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Summer 1999

A Recipe for Successful Inclusion

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A RECIPE FOR SUCCESSFUL INCLUSION

by

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July, 1999

A model to assist in the process of including students with disabilities into general education classes for sixth and seventh grade students at West Valley Middle School in Yakima, Washington was developed. A literature review of current research supports inclusion as a model that addresses the school culture in the Untied States at this time. The literature review also indicated the need for schools to provide and teach study skills to better prepare students for their future.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

<u>Introduction</u>

One of the goals of special education is to place students with disabilities in the least restrictive environment. For students with mild to moderate disabilities the least restrictive environment is, for at least a large part of the school day, the general education classroom. Inclusion describes the process of integrating students with disabilities into general education classes in order to address the mandate by the Education for all Handicapped Children Act of 1975 and requirement of least restrictive environment (Scruggs & Mastropieri, 1996).

The philosophy of West Valley Middle School in Yakima, Washington is that each student is placed in a team of four teachers that plan their schedules and curriculum together. This provides students with an intergrated curriculum where the main theme carries over into all four academic areas, Science, Math, Social Studies and Language Arts or Humanities. This schedule has continued to create a unique challenge for special education students and staff and how best to provide student services that meet individual needs. The hope is that by providing services through an inclusion approach, students who often feel isolated and their education often broken up traveling back and forth from the resource

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room, make better connections with their learning with increased motivation.

Purpose of the Project

The purpose of this project is to develop an inclusion model for a middle school Social Studies and Language Arts block for students with mild to moderate disabilities, based on the literature and research regarding inclusion and collaboration among general and special education staff. The model developed is designed to assist in the process of including students with disabilities into general education classes.

Another purpose of inclusion is to provide students with meaningful lessons that meet the Washington State Essential Academic Learning Requirements (EALRs) and West Valley School District's student learning goal number three of "Think analytically, logically and creatively, integrating experience and knowledge to form reasoned judgments and solve problems individually or with others" (West Valley School District Mission Statement, 1996 p. 2).

Significance of the Project

A number of researchers have indicated that inclusion is a benefit for both students with disabilities, as well as their general education peers (Cooper & Ringlaben, 1998; Hendrickson, Shokoohi-Yekta, Hamre-Nietupski, & Gable, 1996; Scruggs & Mastropieri, 1996). Inclusion offers students with disabilities

access to normalized learning environments (Bailey & McWilliam, 1990).

Students with disabilities have had fewer opportunities to practice, refine, and

expand their social skills and yet social skills in children are a predictor of later

adjustment (Hendrickson, et al., 1996). With proper guidance, students without

disabilities, after interacting with students with disabilities, can gain a better sense

of understanding and caring for all people (Cooper & Ringlaben, 1998).

According to Fuchs and Fuchs (1994), the inclusion of students with

disabilities will not be successful unless a collaborative connection between special

education and general education occurs. Although a majority of general

education teachers agree with the general concept of inclusion, most identified

administrative support, adequacy of material, personnel resources, and adequate

planning time as critical to successful mainstreaming efforts (Scruggs &

Mastropieri, 1996). Furthermore, inclusion can work only when professionals

are willing to collaborate and give up territorialism and control (Richardson,

1998). Richardson (1998) goes on to say that collaboration involves sharing roles

and expertise to focus on the common goal to prepare students for life.

Limitations

The model developed in this project was designed for West Valley (WA)

middle school students enrolled in Social Studies and Language Arts blocks at the

sixth and seventh grade level and may not be appropriate for younger or older

students. However, it is hoped that this model could be easily adapted to other grades, schools and subjects.

