowledge and transfer it to other related concepts and/or areas: a thorough understanding of the information, the ability to apply the information, an ability to deal with numerous examples of the information, confidence in completing problem-solving activities, and experience in working through a variety of activities are skills necessary to transfer information. (Eschemann)

Also remember that many students do not possess the Transfer Learning Style strategy that allows for transition as well as transfer.

**Bridging** is a strategy used to connect or "bridge" areas such as academics, personal/social, vocational and daily life. When lessons systematically include bridging, students receive practice in generalizing strategies to other life activities. At the same time, teachers can examine students' previous experiences which might enhance or inhibit learning.

**Concept attainment** is designed to teach basic concepts and to help students become more efficient at learning and creating new concepts. It provides tools for organizing information and approaching problems (Joyce & Weil, 1986). This model of teaching is designed to produce long-term learning by grouping or organizing information into categories for memory and retrieval. In Phase One of this strategy, the teacher presents labeled examples such as fertilizers, computers, deciduous plants, etc. Students compare attributes of positive and negative examples. They then generate and test their hypotheses. Finally, they state a definition according to the essential attributes. For example:

The teacher is teaching a unit and wants the students to attain the concept of deciduous plants.

Students compare the likeness and differences in the plants to determine which are and are not deciduous. Students describe deciduous and test each plant to determine the results. From this example, judgments are made to define the essential attributes of a deciduous plant. This experiential learning for concept attainment increases long-term memory. It is important for students to "see" examples. Most instructional materials, especially textbooks, are not designed to allow for this type of concept attainment.

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)



# LEARNING IS A MATTER OF STYLE

Anthony F. Gregorc & Kathleen A. Butler

Although we all have the basic ability to teach and to learn, we are not all able to teach and learn most effectively in precisely the same way. Thus, we all have particular approaches or channels to learning/teaching that are most comfortable.

1. **Concrete sequential** \_ Most vocational-technical fields require this learning style. Enables one to label, remember and control discrete parts of the physical environment.

## Means of Instruction

workbooks

lab manuals

programmed instruction

ditto sheets

assembly kits

direct application

hands-on opportunities

handbooks

demonstration teaching

computer-aided instruction

well organized field trips

drill

work study

2. **Concrete Random** \_ Make excellent trouble-shooters and diagnosticians. They investigate, experiment, and invent new ways of doing things.

## Methods of Instruction

independent study

computer and other games

simulations

open-ended problem solving

mini lectures and exploration

optional reading assignments

3. **Abstract Sequential** \_ Views the overall picture, gathers information, concepts and theories about the mechanical and technological world.

## Methods

lectures

audio tapes

textbooks

supplemental readings

syllabus

study carrels

guided individual study

slide or slide tape

4. **Abstract Random** \_ Think with our emotions; to focus on temporary sights and

sounds, body language, attitudes and moods in the classroom (environment). Natural ability to work well with people \_ interpreting and understanding relationships.

**Methods**

television

movies

guided imagery

group discussion

assignments with reflection time

background music

short lecture with questions and answers

## C.I.T.E. LEARNING STYLES INSTRUMENT

Babich, A. H., Burdine, P., Albright, L., Randol, P.  
Wichita Public Schools  
Murdock Teacher Center

		Mos t Like Me			Least Like Me
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1
14.	I feel like I talk smarter than I write.	4	3	2	1
15.	If someone tells me three numbers to add I can usually get the	4	3	2	1

		Mos t Like Me			Least Like Me
	right answer without writing them down.				
16.	I like to work in a group because I learn from the others in my group.	4	3	2	1
17.	Written math problems are easier for me to do than oral ones.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I find it easier to remember what I have heard than what I have read.	4	3	2	1
20.	It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21.	I like written directions better than spoken ones.	4	3	2	1
22.	If homework were oral, I would do it all.	4	3	2	1
23.	When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24.	I get more work done when I work with someone.	4	3	2	1
25.	Seeing a number makes more sense to me than hearing a number.	4	3	2	1
<del>26.</del>	<del>I like to do things like simple repairs or crafts with my hands.</del>	<del>4</del>	<del>3</del>	<del>2</del>	<del>1</del>
27.	The things I write on paper sound better than when I say them.	4	3	2	1
28.	I study best when no one is around to talk or listen to me.	4	3	2	1
29.	I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30.	Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31.	When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32.	I can learn more about a subject if I am with a small group of	4	3	2	1

	students.				
33.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34.	I like to make things with my hands.	4	3	2	1
35.	I like tests that call for sentence completion or written answers.	4	3	2	1
36.	I understand more from a class discussion, than from reading about a subject.	4	3	2	1
37.	I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38.	Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39.	It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40.	I like to study with other people.	4	3	2	1
41.	When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42.	I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43.	Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44.	I do well on tests if they are about things I hear in class.	4	3	2	1
45.	I can't think as well when I work with someone else as when I work alone.	4	3	2	1

# C.I.T.E. Learning Styles Instrument Score Sheet

## VISUAL LANGUAGE

5 -- \_\_\_\_\_  
13 -- \_\_\_\_\_  
21 -- \_\_\_\_\_  
29 -- \_\_\_\_\_  
37 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## SOCIAL-INDIVIDUAL

4 -- \_\_\_\_\_  
12 -- \_\_\_\_\_  
20 -- \_\_\_\_\_  
28 -- \_\_\_\_\_  
45 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## VISUAL NUMERICAL

9 -- \_\_\_\_\_  
17 -- \_\_\_\_\_  
25 -- \_\_\_\_\_  
33 -- \_\_\_\_\_  
41 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## SOCIAL-GROUP

8 -- \_\_\_\_\_  
16 -- \_\_\_\_\_  
24 -- \_\_\_\_\_  
32 -- \_\_\_\_\_  
40 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## AUDITORY LANGUAGE

3 -- \_\_\_\_\_  
11 -- \_\_\_\_\_  
19 -- \_\_\_\_\_  
36 -- \_\_\_\_\_  
44 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## EXPRESSIVENESS-ORAL

2 -- \_\_\_\_\_  
10 -- \_\_\_\_\_  
27 -- \_\_\_\_\_  
35 -- \_\_\_\_\_  
43 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## AUDITORY NUMERICAL

7 -- \_\_\_\_\_  
15 -- \_\_\_\_\_  
23 -- \_\_\_\_\_  
36 -- \_\_\_\_\_  
44 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## EXPRESSIVE-WRITTEN

2 -- \_\_\_\_\_  
10 -- \_\_\_\_\_  
27 -- \_\_\_\_\_  
35 -- \_\_\_\_\_  
43 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

## KINESTHETIC-TACTILE

1 -- \_\_\_\_\_  
18 -- \_\_\_\_\_  
26 -- \_\_\_\_\_  
34 -- \_\_\_\_\_  
42 -- \_\_\_\_\_  
Total \_\_\_\_\_ x 2 = \_\_\_\_\_ (Score)

**Score:** 33-40 = Major Learning Style

20-32 = Minor Learning Style

5-19 = Negligible Use

## BEWARE OF PREFERRED PERCEPTUAL STYLES

VISUAL	AUDITORY	TACTILE-KINESTHETIC
<p>Write directions on chalkboard as well as providing them verbally. Weekly assignment sheets are helpful.</p> <p>Make use of models, draw charts, graphs, and other visual aids. Supplement lectures with colorful transparencies shown on overhead projector.</p> <p>Allow students to read assignments rather than depending on oral presentations.</p> <p>Allow written reports/projects.</p> <p>Point out important and/or key words, concepts, and ideas for note taking.</p> <p>Provide a written copy of board work if student has difficulty copying.</p>	<p>Record assignment directions on tape or cassette so that it can be replayed.</p> <p>Give directions verbally and written.</p> <p>Tape textbook information for the student to listen to while reading. Tape only the important information. Simplify the vocabulary.</p> <p>Give oral rather than written tests. Allow tests to be administered by resource persons that you have been working collaboratively with through your student population. (e.g., resource teacher, special populations coordinator)</p> <p>Use tape recorder for practice.</p>	<p>Model and demonstrate class activities.</p> <p>Allow students to build, draw, or make displays instead of writing reports. Also, filmstrip making, performing experiments, and dramatizations.</p> <p>Also, role-play and simulations.</p> <p>Provide a lecture outline with instruction.</p> <p>Give note-taking instructions.</p> <p>Use manipulatives.</p>

Source: (Workshop: Modification Strategies for special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)

## **Characteristics of Materials Appropriate for Students with Mild Disabilities**

**The materials should:**

- **have a logical, hierarchical sequence of instructional objectives**
- **be adaptable to a variety of learning styles**
- **cover the same objectives in multiple ways**
- **review previously learned objectives**
- **present content in a consistent, understandable way**
- **offer ideas for task analysis and alternative teaching strategies**
- **pretest to determine where teaching should begin**
- **have a built-in evaluation mechanism for determining mastery of instructional objectives**
- **allow students to proceed at their own rate and even skip objectives they have already mastered**
- **include several evaluation formats (e.g., projects, multiple-choice tests or essay exams, oral reports, homework assignments, self-checking keys, etc.)**
- **have reinforcement activities.**

## **Guidelines for Developing Instructional Materials for Students with Learning Problems**

- ♦ be sure the language is at an appropriate reading level
- ♦ keep words and sentences as simple as possible and as short as possible
- ♦ include as many visuals as possible
- ♦ provide verbal reinforcement for the material in the form of individual attention
- ♦ be sure the examples used are concrete and meaningful
- ♦ make extensive use of audio-visual aids
- ♦ prepare audio cassette recordings of important printed materials
- ♦ modify materials so that students can respond by recording on cassette tapes

## TECHNIQUES TO USE WHEN ADAPTING MATERIALS

1. Prepare a vocabulary list of essential technical terms and provide meanings written at a basic reading level
2. Develop smaller units of instruction so that success will occur within a reasonable length of time.
3. Break essential tasks down into a step-by-step progression of instruction.
4. Reorganize and sequence unit or module tasks into a logical order by chaining them together.
5. Translate important information into graphic aids by representing the printed words by (a) charts, (b) graphs, (c) maps, (d) illustrations. (e) mock-ups, and (f) models.
6. Create taped versions of written materials.
7. Convert printed information to audio tape.
8. Develop written versions of taped materials.
9. Develop a cut-and-paste revision of existing text material by cutting out only the necessary portions from photocopies of pages and pasting them on separate sheets of paper. In this manner, sequential units can be arranged, additional heading can be inserted to help in organizing and retaining ideas, and distractions that are not essential can be removed. The revised product should be photocopies for use with other students.
10. Main ideas on the printed page can be highlighted or underlined.
11. Nonessential information can be deleted from the printed page with a dark magic marker.
12. Make large print versions of regular materials.
13. Prepare organization aids for learners to use as they review instructional materials (i.e. pretests, objectives, outlines, key questions or study guides, summaries, post-tests.
14. Always check the reading level of revised materials.