Definition of Terms

For the purposes of this project, these terms are defined in the following manner:

Inclusion/Mainstreaming: a process whereby students with disabilities receive their education, with necessary special education support, in the general education classroom alongside students without disabilities (Scruggs & Mastropieri, 1996)

Collaboration: environment where special education and general education teachers work together to develop strategies and lessons that meet the needs of all students

Least Restrictive Environment: the concept that requires students with disabilities to be educated "to the maximum extent appropriate" with students without disabilities

Study Skills: specially designed class for students with disabilities to receive extra support on the assignments from their general education classes and where study skill strategies are taught

IEP: annual Individualized Education Plan for students with disabilities, setting goals and objectives by the team of teachers and the students parents

Overview of the Remainder of the Project

Chapter Two reviews literature regarding inclusion of students with disabilities in general education classes. It provides suggested guidelines to developing an inclusion program. Chapter Three presents the design of the project, explaining procedures for research and the organization and production of the inclusion model. Plans for an inclusion model to be used in sixth and seventh grade Humanities appear in Chapter Four. Chapter Five provides a summary of this project and includes recommendations for its use.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The Education for All Handicapped Act (P.L. 94-142) in 1975 guaranteed that all children, regardless of their disability, are entitled to a "free, appropriate public education." The idea of "free, appropriate public education" has been broadened in the 1990s to mean more than just providing access to public schools. Parents and educators are now focusing on the outcomes of special education and whether these practices have prepared students with disabilities for life after school (Weir, 1998). Only slightly over 50 percent of all students who receive special education graduate, and 42 percent of the graduates remain unemployed three to five years after school (U.S. Department of Education, 1995). Thus, inclusion of students with disabilities into general education classes has become a focal point in school reform efforts. Yet the integration of special education students in general education settings continues to be a highly emotional and controversial issue (Richardson, 1998).

Studies of inclusion point out the difficulty of developing successful programs for students with disabilities. Even among education professionals, there are differences of opinions and interpretations on best practices. The

research does indicate that inclusion can benefit both students with and without disabilities. Cooper and Ringlaben (1998) point out that inclusion efforts have tended to focus on students with disabilities by preparing them for the environment versus preparing the environment for the students. This review of literature will focus on what components are needed to increase the likelihood of successful inclusion of special education students into general education classes, the advantages, and ongoing concerns of staff, students, and parents.

Rationale for Inclusion

Both special education and general education professionals are being asked to join together to consider standards and outcomes for the education of an increasingly diverse student population. Smith (1997) notes that special education programs have fragmented special needs students, pulling them away from both the mainstream curriculum and direct involvement with general education peers and teachers. Special education that was once viewed as a place, is now being asked to become an instructional support piece and an active partner in creating classrooms and schools that meet the diverse needs of today's students (Villa, Thousand, Meyers, & Nevin, 1996). Unlike the early days of mainstreaming, the practice of dumping students into general education classes, educators are now striving to make inclusion work (Richardson, 1998; McGregor, 1997) Inclusion programs actively involve special education professionals who now use their

skills in different ways and places (McGregor, 1997). Developing effective strategies for education that includes all students requires a partnerships among special education and general education teachers.

Inclusion is defined by Scruggs and Mastropieri (1996) as the process of integrating students with disabilities into general education classes which would be the students "least restrictive environment." The inclusion of students with disabilities into the general education classroom will not be successful unless a collaborative connection between special education and general education occurs (Fuchs & Fuchs, 1996). Richardson (1998) states that inclusion can work when professionals are willing to collaborate with each other and give up territorialism and control.

Wood (1998) sees one of the critical features for successful inclusion to be collaboration among teachers, parents, and other school professionals, and the utilization of all the expertise that exists without becoming involved with "turf" issues. Collaborative teaming is difficult for professionals that have been trained to focus on their teaching and service responsibilities in their own classrooms. Yet collaboration offers the opportunity to use the diverse and specialized knowledge of general and special educators who have had different experiences and training (Wood, 1998).

The collaboration co-teaching model most often proposed and used by schools for inclusion services involves the teaming of special and general

educators to meet the educational needs of students with diverse needs

(Richardson, 1998). Richardson (1998) points out that there are four different

versions within the co-teaching model that respect both special and general

education teachers as professionals. Each of these approaches can strengthen

professional relationships and improve the instruction given to all students. The

four different approaches are: one teaching, one supporting- where the lead

teacher has the responsibility and the other teacher supports; station teaching-

where the students move from teacher station to teacher station for instruction;

parallel teaching- where teachers jointly plan and teach; and alternative teaching-

where one teacher teaches a large group of students while the other teacher offers

assistance and re-teaching to smaller groups of students as needed.