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)

### **TIPS FOR REWRITING MATERIALS**

1. Read the article or textbook passage and jot down the main ideas.
2. Look over the main ideas, checking those you especially want the students to get from reading the article.
3. Make a list of the specialized vocabulary and important concepts that are difficult. Include this information in a study guide or cassette presentation and present it to the students before you present the revised reading materials.
4. Follow some of these rules:
  - a. Use simple words; avoid multi-syllable words whenever possible
  - b. Use words that are easily sounded out
  - c. Use common nouns
  - d. Underline proper names. Alert students to these names beforehand
  - e. Use simple sentence construction and present tense verbs as much as possible
5. When rewriting materials, simplify in terms of
  - a. length of paragraphs
  - b. complexity of paragraphs
  - c. format
  - d. placement of page
6. When you have finished writing the materials, type it in large type and leave wide margins. Encourage students to use the white space for notes or questions.

Source: (Workshop: Modification Strategies for Special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)

## INSTRUCTIONAL MATERIALS CHECKLIST

TITLE \_\_\_\_\_ EVALUATORS \_\_\_\_\_

MEDIA TYPE (Film, Book, etc.) \_\_\_\_\_

Source \_\_\_\_\_ Date \_\_\_\_\_

	RATING Low High	INAPPROPRIATE CRITERIA (Check)
1. Is the instructional material potentially interesting for the learner(s) for whom it is intended	1 2 3	_____
2. Are the skills, knowledge, and attitudes it will develop appropriate for the learner?	1 2 3	_____
3. Are the skills, knowledge and attitudes it will develop consistent with the instructional objectives of the unit?	1 2 3	_____
4. Does the material contain explicitly stated goals so that students and teachers alike will be able to evaluate their performance?	1 2 3	_____
5. To what extent is the material controlled to provide the appropriate reinforcement for correct responses and near correct responses?	1 2 3	_____
6. To what extent can students actively participate with the instructional material?	1 2 3	_____
7. To what extent are the materials useful with both individuals and groups?	1 2 3	_____

- |     |  |       |       |
|-----|--|-------|-------|
| 8.  | Are the directions for using the materials too complex for teachers and/or learners to readily understand  | 1 2 3 | _____ |
| 9.  | To what extent is the material flexible enough to permit additions, deflections, or modifications of content?  | 1 2 3 | _____ |
| 10. | To what extent is the material portable and readily available from the distributor or manufacturer?  | 1 2 3 | _____ |
| 11. | To what extent has the material been pretested, pilot tested and evaluated with different special needs populations?   | 1 2 3 | _____ |
| 12. | To what extent does the material permit the teacher to evaluate diagnostically a student's level of performance to determine where the learner should begin? | 1 2 3 | _____ |
| 13. | Are there cost-benefits or considerations to be made in using this material? Will the material produce results that outweigh the costs?                      | 1 2 3 | _____ |
| 14. | Will the material have to be adapted to another media form (e.g., braille, enlarged print) for visually handicapped learners?                                | 1 2 3 | _____ |
| 15. | Will the material have to be adapted to another media format for orthopedically handicapped learners (e.g., self instructional                               | 1 2 3 | _____ |

packaged for homebound instruction)

16. Will the material have to be adapted to another media (e.g., cassette or audio taped to print) for hearing impaired learners? 1 2 3 \_\_\_\_\_
17. Are the illustrations and pictures appropriate for learners with special needs learners? 1 2 3 \_\_\_\_\_
18. Do the illustrations and pictures depict people of difference races? 1 2 3 \_\_\_\_\_
19. Are sufficient and appropriate examples or applications used to realistically present the information? 1 2 3 \_\_\_\_\_

20. Other considerations or criteria:

21. DISPOSITION (Check one)
- \_\_\_\_\_ Do not purchase or use
- \_\_\_\_\_ Purchase and/or use as is
- \_\_\_\_\_ Purchase and/or use after the following modification(s) are made:

22. MODIFICATIONS:

# COLLABORATIVE TEACHING

## Regular Education

- \_Content
- \_Curriculum objectives
- \_Content resources support
- \_Content development
- \_Curriculum sequence
- \_Learning environment

- \_Shared teaching
- \_Evaluation
- \_Classroom management
- \_Student supervision
- \_Team problem solving
- \_Communication skills
- \_Response to change
- \_Professional growth
- \_Social and emotional needs addressed
- \_Individual learning styles
- \_Adaptation of curriculum
- \_Learning strategies
- \_Modifications to learning environment
- \_Legal issues
- \_Motivational techniques

## METHODS OF COLLABORATIVE TEACHING

### **Indirect Methods**

- Teacher assistance teams
- Consultation
- Peer Coaching

### **Direct Method**

- Cooperative Teaching

## Special Education

## Collaborative Teaching

- \_Knowledge of each disability

## INSTRUCTIONAL TECHNIQUES

Characteristics	Techniques
(1) Limited reading and writing ability	<ul style="list-style-type: none"><li>- Limit use of written material</li><li>- Utilize visuals and audio-visual information</li><li>- Practice brief reading exercises</li><li>- Simplify vocabulary</li><li>- Select materials with appropriate reading level</li><li>- Label tools and equipment</li><li>- Pair or group students</li><li>- Show relevance of reading to vocational and life success</li></ul>
(2) Low levels of aspiration	<ul style="list-style-type: none"><li>- Provide experiences that promote feeling of self-worth</li><li>- Supply role models with whom students can identify</li><li>- Explore a wide variety of feasible career options</li><li>- Practice value-clarification and goal-setting</li><li>- Utilize role play and work simulation strategies</li><li>- Develop community contacts</li></ul>
(3) Short attention span	<ul style="list-style-type: none"><li>- Provide short periods of work</li><li>- Vary experiences to include some active and some concentrated work</li><li>- Utilize motivational techniques</li><li>- Supply tasks at students' level to maintain interest</li><li>- Provide materials which are interesting and relevant</li><li>- Use short, frequent repetitions</li><li>- Encourage active participation</li></ul>
(4) Deal with real and concrete rather than abstract ideas	<ul style="list-style-type: none"><li>- Base instruction on experience when possible</li><li>- Work from concrete to abstract</li><li>- Provide opportunity to practice and</li></ul>

## Characteristics

## Techniques

- |  |   |
|--|---|
| (5) Learn best by doing  | <ul style="list-style-type: none"><li>- repeat in a variety of ways<br/>Utilize real experiences related to class instruction</li><li>- Clarify relationships during instruction</li><li>- Plan "hands-on" experiences as much as possible</li><li>- Encourage active participation</li><li>- Practice "over learning" or continue practice past initial mastery of task</li><li>- Stress accuracy rather than speed</li><li>- Provide opportunities to practice and repeat</li><li>- Progress one step at a time with tasks</li><li>- Use community resources to increase relevance of teachings</li></ul> |
| (6) Difficulty in handling relationships/ inability to recognize past learning | <ul style="list-style-type: none"><li>- Review past experiences occasionally</li><li>- Repeat tasks in a variety of settings</li><li>- Practice tasks in situations in which they will normally be used</li><li>- Progress from simple to complex</li><li>- Point out relationships; do not assume they are understood</li><li>- Utilize actual or realistic samples, tools, and equipment</li><li>- Base instruction on student's experiences</li><li>- Summarize frequently</li></ul>   |
| (7) Limited self-direction; needs structure and order                          | <ul style="list-style-type: none"><li>- Be firm, consistent, and clear</li><li>- Provide an atmosphere of low tension and stress</li><li>- Give clear, simple instructions</li><li>- Repeat directions and information frequently</li><li>- Utilize directions with simple pictorial or descriptive steps</li><li>- Be positive and direct</li><li>- Limit number of rules to basic necessities</li></ul>   |

## Characteristics

## Techniques

- |   |  |
|---|--|
| (8) Motivated more by outside forces than internal ones | - Reinforce desirable behaviors  |
|   | - Use a gradually declining system of rewards  |
|   | - Work from tangible toward non-tangible rewards   |
|   | - Utilize motivational techniques  |
|   | - Encourage self-confidence and self-direction   |
|   | - Expect ups and downs in students achievement   |
| (9) Poor self-concept and fear of failure               | - Design instruction that allows students to experience frequent success                         |
|   | - Use small, progressive steps that show accomplishment  |
|   | - Point out and utilize students' strengths  |
|   | - Encourage student participation in class, school, community, and youth organization activities |
|   | - Reinforce desirable behavior   |
|   | - Expect students to do well   |
|   | - Involve all students as much as possible   |
|   | - Encourage improvement in grooming and social skills  |
|   | - Be consistent and fair with students   |
| (10) Depend on one sense more than others               | - Utilize materials that appeal to as many senses as possible                                    |
|   | - Determine the sensory mode through which the student learns best                               |
|   | - Develop experiences that require students to use a variety of senses                           |
|   | - Build toward increased tolerance of self and others  |
|   | - Investigate for physical causes of dependency on one sense                                     |
| (11) Display antisocial behavior                        | - Keep records of behavior and analyze   |

## **Characteristics**

## **Techniques**

- periodically
- Use skills of counselors and resource persons in dealing with antisocial behavior
- Consult other teachers, resource persons for assistance in dealing with atypical behavior
- Teach socially acceptable behavior
- Check for physical causes of unacceptable behavior
- Use role plays and simulations to depict acceptable behavior
- Provide acceptable energy outlets
- Expect some ups and downs in behavior

## **TEACHING STRATEGIES TO USE WITH LEARNING AND BEHAVIOR PROBLEMS**

*(Haring & Phillips, 1972)*

1. Get the child down to work immediately upon entrance into the activity area, thereby precluding a period of excitement, "horseplay," or daydreaming.
2. Have a schedule sheet or notebook for each child in which the actual activities and the times devoted to each are indicated.
3. Let every child know that he/she has a schedule to work from daily.
4. Expect the child to offer protest now and then, but be prepared to meet objectives.
5. Be equally ready to offer support and reward for activities successfully done.
6. Never "attack" the child as a person; center corrections on actual tasks or specific behaviors.
7. Evaluate the child often enough to keep fully abreast of his/her progress.
8. Assume that the child's knowledge of his/her progress must come from you and standard and formal evaluations of his/her progress for his/her own self-knowledge.
9. Realize that as the child progresses, she/he will also grow in the emotional areas because she/he is operating as an integrated unit.
10. Think of emotions as a by-product of successful functioning; improve emotional responses by setting up tasks in clear, firm, consistent ways so that success is likely because it is based on realistic goals.

## TECHNIQUES AND STRATEGIES FOR TEACHING STUDENTS WITH LEARNING PROBLEMS

### Reading

1. Evaluate the readability (reading level) of all chapters of a text, manual, pamphlet or handout.
2. Have available materials at many reading levels—from elementary to college level.
4. Record lectures and have recordings of texts available. These may be obtained commercially or have students record them for extra credit.
4. Request easier-to-read materials from publishing companies.
5. Texts that are easier to read at any reading level usually have the following characteristics:
  - a. pages that have enough blank space so as not to be confusing; this is especially true when there are pictures or diagrams involved.
  - b. bold print, capital letters or different colored ink for important subject readings.
  - c. vocabulary in bold print or defined on the same page it is used or at the end of the chapter.
  - d. a glossary and index—the glossary should include a guide to pronunciation.

There are several different methods by which you can determine the readability of instructional material. Check with the special needs personnel of your school, your vocational director or your State Department of Education consultant. Readability is not at all difficult to determine and will save you and your students hours of frustration and difficulty.

Readability is only one concern. Let's look now at the questions of goal setting, giving directions, presenting material, note taking, vocabulary, examinations, skill acquisition, behavior, evaluation and grading.

### Goal Setting

1. Allow each student to experience success based on his or her ability and when necessary, modify instruction.
2. Tell students precisely what you expect them to memorize or know. Example: "You must memorize this procedure." "You don't have to memorize this; you

- will have the table to consult.
3. Tell them precisely what you expect to produce.
  4. See if they agree that they can meet your expectations.
  5. Tell the student each day or week that separate and discrete goals are expected.
  6. Set up contracts with students who are not producing.
  7. Establish short and long term goals for each student, based on the student's ability and continued progress.
  8. Decide whether it is memorization or understanding that is more important.
  9. Emphasize quality or quantity, not both.

#### Giving Directions

1. Give only one or two directions at a time and check to make sure that they are understood.
2. Very specific instructions—leave spaces.
3. Ask students to put your directions into their own words.
4. When there are written directions, try to make sure that each section of an exercise has its own directions; even if this means that you must duplicate them.
5. Read directions to the class.

#### Presenting Material

1. If you cannot read a mimeographed copy of your own, think about the student who has troubles without this added frustration.
2. Break down complex ideas and tasks into smaller component tasks.
3. When presenting material, explain a phrase or a sentence at a time, and pause. Slow down to 55 words per minute.
4. Decide what prerequisite skills students need to successfully handle the material presented. Do your students have them?
5. Write important phrases on the board as you say them. Seeing and hearing at

the same time acts as a reinforcement.

### Note-taking

1. Print information on one side of the board at a time...walk to the other side and continue...come back to the first side and erase. Then, start all over. This gives the student a chance to copy as much information as possible. Make sure to print. Teach your groups how to outline, scan for key information and locate answers in the material.
2. Leave blanks in a hand-out.
3. Emphasize important material in some texts with a colored "hi-lighter." Let your weaker students use the texts that you have thus outlined.
4. Use overhead—keep notes.
5. Decide what material the student really must know and what material must be memorized. If a student understands a concept, he or she will retain it better than if it is simply memorized.
6. If students are required to copy outlines or long passages, either from lecture or from the board, mimeographing the material helps.
7. It may be easier for the student to memorize material if it is mimeographed than just in lecture form.
8. It is helpful for the instructor and the student to have the five or ten main points of the lesson (phrases are enough) in front of them during the class.  
Mimeograph and leave plenty of room between each heading for the student's notes. Instructors might ask the student to keep these in a folder or notebook. This collection of notes gives students with poor memory and poor organizational abilities something to both organize their thinking and help them remember.
9. Outline the work for the entire week, day by day, including pages to read, homework assignments, projects and so forth.
10. Demand organization from the students; folders with pockets are cheap and re-usable each term.
11. Use a student that you know is a good notetaker for getting information to one who is not. Use carbon paper, xerox, etc.
12. Tape your lecture.

13. It is often difficult for students with learning problems to generate a procedure operation on their own. It is helpful to return to basic principles which are involved in each new procedure.
14. Pictures in textbooks help the student to visualize and conceptualize. However, it may be necessary to coordinate the picture with the part of the text it represents. Color coding may be helpful in these cases.
15. It is important to associate symbols with concrete examples. Flash cards can be used with picture examples.
16. Asking students to visualize and possibly act out the steps in an operation may assist them in learning.
17. The ability to read charts and graphs may be a skill the student has never acquired. It may be necessary to teach this concept as a separate skill.
18. Reviewing daily and going back to already-learned ideas helps students with learning difficulties. It is surprising how fast students may forget what they seemed to know well.

### Vocabulary

1. Define terms in words as simply as possible. If one word in a definition is not understood, the whole meaning can be lost.
2. Use operation definition. That is, "what is it used for" can be most effective. Remember to evaluate on this basis, too.
3. Deal with new vocabulary by relating it to words and terms that have already been learned.
4. Always place vocabulary in the context of a sentence or paragraph.
5. Use the words in the context of the job or other related area so that specific examples stimulate interest and motivate the student to learn and remember. Make it funny or absurd to help memorizing. Example: quenching treated steel makes it harder and "not thirsty." Draw some steel drinking.
6. Have students put new vocabulary into their own words and give examples: "Tina drew on the metal with a scriber."
7. If applicable, show the language root of the word, and divide the syllables

according to pronunciation.

Example: *py rom et er* — an instrument for measuring  
very high degrees of heat,  
as in a furnace or molten metal.

"John measured the temperature of the furnace with a pyrometer."

### Examinations

1. Recognition is easier than recall. Can you evaluate this way?
2. Avoid essay questions, especially when there are students in the class with difficulties in writing effectively.
3. Keep language simple and directions short. Avoid sentence structure which may be difficult to understand.
4. Keep directions short, and repeat for each section.
5. For fill-in questions, supply a word list. Students with learning difficulties often have word-remembering problems. They may know the concept and be able to recognize the word without being able to recall or spell it.
6. For multiple choice, the longer component should be on the left and the shorter on the right.
7. For worksheets dealing with essay answers, initially give page number beside questions. Gradually ease off on the numbering.

### Skill Acquisition

1. Doing things in sequence is often troublesome. Breaking down the sequences into smaller groupings may help.
2. There is often difficulty in understanding basic directions such as left/right, clockwise/counterclockwise, and turning things. It is better to use a fixed object in the room (windows, doors or other machinery) that a student can remember, rather than the designations "right" and "left." For example: "Move the wood toward the window."
3. Occasionally, a student will have a problem with the coordination of the right and left hand, two-handed tasks, or tasks involving one hand for safety while the other pushes. Hand and finger positions could be pointed out, approximated and practiced. Tactile or other clues for hand and feet placement give extra help.

## Behavior

1. Tell a student when he or she does something right, even when it is a small thing.

## Tips for Memorizing

1. Put into a context. Always emphasize the main point when talking about the details.
2. Repetition helps in small frequent doses. Five minutes a day will be enough for rote memorization.
3. Some pressure (for short periods of time) helps the concentration necessary for memorizing. One minute speed drills for math problems after the initial practice period drills with the students. Correcting his/her own answers works well.
4. A good technique for memorizing vocabulary words or spelling is to:
  - a. Write the word while copying it letter by letter from a model.
  - b. Count the number of letters.
  - c. Write the word in syllables. Say the syllables.
  - d. Cover the word and write in syllables from memory.
  - e. Compare and correct.
  - f. Write the word from memory.
  - g. Compare and correct and start the process again if incorrect.