Planning Recommendations

Conderman (1998) maintains, without careful planning and monitoring,

poor practices will continue and contaminate a potentially powerful view of

educating children. Thought inclusion means different things to different people,

there are key ingredients that exist in successful inclusion programs. The goal of

inclusion is to provide an appropriate education program that is challenging yet

geared to the student's needs and abilities, which may mean that some students

with disabilities can not be educated with a full inclusion model (Conderman,

1998). Shinn, Powell-Smith, Good, and Baker (1997) advise that caution

should be exercised when returning students to environments that may have contributed to their learning problems in the first place.

Conderman (1998) describes five guidelines that promotes responsible inclusion and respects the legal parameters of special education and "least restrictive environment."

1. Placement decisions must be made based on the individual needs of each child rather than existing programs, district convenience, philosophical beliefs, funding needs, or new educational trends.

2. Parents whose child has a disability must be protected. Individualized education program process and parental participation assure that schools and parents are accountable to each other.

3. All students should receive a rigorous curriculum that challenges them. Inclusion should not mean lowering standards, or developing student dependence.

4. Adequate planning and preparation must occur for a smooth transition and support of students with disabilities into general educational settings.

5. Ongoing means of assessing the appropriateness of the placement and the curriculum.

Weir (1998) points out that all students can be engaged and learn what is important to them in different ways. Special educators serving as a facilitator can be a resource in helping to adapt and individualize instruction. Weir (1998) outlines some curriculum strategies that are useful for an inclusive classroom:

1. flexible learning objectives- training teachers to individualize learning;

2. activity adaptations- not every student will demonstrate learning in the same way;

3. multiple adaptations- presenting materials in a variety of ways with a variety of methods of participation;

4. cooperative learning- students work together and help one another;

5. collaboration- a number of adults in the same classroom learning to work together;

6. functional skills- making instruction generalize to daily life;

7. life skills- life stressors impact student learning.

Weir (1998) states that school districts must conduct staff development to build on and nurture positive teaching strategies to successfully implement inclusion in their schools. Rainforth and England (1997) report that most teachers found that staff development opportunities helped them become better teachers for all their students, and that the collaboration with other teachers helped them feel less isolated, giving both students and teachers a greater sense of belonging.

Chalmers and Faliede (1996) further elaborate on the strategies of Weir (1998) by offering nine suggestions for implementing the process of inclusion of students with mild/moderate disabilities into general education classes.

1. Preplanning with Staff- If staff are involved before the actual inclusion of the student with disabilities, the process is much more likely to go smoothly. This involves preplanning for the student's entrance into the classroom as well as observing and getting the know the students strengths and weaknesses, skill levels, learning style, behaviors, and social skills.

2. Preplanning with Peers- Preplanning activities with the classroom peers improves understanding and compassion for the integrated student's needs.

3. Developing a Communication System- To ensure that information is shared between the classroom teacher, special education teacher, and parents, the teachers should establish a structured system of documenting at least weekly happenings and student progress.

4. Structuring Collaborative Planning Time- Formal planned time is essential component of effective inclusion.

5. Dealing with Resistant Teachers- The best advice for dealing with resistant teachers is at least initially, Don't! The initial attempts to integrate students into general education classrooms should occur with teachers who are willing and positive.

6. Gaining Administrative Support- Having administrators involved in the inclusion process from the beginning is crucial. Where administrative support is strong, inclusion is much more likely to be successful.

7. Involving Parents- Parents much be viewed as the experts in

knowing their child the best. Parents will need emotional support from the school staff as well as being important members of the decision-making team for the student.

8. Designing a Grading System- Ideally the integrated student is graded in the same manner as the general education classmates. This would be the case when the general class curriculum is appropriate without making any adaptations. If the curriculum is being modified, then there are two possible methods of grading. One would be to adapt the existing grading system by lowering or adjusting points or percentages, or using satisfactory/unsatisfactory notation.

9. Teaching Necessary Skills to the Student with Disabilities- It is important to empower the student with disability for successful inclusion by directly teaching them appropriate general education classroom behaviors, as well as self-advocacy. The students need to know how to follow directions, ask and answer questions, act positively toward others, completing tasks, and participate in group activities.