This whole process takes about one minute.

5. Mnemonics are one of the best devices. They may initially take some skill and imagination on the teacher's part to make them catchy and concrete.
  - a. Make up a short rhyme  
For memorizing the "ight" words in English make up a rhyme (there is only a small number of them). "The knights like to fight in their bright armor.  
They might be on the night in light before the night.  
  
The students can do an even better job of making a catchy and silly rhyme.
  - b. Have the student picture what they need to know. To remember the days of the week (when you need to do something or when something is due):  
  
Monday = "money" (a pile of coins and bills)  
Tuesday = dues day (picture your dues being paid)  
Wednesday = wed day (picture a bride)  
Thursday = thirsty  
Friday = fry day (this was easier when it was fish day; picture fried fish)  
Saturday = sat day (the day you sit—see yourself sitting)

Sunday = sun day (picture a bright sun)

- \* Notice that this technique uses rhyming and visualization. Both of these are very useful devices.
- c. Draw a picture around a mathematical formula to cover the whole formula with a pattern so that the students do not leave any part of it out.
- d. Encourage students to fantasize and let their minds wander when they are trying to remember. What does the material remind them of? A device that they come up with will be long remembered. It works better if it's suggestive or silly. In carpentry, the student will remember the flashing, hips, or underlayment better if they see the term visually with its suggestive meaning. It's important to picture the term in its real meaning with the memory device attached or superimposed.
- e. Repeat words or directions to memorize on cassette tape. Allow students play during class period a while during other tasks.

#### Organizing and Structuring

1. Each student should have loose leaf paper of different colors or a spiral bound notebook for each class.
2. Folder with pocket in it to hold papers from each class. (A brand name is "Duo-Tang"). This can be hole punched to fit in notebook.
3. A paper calendar for the loose leaf notebook of approximately the same size as the notebook. (Banks are a good place to obtain multiple copies). Place at front of notebook.
4. A plastic pouch of pens and pencils (always have two with you) that has holes to match notebook ring binders.
5. A reminder to indicate when an assignment is due and another for a week before it's due.

#### Procedural Organization

1. When giving an assignment, have the class mark their calendars immediately. To reinforce its use, have them refer to it daily.
2. Set time and quantity goals for each student and grade all aspects of the assignment, quality, time usage, and quantity.

3. Contract for behavior changes and have the contract placed in the notebook.
4. Assign grades via xerox checks so that students have a sense of the "real world," and have a chance to use reading and math skills. Have them keep an "account."

### **OTHER GENERAL BEHAVIOR PROBLEMS IN THE CLASSROOM**

1. Be consistent with your standards and expectations regarding student's participation. From the beginning, establish rules, regulations, or program standards and consequences if they are not met.
2. Develop some behavior modification techniques for use in the vocational classroom.
3. Offer positive reinforcement for desirable behavior. Frequent praise helps students feel confident and successful.
4. Structure your program with tasks and activities that do not require a great deal of decision-making. Routine gives students a sense of security which reduces impulsive behavior.
5. Provide examples and demonstrate the procedures of assigned tasks so that students know exactly what to do.
6. Contracts: specifies the goals that the students will complete or the behavior that the student will change within an established time limit. Rewards and consequences are agreed upon between the teacher and the student.

7. Always build on previously mastered tasks. Instruction should contain only a few new steps so that the students do not feel overwhelmed with new material. Overloading (over stimulation) can cause a loss of concentration and excitability in the student.
8. Hyperactive students need the opportunity to move around. This can be incorporated into a particular task or activity. The students may also be asked to help organize the tool room, help supervise clean-up activities, or take a message to the main office.
9. Programmed learning methods and individualized instruction allow these students to work successfully at their own pace without feeling threatened or pressured.
10. Reduce the length of assignments so students do not lose interest or become inattentive. Shortened assignments expose them to a variety of tasks, which stimulate attentiveness.
11. Eliminate distractions by reducing excessive visual and auditory stimulation. Use study carrels, seat student in a quiet corner of the room, keep unnecessary materials away from the desk or workstation.
12. Praise the student for remaining on-task and for completing assigned work. Ignore as much negative behavior as possible. Attention paid to inappropriate behavior may only reinforce it. May use a chart or other visible means to record behavior improvements. This works as a reinforcer for some students.
13. Make certain directions are very clear. Stand near the problem student while giving directions to help them be attentive. After giving directions to the class, have the emotionally handicapped student paraphrase the instructions back to you. Visual cues can be written on notes and taped to the students desk or lab table. Prerecorded directions can also encourage learners to pay attention.

Source: (Workshop: Modification Strategies for special Populations: *Reaching the Non-Traditional Learner*. Logan, Beverly G., Walls, Jessie H., June 23, 1993)

## CLASSROOM SURVIVAL SKILLS

### **Monthly Organization Chart**

A chart to show the daily activities for each week of the month is essential in preparing students for instructional activities, materials, and study time for test/quizzes. Set up your chart to show weekly periods (specify dates), daily activities/assignments (specify day of the week).

### **Note-taking** (Judy Wood, 1991)

1. Use notes for study and review.
2. Set up "buddy-system" or "teams" to work together to study/ review using the notes.
3. Color code note taking "areas" according to the set-up, i.e., vocabulary, facts to remember, concepts to study, etc. I
4. "Buddies/teams" can check designated sets of notes with one another and, in left column, write missing information.
5. Teach students to organize process with the class for an extended period until students have developed the structure.
6. Prior to test, refer to notes by dates/topics to be reviewed. Tell the test type for specific areas of the notes.
7. Keep an extra set of notes on file in class. File the notes by class dates/topics, etc. for

easy retrieval.

**Organizing a Class Notebook** (Jessie H. Walls. 1992)

1. Tell, explain, and show the areas of divisions that you want the students to have in the notebook.
2. Post a list of everything that should go in the notebook as you give assignments.
3. Post the list in a visible location within the classroom.
4. Update the list daily.
5. Provide the student with a cover sheet explaining the areas of notebook grading (e.g., organization, neatness, and content).
6. Assign a point system to these areas on the cover sheet, also.
7. Check notebooks weekly. This gives the student accountability for the up-keep of the notebook.
8. Supply an information sheet in the notebook to be used for recording assignment title, grade, comments about assignment, etc. Be creative! Make it fit your structure!!

**Study Guide** (Judy Wood, 1991)

Provide students with a study guide sheet specifying information to review and/or study. It is suggested that the study guide include the following:

1. Lesson/test objectives
2. Pages of textbook/workbook/manual to be covered
3. Handouts/lectures/films/speakers/demonstrations/labs/maps/charts to be covered
4. Key words/vocabulary to be learned
5. Review questions for organizing study

6. Type of test to be given with number of items in each type and point value of each item.

NOTE: In the area of mathematics, allow specific item types to be tested on, also, i.e., Computations, Equations, Word Problems, Formulas, Graphing, Proofs, and "Other", please describe.

7. List other suggestions for study and review.

8. Provide space for student's and parent(s)' signature (s).

### **Class Room Alternatives**

☞ Place child in least distracting locations in class room:

- ┆ away from doors, windows, heaters, etc.
- ┆ close to teaching area and chalkboard

☞ Have child properly positioned in chair:

- ┆ feet flat on floor
- ┆ use visual cues as to where to sit or stand (i.e. carpet squares, masking tape)
- ┆ allow child to lie on floor or stand to work

☞ Provide structure and routine:

- ┆ if there is a change, let the child know

☞ Help child get started when doing individual seat work

☞ Make frequent contact by touching or speaking child's name:

- ┆ always let child see you approaching when touching child's arm
- ┆ use firm pressure when touching
- ┆ repeat instructions, ask child to repeat them back
- ┆ teach child to give themselves directions

☞ Use multiple modalities:

- ┆ novel presentations
- ┆ auditory, tactile, kinesthetic, etc.
- ┆ keep desk free of clutter
- ┆ break assignments into smaller chunks
- ┆ use computers, tape recorders, head sets, calculators, etc.

☞ Adapt work sheets:

- ┆ use ruler or paper to keep place
- ┆ fold paper in columns
- ┆ make graph-type papers
- ┆ green/red mark on margins

☞ Study guide

- ┆ outline
- ┆ highlight main parts

☞ Stop repeating commands:

- ┆ use visual cues to avoid confrontations
- ┆ be sure child's hearing is checked
- ┆ make rules external
- ┆ use small cards on desk with rules or directions

☞ Help organize child:

- ┆ use charts, posters, etc.
- ┆ use assignment books
- ┆ use large three-ring binders to keep ALL work in
- ┆ use color coded folders
- ┆ use color coded book covers

☞ Group activities (i.e., P.E.):

- ┆ use visual cues where child is to stand or walk
- ┆ give child responsibility i.e., scorekeeper, hand out equipment

- ┆ keep child in close proximity to you
- ┆ anticipate dangerous situations and plan ahead
- ┆ teach STOP, LOOK, LISTEN
- ┆ pair with a peer
- ┆ field trips pair with a volunteer or parent

✍ Fine motor activities i.e., handwriting, scissors

- ┆ use pencil grip
- ┆ large diameter pencil
- ┆ young child use loop scissors
- ┆ outline in dark marker what is to be cut out
- ┆ practice cutting different weight materials
- ┆ kneed, poke, roll playdough/clay before activity

✍ Grade on basis of % correct.