Villa, et al., (1996), found that a major barrier to inclusion is the lack of time. Administrators must model shared decision making, arrange supports and incentives for teacher collaboration, and establish collaboration as an expected behavior through job descriptions and performance evaluations. They maintain that it takes four to six years of support before a final assessment of the inclusion program can be adequately done. Administrators are a powerful influence

on teachers and need to acknowledge and demonstrate the kinds of support to promote teacher commitment, satisfaction, and health for inclusion to be successful. These researchers outlined three keys they found for inclusion to be successful for students, teachers and parents.

1. Ongoing teaming and collaboration.

2. Comprehensive, district-organized inservice training.

3. The actual experience of educating a diverse student body that included students with disabilities.

Inclusion of Middle School Students

The shift to an inclusion approach presents middle level schools with a complex challenge as teachers attempt to shift the location and method for meeting all their students' needs (Deering, 1998). In middle school, the kinds and degree of physical, emotional, and academic diversity among students in the various special education classes are often not that different from what is found in the mainstream young adolescent population, so it makes sense for all-inclusive educational contexts to occur. Deering (1998) goes on to state that all young adolescents need to broaden social horizons as part of their development of identity and social skills. Middle school students, both special needs and general education, need to have consistent positive opportunities for social and academic development.

According to Deering (1998), middle school inclusion necessitates:

1. An inclusion policy

An institutional policy of inclusion is a good first step, but it is only a start. A policy would provide the opportunity for collaboration contact to take place and for positive relations to develop.

2. Mainstream and special program students need scaffolding

Scaffolding is providing "just enough" assistance for a learner to succeed at developing positive social and academic relationships with each other. All middle level learners have difficulty transcending the boundaries of their group identities, whether defined by gender, special program, ethnicity, or other factors.

One form of scaffolding that can be developed is through peer tutoring. In a peer tutoring program, mainstream student volunteers help special need students with their school work, both in the special education resource rooms and in mainstream classrooms. Peer tutoring can provide an accessible, meaningful structure to the development of both academic and social relationships among participants. Tutors develop broader social relations just as their tutees do, and a sense of accomplishment as well as compassion.

3. Teacher classroom practice

Comprehensive inclusion requires that the teacher take a broad, school-wide view of their roles. Teachers must consider which practices support

inclusion.

    4. Heterogeneous group learning

        Cooperative and collaborative group learning approaches can promote positive intergroup relations among students and stimulate impressive academic gains. Classrooms were group work was successful was where their was a high demand on behavior and effort.

    5. Competition undermines inclusion

        Students on the social and academic margins, such a special education and minority students, are especially susceptible to being made consistent losers in competitive school environments.

    6. Be wary of resegregation

        Be careful about maximizing inclusion, a more random distribution of students, though not always convenient for the teachers, helps reduce any tracking effect for either minority students or students with disabilities.

Advantages of Inclusion

        As Reis, Neu and McGuire (1997) explain, remediation and additional practice in a separate resource room may not help many students to realize their potential, since what is really needed is to learn compensation strategies. By the time many learning disabled students reach their secondary education the focus should be on learning how to develop a personal system that enables them to

achieve, and they then become their own best advocates (Reis, et al., 1997).

According to Deering (1998), all students and educators benefit from the rich social interactions that inclusion can provide. This is especially important for young adolescents as it addresses their developmental need to socialize. The interaction of inclusion is not only a foundation for developing social skills, but also improved self-concept and motivation for the students (Richardson, 1998). Deering (1998) maintains the by including special needs students into general education classes and helping special needs students bridge their social gaps, that the students will also close the academic gap between special and mainstream education.

Teachers involved with inclusion have found not only potential for increased achievement for the students, but continued professional growth for both general and special educators (Dieker & Barnett, 1996). Some teachers have reported an increased level of confidence which was reflected in their ability to approach teaching in a more flexible manner (Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993). Teachers have found their experiences with inclusion cause them to be more reflective and give them a sense of pride at their own openness to change, impacting the way they teach all the students (Giangreco, et al., 1993).