Source: Ann Mercer, Center for Childhood Development and Rehabilitation, (1991), "Where's My Other Sock?", Wirth/Bowman-Kruhm

## **ALTERNATIVE GRADING TECHNIQUES**

- \_ Grade by achievement level
- \_ Grade by progress
- \_ Multiple grades
- \_ Extra credit
- \_ Task mastery grading

- \_ Vary test taking procedures
- \_ Student-teacher evaluation
- \_ Chart of progress
- \_ Project options

## CHARACTERISTICS OF AN EFFECTIVE TEACHER

- \* Sponsors a variety of learning activities
- \* Greatly varies techniques for facilitating learning in the classroom

### Effective teachers may be observed:

- \* lecturing, reading, relating stories
- \* giving directions or making assignments
- \* questioning and seeking students answers
- \* making suggestions on class activities or students progress
- \* relating subject matter to "functional, everyday" situations
- \* working a chalkboard or overhead projector
- \* giving demonstrations
- \* utilizing slides, movies, recordings, television and other appropriate media
- \* interacting with students in a combination of large group, small group and one-to-one instructional activities
- \* utilizing community resources

## **CHARACTERISTICS OF STUDENTS WHO HAVE EFFECTIVE TEACHERS**

- initiating and participating actively in discussions
- working in small discussion and/or activity groups
- engaging in role playing and/or other dramatizations
- giving talks, reporting
- reading silently both text and other materials
- reading orally
- studying cards, drawings, maps, etc.
- working at the chalkboard or other large writing surfaces.
- conducting experiments and performing demonstrations
- utilizing materials other than textbooks (interest centers, games, contracts, etc.)
- drawing, painting, constructing

## ADJUSTMENTS FOR SLD/EH STUDENTS

The following list represents an effort to summarize some ideas for working with SLD/ED (Severe/Profound Learning Disabilities / Emotional Disabilities) children in a regular classroom. The list is by no means an exclusive one; teachers are encouraged to generate and try out additional ideas. Any one, or combination, of the ideas listed may be used as a basis for adjusting instruction to better meet the needs of SLD/EH students.

- A. Adjust type, difficulty, and the amount or sequence of material required for SLD/EH students by:
1. Giving them a lesser amount than the rest of the class, i.e., fewer math problems, fewer pages to read, etc.
  2. Breaking their assignments down into very short tasks. Many of these children do well if they are provided with short assignments followed by immediate feedback. If the SLD/EH student concentrates well for three minutes, provide him with a series of three minute tasks with a break between each. If he can do only one math problem correctly, give him one only; and after he has succeeded at that for several days, increase the number to two and so on. If he does only the first one or two questions on a page correctly, it may be that his attention is caught by all the material on the page and he would do better with a series of individual questions, each on its own page. A classmate or older student should be able to prepare this for the SLD/EH child.
  3. Giving them only one (or few) questions at a time during testing.
  4. Including in their assignments only that material which is absolutely necessary for them to learn.
  5. Checking or underlining for them textbook passages which contain the most important facts \_ using markers to tell where to start or stop an assignment.
  6. Giving them specific questions to guide their reading and, if necessary, showing them the exact paragraphs where information can be found.

7. Establishing only a few modest goals for SLD/EH students. Develop with them the ways you will attempt to reach those goals, the things they will have to do.
  8. Making certain the student's desk is free from all material except what he is working with.
  9. Taking up the student's work as soon as it's completed.
  10. Keeping the number of practice items on any skill to a minimum.
  11. Changing activities before the student's attention is gone; watching for early signs of attention loss.
  12. Giving students several alternatives in both obtaining and reporting information \_ tapes, interviews, reading, experience, making something, etc.
  13. Having frequent, even if short, one-to-one conferences with students; helping them to restate what they are responsible for and assessing their progress towards completion of work.
- B. Adjust space for SLD/EH child by:
1. Permitting him to do his work in a quiet uncrowded corner of the room or even in the hall outside the room if he chooses to. However, do not isolate him against his will.
  2. Placing him close to the teacher for more immediate help when he needs it.
  3. Placing him next to a student who can help him when needed.
  4. Separating him from students who are most likely to distract him.
  5. Letting him choose the area of the room where he can concentrate best.
- C. Adjust work time for SLD/EH student by:
1. Giving him a longer time than other class members to complete assignments.
  2. Letting him work at reading and writing assignments for short periods of time, perhaps just ten or fifteen minutes depending on his ability to concentrate, followed by other types of activities for short periods of time.
  3. Setting up a specific schedule for SLD/EH students so that they know what to expect; being physically close to them if you have to change or vary their routine.

4. Keeping work periods short; gradually lengthening them as the student begins to cope.
5. Alternating quiet and active time; having short periods of each, making movement as purposeful as possible.

D. Adjust grouping for the SLD/EH student by:

1. Matching SLD/EH student with a peer helper who can help him by:
  - a. making certain he understands directions of assignments
  - b. reading important directions and essential material to him
  - c. drilling him orally on what he needs to know, i.e. multiplication tables, state capitals, parts of speech, etc.
  - d. summarizing orally important textbook passages for him
  - e. writing down answers to tests and assignments for him
  - f. working with him on a joint assignment
  - g. criticizing his work for him, making suggestions for improvement.
2. Formulate a small work group of three or four students, including one SLD/EH student. Hold all members of the group responsible for making certain that each group member completed assignments successfully.

E. Adjust presentation and evaluation modes for students.

Some of us learn better by seeing, some by listening, some by feeling, and others by a combination of approaches. Some children reinforce their weaker sensory channel by utilizing a multi-sensory approach, whereas others are overloaded by this system and do better if they learn through their most functional sensory system. Find out how your SLD/EH student learns best.

1. If he is primarily an auditory learner, adjust modes of presentation by:
  - a. giving verbal as well as written directions in assignments

- b. taping important reading materials for students to listen to as they read a passage. Tape only essential information. Keep it short! Teacher or another student might do the taping.
  - c. putting assignment directions on tape so that students can replay them when needed.
  - d. giving students oral rather than written tests. Teacher or another student and do this.
  - e. having students drill on essential information using the tape recorder, reciting information into recorder and playing it back.
  - f. using published audio tapes with students.
  - g. having students drill aloud to themselves or to another student.
  - h. dictating information to a recorder (another student) or into a tape recorder.
  - i. having another student read important information to SLD/EH students.
  - j. having students read important information aloud to themselves or to another student.
  - k. having students re-auditorize silently, vocalizing material inside their heads.
  - l. having students repeat words aloud (or silently) while writing them down on paper to keep from leaving out words or phrases.
  - m. having student close his eyes and try to hear words or information, repeating to himself in order to block out distractions.
2. If he is primarily a visual learner, adjust mode of presentation for him by:
- a. having students use flash cards printed in bold bright colors.
  - b. having students close their eyes and try to visualize words or information in their heads, see things in their minds.

- c. providing visual clues on chalkboard for all verbal directions.
- d. having students write down notes and memos to themselves concerning important words, concepts, ideas.

Information obtained from handouts given at 1982 International Conference of the Association for Children and Adults with Learning Disabilities, in a session directed by Karen Anderson, Director, Laboratory Schools Special Education Program Illinois, State University.

**TIPS**  
**FOR WORKING WITH**  
**SECONDARY SPECIAL NEEDS STUDENTS**

*I hear and I forget,  
I see and I remember,  
I do, and I learn.*

**Chinese Proverb**

Sometimes our success or failure with a student depends on HOW we teach rather than WHAT we teach. Just a few minor adjustments in the presentation of materials may meet the needs of the special student. Consider these suggestions:

1. DICTATION causes problems for students with spelling and/or handwriting deficits; THEREFORE, distribute necessary information through handouts.
  2. NEAR/FAR COPYING requires transferring information from a vertical plane to a horizontal plane; THEREFORE, provide a student with his own copy or share your notes for him to copy.
  3. "PURPLE PLAGUE" refers to crowded, splotchy, smeared, or poorly printed ditto sheets which pose an extreme problem for the special needs student; THEREFORE, take care to produce clear, uncluttered handouts for your class.
  4. RAPID-FREE, MULTIPLE DIRECTIONS may be confusing to children with learning problems; THEREFORE, allow the child to carry out one direction before issuing another.
  5. Reading CURSIVE WRITING is often difficult for special needs students; THEREFORE, print or type as often as possible when making handouts or writing on the board.
2. To facilitate MAKE-UP WORK, let one student take notes for an absent student by

using CARBON PAPER to make duplicate copies of class notes. KEEP a tape recorder on your desk to RECORD lectures for students who are ill.

3. Special needs students often cannot read well enough to pass WRITTEN TESTS; THEREFORE, tests may be recorded or given orally.
8. Often a DISRUPTIVE STUDENT can be calmed by the presence of the teacher close by; THEREFORE, walk around the classroom and stand by students whose attention may be slipping. Sometimes simply placing your hand on the student's desk will control a disturbance.
9. Requiring special needs students to supply only the ANSWERS ON TESTS is also a helpful practice. In addition, tests with multiple choice questions where the student marks T or F or A, B, C, can simplify matters for students with problems.
10. On tests, many students MISREAD THE DIRECTIONS; THEREFORE, modeling the expected response by supplying an example or answering the first question is a good idea.
11. Special needs students often have problems STAYING ON task until it is complete; THEREFORE, it is often advisable to assign students to work in teams of two—a more able student paired with a special needs student.
12. For many special needs students, their thinking ability exceeds their REAL ABILITY; THEREFORE, it is often helpful to highlight important portions of your textbooks and then tape-record only those portions.
13. Special needs students need consistency perhaps more than any other type of student; therefore, ESTABLISHING A ROUTINE in your classroom for storing materials, handing in papers, returning checked work, etc., will be advantageous.
14. Formal TESTS do not always indicate what a special needs student knows.

THEREFORE, consider basing grade on (a) daily performance and (b) completed projects in addition to (C) tests.

15. Special needs students learn material at a DIFFERENT RATE from other students; THEREFORE, provide as many opportunities as possible to drill information through games. BINGO, CONCENTRATION, GO FISHING, BATTLE, AND TIC, TAC, TOE are useful game formats which can be adapted to any material.
16. To match the strengths and needs of special students, you may need to reconsider what you expect of them.

## LEARNING STYLES

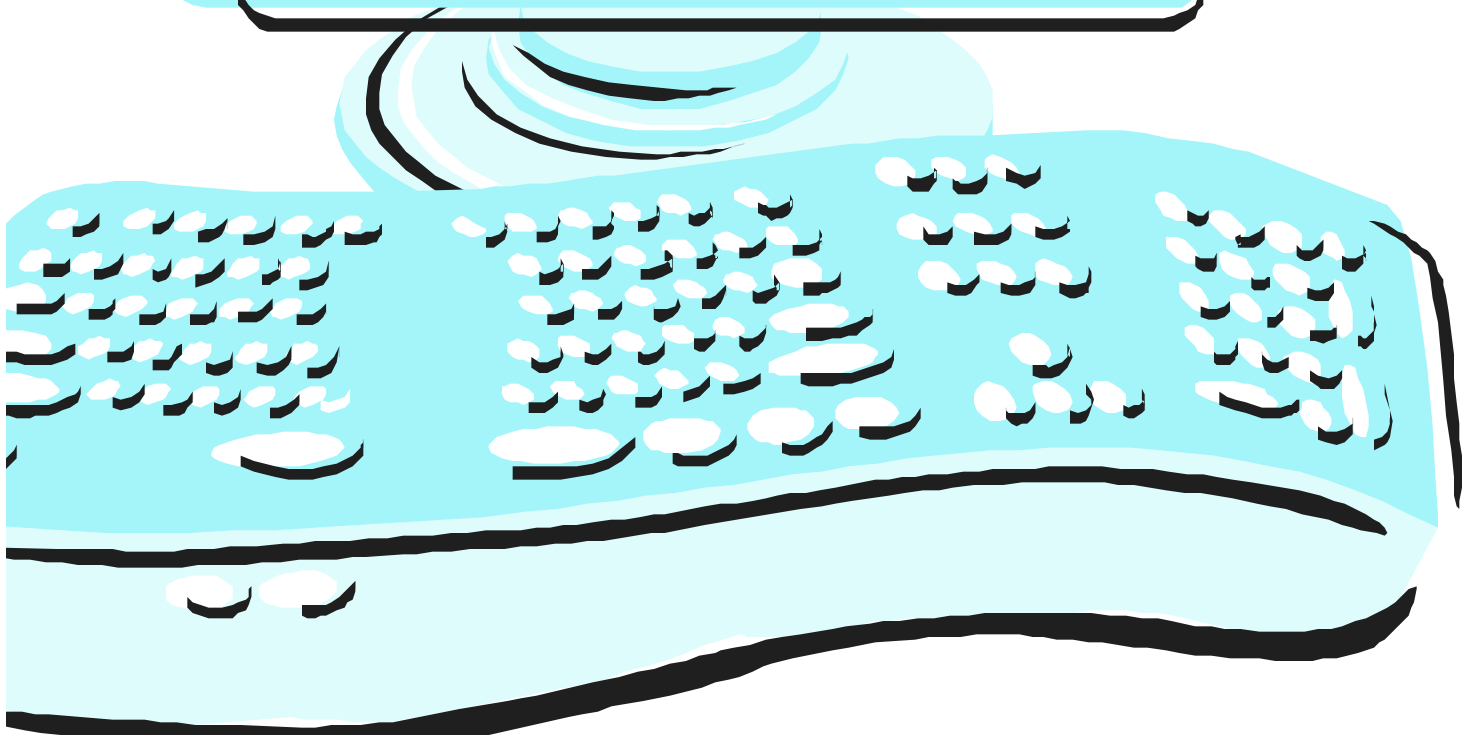
Following are some adjustments teachers can make based on the different learning styles. Suggestions are given for "all" students (which would include disabled and non-disabled) and more specific suggestions are given for students who have disabilities. Some of these may overlap. An awareness of these styles will help instructors (teachers) in providing appropriate learning activities. The chart below presents descriptions of seven broad categories of learning styles in the left column. In the right column specific recommendations for accommodating each learning style are presented.

<i>Description</i>	<i>Recommendations</i>
<p>I. <i>Auditory Learner</i></p> <ol style="list-style-type: none"> <li>1. Learns best from hearing spoken words.</li> <li>2. May remember locker and phone numbers, words to popular songs, and is quite successful with oral number games.</li> <li>3. Memorizes quite easily.</li> <li>4. Moves lips when reading silently or quietly vocalizes when studying.</li> <li>5. Prefers oral expression</li> </ol>	<ul style="list-style-type: none"> <li>*Allow time to talk through tasks.</li> <li>*Tape record lessons.</li> <li>*Tape record responses.</li> <li>*Pair with a visual learner in order to provide a balance.</li> </ul>
<p>II <i>Visual Learner</i></p> <ol style="list-style-type: none"> <li>1. Learns well from seeing words.</li> <li>2. May write words down that are given orally in order to learn by seeing them on paper.</li> <li>3. Remembers and uses information better if it has been read.</li> <li>4. Generally does not require as much oral explanation.</li> <li>5. Prefers written rather than oral expression.</li> </ol>	<ul style="list-style-type: none"> <li>*Provide opportunities to view and see instructions.</li> <li>*Allow for response to be written or pictorial.</li> <li>*Use pictures and a variety of visual aids.</li> <li>*Encourage development of listening skills.</li> </ul>
<p>II <i>Kinesthetic Learner (tactile)</i></p> <ol style="list-style-type: none"> <li>1. Is full of activity.</li> <li>2. Wants to touch-feel everything.</li> <li>3. Enjoys doing things with hands and needs concrete objects as learning aids.</li> <li>4. Has difficulty learning abstract symbols.</li> </ol>	<ul style="list-style-type: none"> <li>*Provide <i>active</i> learning experiences.</li> <li>*Provide opportunity for involvement through the use of role play.</li> <li>*Encourage positive channeling of activities.</li> <li>*Include opportunities to touch, feel, smell.</li> </ul>
<p>IV. <i>Auditory-Visual-Kinesthetic Combination</i></p> <ol style="list-style-type: none"> <li>1. Learns best by experience_doing, self-involvement.</li> <li>2. Needs a combination of stimuli.</li> <li>3. Needs manipulation of material combined with the accompanying sight and sounds.</li> </ol>	<ul style="list-style-type: none"> <li>*Encourage student to present demonstrations.</li> <li>*Provide opportunities to question, probe, and explore.</li> <li>*Allow a choice(s) in learning- reporting methods.</li> <li>*Provide for tape recording &amp; script so learners can both listen and read.</li> </ul>
<p>V. <i>Individual Learner</i></p> <ol style="list-style-type: none"> <li>1. Accomplishes more work alone.</li> <li>2. Thinks best and remembers more when learned alone.</li> <li>3. Cares more for own opinions than for the ideas of others.</li> </ol>	<ul style="list-style-type: none"> <li>*Provide choice situations for individual, small group, and large group activities.</li> <li>*Encourage social and group interaction on a limited basis.</li> </ul>
<p>VI. <i>Group Learner</i></p> <ol style="list-style-type: none"> <li>1. Accomplishes more when working with at least one other worker.</li> <li>2. Values others opinions and preferences.</li> </ol>	<ul style="list-style-type: none"> <li>*Provide for choice among individual, small group, and large group activities.</li> <li>*Encourage some independent work.</li> </ul>

- 3. Increases learning and later recognition of facts through group interaction.
- 4. Needs opportunities to practice socialization skills.

*(Babich, B. & Thompson, C., 1983)*

# WORKFORCE DEVELOPMENT



## **OBJECTIVE OF A CAREER EDUCATION PROGRAM**

- \* **To provide career guidance, counseling, and placement services for students with disabilities.**
- \* **To make available the necessary physical, psychological, and financial accommodations required to serve students with disabilities.**
- \* **To infuse career education in the existing curricula for students with disabilities, from kindergarten through high school.**
- \* **To enable disabled students to develop an awareness concerning many careers.**
- \* **To provide career exploration activities for disabled students.**
- \* **To provide job training activities over a broad range of opportunities.**
- \* **To work with community groups to ensure adequate job adjustment.**

## **COMPONENTS OF A CAREER EDUCATION PROGRAM**

**Phase I — Career Awareness.** This phase should begin in the elementary grade and is to make students aware of the many vocational opportunities available.

**Phase II — Career Exploration.** This phase, usually occurs in middle school and enables students to explore various vocations with hands on experiences.

**Phase III — Career Preparation.** This phase, which is very comprehensive, occurs during the secondary and/or the post-secondary level. This phase is designed to provide the necessary training, formal and/or informal, vocational and/or academic, extensive and/or minimal, required to prepare an individual to perform a specific job.

### **Brolin and Kokaska's Life Center Career Education Approach for the Mildly Disabled**

## Curriculum Area I: Daily Living Skills

### Competencies

1. Managing Family Finances
2. Selecting, Managing, and Maintaining a Home
3. Caring for Personal Needs
4. Raising Children, Family Living
5. Buying and Preparing Food
6. Buying and Caring for Clothing
7. Engaging in Civic Activities
8. Utilizing Recreation and Leisure
9. Getting Around the Community

## Curriculum Area II: Personal Social Skills

### Competencies

10. Achieving Self-Awareness
11. Acquiring Self-Confidence
6. Achieving Socially Responsible Behavior
13. Maintaining Good Interpersonal Skills
14. Achieving Independence
15. Achieving Problem-Solving Skills
16. Communicating Adequately with Others

## Curriculum Area III: Occupational Guidance & Preparation

### Competencies

12. Knowing and Exploring Occupational Possibilities
18. Selecting and Planning Occupational Choices
19. Exhibiting Appropriate Work Habits and Behaviors
20. Exhibiting Sufficient Physical-Manual Skills
21. Obtaining a Specific Occupational Skill
22. Seeking, Securing, and Maintaining Employment

## **OBJECTIVES OF VOCATIONAL EDUCATION PROGRAMS**

- \* Workforce development shall be available as a discrete element on a continuum of career education experiences provided for students with disabilities to enable them to learn about and prepare for work.

- Appropriate pre-vocation experiences shall be provided to prepare each disabled student for placement in workforce development programs.
- \* Every student with a disability shall have the opportunity to participate in a regular or special workforce development program in order to develop job-specific skills.
- \* Vocational assessment shall be provided to determine the student's interests and vocational aptitudes in order to develop an appropriate individualized program.
- \* Work experience options shall be available to help disabled students bridge the gap between the school program and world of work.
- \* Vocational counseling and job placement and follow-up services shall be provided to assist disabled students in securing and maintaining jobs suitable to their abilities and interests.
- \* Appropriate work activities or sheltered employment training programs shall be provided to develop work skills for those students whose disabling conditions are so severe as to prevent their immediate inclusion in occupational skill preparation programs.

## TEACHER COMPETENCIES

1. Interpreting psychological reports and identifying findings that can assist in educational planning;
2. Using a variety of formal and informal assessment strategies with secondary students;
3. Conducting interviews and observing secondary students in a variety of settings to gather information relative to their interests and motivation;
4. Developing individual programs based on assessment data;
5. Teaching basic skills such as reading, arithmetic, and written expression;
6. Selecting or creating appropriate educational materials that meet the learning and interest needs of adolescents;
7. Using classroom management techniques that are motivational and that minimize maladaptive behavior;
8. Providing adolescents with activities and programs that promote acquisition of career competencies;
9. Providing activities that allow the adolescent to explore attitudes and build a positive self-image;
10. Providing assistance to other educators in adapting the curriculum, instructional practices, and classroom management techniques;
11. Analyzing the system for direct service options for students.

## INTEREST AND APTITUDE INVENTORIES

### **Kuder Occupational Interest Survey — Revised (KOIS)**

*Age Level* — Grade 10-adult.

*Technical Adequacy* — Support is generally lacking predictive validity studies have indicated that approximately 50 percent of the students followed found work in high-interest occupations identified by the KOIS. Relatively small studies have indicated satisfactory reliability.

*Area Measured* — Scores are available in four areas: Dependability, Vocational Interest Estimates, Occupational, and College Majors.

*Types of Scores* — Percentile ranks, Lambda scores similarity of response between examinee and those in various reference groups.

*Suggested Use* — The 1985 revision of the KOIS (Kuder and Kiamond, 1985) is very similar to previous editions. The examinee is presented with a variety of occupational activities that he or she must mark as most preferred or least preferred. Those responses are subsequently compared to a normative group who are in 119 occupational groups. The KOIS also allows the comparison of examinee's interests (considering such things as random or omitted responses). The Vocational Interest Estimates provide a ranking of the examinee's occupational preferences. The Occupational and College Major Scales provide a comparison of the examinee's responses to various normative groups.

### **Strong-Campbell Interest Inventory**

*Age Level* — Ages 16 and above.

*Technical Adequacy* — Test-retest coefficients were moderate to strong; validity data supportive of its use.

*Areas Measured* — Occupational Themes; Basic Interests; Occupational Scales; Special Scales (academic comfort, introversion, extroversion); Administrative Indexes.

*Types of Scores* — A variety of scores including T-scores are generated (through computer scoring only) for a variety of scales such as Basic Interest and

Occupation.

*Suggested Use* — The Strong-Campbell (Strong, Campbell, and Hansen, 1984) is intended to measure an individual's interest (not aptitude or intelligence) in various occupations. The theoretical foundation for developing the test is based on the assumption that individuals with the same occupations will have similar interests and personality characteristics. The instrument is easy to administer and can be given individually, in groups, or by mail. It takes an average of 25-35 minutes to complete. A computerized version is also available.

The Strong-Campbell is considered by many to be one of the best interest inventories available and is also one of the most widely used instruments for adult assessment.

### **Reading-Free Vocational Interest Inventory — Revised**

*Age Level* — Ages 13-adult (1987 update includes additional norms for children and adults).

*Technical Adequacy* — Normed on both mentally retarded and learning-disabled individuals; good test-retest reliability (adequate for mentally retarded); adequate validity.

*Areas Measured* — Automotive, Building Trade, Clerical, Animal Care, Food Service, Patient Care, Horticulture, Housekeeping, Personal Services, Laundry Service, Materials Handling.

*Types of Scores* — T-scores, percentile ranks, profile chart is available.

*Suggested Use* — An individual completing the Reading-Free Vocational Interest Inventory-Revised (Becker, 1987) is not required to read or give a verbal response. Rather, pictorial illustrations of individuals engaged in a variety of activities such as pumping gas or folding laundry are presented in a forced-choice format. This instrument was designed for and normed on a special education population. It is easy to administer and can be adapted for group use. The use of the profile chart provides a visual representation of the individual's interests in the 11 measured areas. Although the test was partially normed on a mentally retarded population, there has been some evidence suggesting that it was not particularly helpful for students with moderate to severe retardation.

### **Wide Range Interest-Opinion Test (WRIOT)**

*Age Level* — Kindergarten-adult.

*Technical Adequacy* — Large normative sample (approximately 9,000); limited reliability and validity data available.

*Areas Measured* — Four-hundred-fifty pictures are used to determine examinees's preferences in 18 interest and 8 attitude areas.

*Types of Scores* — T-scores, profile analysis.

*Suggested Use* — The WRIOT (Jastak and Jastak, 1979) is a reading-free instrument of occupational/leisure activities in which examinees must indicate among a series of three pictures that which they like least and like most. It covers a very wide range of activities primarily because of the very wide age range that it covers. The instrument can be individually or group administered. (A film strip is available.)

## **Occupational Aptitude Survey and Interest Schedule — 2**

*Age Level* — Grades 8-12.

*Technical Adequacy* — Validity coefficients of the aptitude Survey range from .60s to .80s. Reliability coefficients were mostly in the .80s. Reliability coefficients for the Interest Schedule ranged from middle .80s to middle .90s. The validity was determined using factor analysis to support the interest factors.

*Areas Measured* — Aptitude Survey (General Ability, Verbal, Numerical, Spatial, Perceptual, Manual Dexterity); Interest Schedule (Artistic, Scientific, Protective, Mechanical, Industrial, Nature, Business Detail, Selling, Accommodating, Humanitarian, Leading-Influence, Physical Performing).

*Types of Scores* — Standard scores, percentiles.

*Suggested Use* — The OASIS-2 (Parker, 1991) measures both aptitude and interest. The six aptitude scales are related to over 20,000 jobs listed in the Dictionary of Occupational Titles and the interest factors are related to jobs listed in the Guide of Occupational Exploration. Profile forms are available to provide a visual summary of the student's aptitude and interests. The instrument is easy to administer; the student booklets have been reformatted in the revised edition to improve their readability. Machine scoring options are available.

## **Differential Aptitude Tests (DAT)**

*Age Level* — Grades 7-12 (can be used with young adults not in school).

*Technical Adequacy* — Validity and reliability have been supported in the technical manual and in the professional literature.

*Areas Measured* — Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Use.

*Types of Scores* — Percentile ranks, stanines, and standard scores for males, females, and combined.

*Suggested Use* — The DAT (Bennett, Seashore, and Wesman, 1990) is currently among the most widely used measures of multiple abilities. The battery is intended primarily for use in educational and vocational counseling with students in grades 7-12, although it is also appropriate for young adults not in school. There are two levels of the test – Level I for students in grades 7-9, and Level II for students in grades 10-12. A special large-print edition is available for the visually impaired, and several different versions have been developed in other languages for use outside the United States.

The battery is designed for group administration, and it is recommended the testing be carried in two or more sessions because the total procedure takes approximately 2-3 hours. A supplemental test, the Career Interest Inventory, is designed to be used with the DAT to allow the students to explore their interest in various fields of employment. The battery yields nine scores, one for each test, with an additional combined score of Verbal Reasoning and Numerical Reasoning. This combined score is used as a measure of scholastic ability and correlates highly with measures of intelligence.

## **GUIDELINES FOR THE EDUCATORS PREPARING STUDENTS TO ENTER THE WORLD OF WORK**

Numerous studies have consistently established the importance of work in the life of every individual. Satisfaction in one's working career greatly effects every other aspect of a person's life. The occupational content, as well as the academic portion of the curriculum, should be dependent on the "special" student's specific personal, social, and educational needs. These needs should be thoroughly diagnosed and instructional activities designed to alleviate the effects of the disadvantaged and/or handicapping condition that is preventing the student from succeeding in the regular occupational program.

Several key points to be considered in planning an occupational program for this target group are as follows:

- \_ Train for the acquisition of basic employability characteristics.
- \_ Provide the academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
- \_ Train at a level of competency which matches the youth's potential.
- \_ Train in an area where the student can master a skill which is saleable.
- \_ Where possible, combine training in the school with on-the-job training.
- \_ Be prepared to provide for shorter instructional periods and for longer total time for course completion.
- \_ Be prepared to repeat segments of instruction, particularly for those students who possess learning disabilities.
- \_ Make provision for individualized instruction.
- \_ Utilize demonstration lessons and manipulative materials in the case of students with learning disabilities.
- \_ Provide for frequent reinforcements of student's progress in learning situations.
- \_ Make certain to treat all aspects of a learning situation; never take for granted the

occurrence of incidental learning.

- \_ Place great emphasis upon safety procedures and caution in the use of tools and equipment.
- \_ Ensure an emotionally stable and predictable training environment.
- \_ Make copious use of the pre-vocational evaluation and the vocational counselor's support.

## **SUMMARY OF HELPFUL TIPS AND HINTS FOR TEACHERS**

### **Hints to Success**

The teacher, counselor and administrator must strive to see that all students have an equal opportunity to achieve success. In order to do this they must:

- \_ Seek student participation in planning the learning activities.
- \_ Encourage student initiative, originality and independence.
- \_ Encourage appreciation for the abilities of other individuals.
- \_ Seek student participation in establishing desirable standards of conduct.
- \_ Accumulate and analyze all available information relating to the student.
- \_ Encourage students to seek additional knowledge through the asking of relevant questions.
- \_ Challenge the student's interests and abilities.
- \_ Provide opportunities for exploration and the expression of ideas.
- \_ Encourage students to discover, define, solve and interpret personal and social problems.
- \_ Strive to maintain learning situations in which students will succeed and experience personal satisfaction.
- \_ Provide a core of material within the program that reflects industry.

- \_ Prepare instructional materials in shorter units of work.
- \_ Provide more frequent evaluations of student progress and more remedial work.
- \_ Recognize that the student's vocabulary is more limited and less precise.
- \_ Be aware that the students do not readily see relative generalizations or meanings and plan the instructional materials accordingly.
- \_ Keep the student aware of his progress at all times and give him reason to believe that he is succeeding.
- \_ Utilize real visual objects and other concrete and lifelike teaching aids whenever practical in the instructional program.
- \_ Attempt to discover the areas of special interest of the individual student and utilize these as an incentive for learning.
- \_ Keep in mind that daily assignments involving specific meaningful tasks are the most effective.
- \_ Utilize manual activities.
- \_ Recognize that it is very important that the student like and have confidence in his teacher.
- \_ Take care to provide reading material of easy vocabulary and with sentence structure and content suited to the student's age level, interests, and experience.
- \_ Remember that the students have less cultural opportunity at home, less educated parents, less reading material at home and, in general, a poorer background for learning.
- \_ Remember that school is particularly dull and unexciting to the disadvantaged student compared to the out-of-school activities that make up his life.
- \_ Be content to attempt less and make sure that better learning takes place from that which is attempted.
- \_ Be patient and encouraging in word and in manner.
- \_ Find out where the student is and start with that. Develop an open system of

instruction.

- \_ Promote a realization of self-worth.
- \_ Attempt to gain the student's confidence.
- \_ Provide a success oriented program.
- \_ Include parents in the program.
- \_ Explain to the student in a non-authoritarian manner that you are there to help him achieve success.
- \_ Maintain an "open door" office policy but do not pressure students to visit (encouragement but not pressure).
- \_ Help the student to keep up with the class.
- \_ Be alert for any opportunity to praise him or his work in order to help build his self-image.
- \_ Maintain an awareness of the importance of eye-contact and body language which might underscore what you are saying.
- \_ Assign students to the job that they want to work on.
- \_ Assign a minimum of book work.
- \_ Keep in mind that student goals are to be considered in the long range planning of the course.
- \_ Keep in mind job placement in the community as a factor in motivating the disadvantaged student.
- \_ Use competition on the completion of contract assignments.
- \_ See the students as individuals and make an effort to understand their personal problems.
- \_ Work at building respect between student and teacher. Talk at a level which the students can understand.

- \_ Know how to criticize constructively.
- \_ Take an active part with students; and get involved. Utilize teaching methods that require demonstrations.
- \_ Encourage students to challenge what's taught; encourage them to learn; instill responsibility.
- \_ Demonstrate to the student where he or she will fit into a particular job. Have people from industry come in and relate actual experiences.
- \_ Make use of mini-course teaching.
- \_ Make an effort to meet the students' needs.
- \_ Be flexible; show trust in the student and be diversified.
- \_ Use language that the student can understand and can employ to express himself.
- \_ Take advantage of opportunities to talk informally with students outside of the classroom about matters other than school work.
- \_ Get out from behind the desk when talking with the student.
- \_ Be friendly but not familiar.
- \_ Listen intently but patiently.
- \_ Arrange field trips into the business and industrial community to give youngsters a chance to see the work areas, and encourage personal interviews by the students concerning job duties, feeling, strong points and weak points about the work they are viewing.
- \_ Set up ground rules and guidelines which will define behavioral limits and penalties for violation and adhere to these principles and rules.
- \_ Allow for dissenting opinions.
- \_ Tell the students exactly what is expected of them and how they will be able to meet these responsibilities in detail. Let them know where they stand regarding their

responsibility.

- \_ Tell the importance of the topic and why it is being discussed.
- \_ Respect the confidence of students.
- \_ Establish and announce standards of acceptable behavior and follow through consistently to maintain these standards.
- \_ Be innovative and present unique, startling ways of conveying subject matter. Be different!
- \_ Use tape recorders, radio and TV and let the student use them.
- \_ Use a variety of classroom aides in a comfortable surrounding.
- \_ Show the student the purpose of each assignment and relate it to something that is important to him.
- \_ Plan repetition for reinforcement. Use a variety of methods to prevent boredom.
- \_ Explain that discipline is important and use peer group monitors.
- \_ Capitalize on getting students to give you their ideas and encourage participation at all times.
- \_ Relate instruction to students' life and culture when possible.
- \_ Keep presenting the information in small steps, and be sure that student has achieved an acceptable degree of success before sending him on to another step.
- \_ Show that you are at ease in the classroom. Avoid stereotyped procedures. Talk freely and openly.
- \_ Be adaptable and operate without enforced structure. Maintain relaxed structure, but keep it reinforced to maintain necessary discipline and order.
- \_ Have and show your sense of humor.
- \_ Always acknowledge all student responses whether correct or incorrect. Be careful not to use comments that "reject" such as, "How could you say that?"

- \_ Provide feedback that is immediate and specific to the students response.
- \_ Use active rather than passive words.
- \_ Use motion, color, contrast, variety and personal reference.
- \_ Let students move about as freely as the physical environment will allow.
- \_ Treat a student as a person rather than as a number.
- \_ Allow the student to proceed at his own pace \_ do not rush him.
- \_ Praise the student often and sincerely.
- \_ Respect the student's opinion and even though you don't agree with him allow him to express his thoughts.
- \_ Create a comfortable environment with attention to relaxed atmosphere, furniture, lighting, heat and air.
- \_ Return all assignments promptly and communicate something on each assignment as a personal message to the student such as praise, or encouragement, etc.
- \_ Treat all efforts with respect.
- \_ Judge students objectively; don't play favorites.
- \_ Deal firmly with situations when necessary.
- \_ Show sincerity, respect and patience.
- \_ Offer as much work or laboratory related experiences as possible.
- \_ Encourage students to express their own opinions.
- \_ Use guest speakers and people that the student can relate to as "motivators."
- \_ Drive home a point dramatically by being dramatic and colorful with the presentation of materials.

- \_ Be prompt, orderly, systematic and thorough.
- \_ Use clarity, enunciate well, and use good pronunciation.
- \_ Pay attention to the slow students or those who cannot keep up. Commend all students for good work. Give praise and encouragement to the student and show a real interest in his accomplishments and progress.

### **Practices to Avoid**

- \_ Do not criticize a student in the presence of his peers.
- \_ Do not preach. (In fact, talk as little as possible.)
- \_ Do not be condescending or patronizing.
- \_ Do not judge by middle-class standards.
- \_ Do not think of things in black-and-white terms if you want the student to be able to see more than one side to a question.
- \_ Do not be authoritarian.
- \_ Do not subject the students to changes without advance notice; they are insecure enough already.
- \_ Do not expect consistency in progress toward more acceptable standard social behavior. There will be many retrogressions precipitated by environmental influences.
- \_ Do not be afraid to admit your own mistakes.
- \_ Do not expect to reach every one of your students.
- \_ Do not let your own problems get in the way of good discipline.
- \_ Do not back yourself or a child in a corner. Always leave a way out.

- \_ Do not take slight irregularities of conduct too seriously.
- \_ Do not monopolize one type of classroom procedure.
- \_ Do not give the student meaningless tasks from which little progress in learning can be expected.
- \_ Do not be sarcastic or critical. Praise the student for his accomplishments.
- \_ Do not be irritated by symptoms of lack of interest, tension, discouragement or mild disorder which diminish as the students are given learning activities that are appropriate to their capacities, abilities and interests.
- \_ Do not attach permanent importance to initial impressions of student hostility and/or indifference which may be a student "front" for mistrustfulness of self-uncertainty.
- \_ Do not, in conversations, correct student's speech or manner of speech. Speak in words that students can understand.
- \_ Do not impose your individual values on the students.
- \_ Do not measure achievement in terms of grades only and do not compare to others.
- \_ Do not use phrases such as: "You won't understand this, but . . .", "You should have known that . . .", "Half of you won't be here for long . . ."
- \_ Never argue with a student in class.
- \_ Do not threaten students.
- \_ Do not use obscure meanings or meanings that the student cannot relate to.
- \_ Never refuse to allow a student to say something that he feels is important.
- \_ Do not use words which reflect hostility, sharpness, suspicion, apathy or disrespect.
- \_ Do not do things that you do not want the student to do. Use integrity and honesty. Be a good model.
- \_ Do not be overly familiar, rude, sarcastic or unfriendly.