Rainforth and England (1997) found that after early fears, many teachers reported benefits of the collaboration for inclusion included sharing

responsibilities for students and teaching tasks, designing more creative lessons and solutions, developing better understanding of student needs, increasing opportunities for successful student participation, and witnessing a greater sense of belonging for both students and teachers.

Concerns of Inclusion

Successful and competent inclusion takes patience, perseverance, and time (Wood, 1998). Changing laws and more educational financial constraints could jeopardize a system that benefits all teachers and students (Rainforth & England, 1997). Fuchs, Roberts, Fuchs, & Bowers (1998) warn about those not necessarily well-meaning school administrators looking at full inclusions as a means of cutting costs.

Richardson (1998) has found that many teachers, special and general, often do not feel prepared to undertake the challenge of inclusion. Richardson maintains that many fear inclusion of students with disabilities may result in the lowering of educational standards. Some parents resent the use of their children as peer tutors or participants in cooperative grouping. Other parents believe that curriculum and test modifications are unfair and give the appearance of preferential treatment.

Wood (1998) points out that there is no guarantee that a team of teachers will interact collaboratively. For a team to collaborate effectively it must use

small-group interpersonal skills including trust-building, group communication, problem-solving, and conflict resolution. Unfortunately, few teachers have had the opportunity to receive training or practice in these group collaborative skills (Wood, 1998).

For successful reform and for the futures of many students, institutional policies must be coordinated to consistently work for the inclusion mode, rather than against it (Deering, 1998). Scruggs and Mastropieri (1996) maintain that successful inclusion efforts are correlated to administrative support, adequacy of material and personnel resources, adequate planning time, and disability-specific teaching skills.

Summary

The research and literature reviewed points out that integrating students with disabilities into the general education setting remains a highly emotional and controversial issue since the passage of the Education for All Handicapped Children Act (P.L. 94-142) in 1975. Efforts to include students with disabilities in a meaningful educational experience call for methodologies that individualize learning and teaching.

Unlike the early days of mainstreaming, many of todays educators have greater knowledge and skills to make inclusion work. The key elements to whether inclusion is successful of the student with disabilities, the general

education students, the teachers, and the parents are: pre-planning, developing a

communication system, comprehensive inservice trainings, administrative

support, experience educating a diverse student body, flexible learning objectives,

activity adaptations and, on going collaboration with staff and parents.

CHAPTER THREE

PROCEDURES

The author began to explore what research reports about the inclusion of special education students into general education classes while pursuing her masters degree at Central Washington University. Teaching special education at Wenatchee High School in Wenatchee (Washington), Franklin and Lewis and Clark Middle Schools in Yakima (Washington), Cottonwood Elementary in Yakima, and now at West Valley Middle School in Yakima , inclusion of students with disabilities has been of particular interest.

While planning a number of study skills classes this author attended workshops by Dr. Anita Archer on organizational skills and secondary peer tutoring. These workshops made an impression because the author has always held strong feelings about all students having equal educational opportunities when ever possible.

The research was reviewed regarding inclusion practices, study skills, and supporting general education classes and was combined now with a number of years of teaching experiences at all levels to develop an inclusion model for middle school humanities. This model is designed to assist in the process of including students successfully with disabilities into general education classes

focusing on reading and written language. The ingredients necessary to implement inclusion take time and a partnership between general education and special education teachers. The special education teachers play a key role and serves as the facilitator and the resource in helping to adapt and individualize instruction for inclusion students.

Information for the project was gathered through the libraries of Central Washington University, Yakima Valley Community College, and the Pre-Service Lab for educators at Central Washington University. Searching continued on line through internet searchers using a number of search engines. Many resources were located through the use of ERIC.

The author used research and personal experience to develop this model for inclusion services to meet the educational needs of middle school students with mild to moderate disabilities. The model is based on individual student needs, teaching experience, general education teacher's styles, and parent in-put.

CHAPTER FOUR

THE PROJECT

Introduction

These curriculum pieces were designed to provide support to special needs students included in the general education Humanities classes. Not only is a great deal of support needed in the general education classroom, follow up lessons would be offered in a resource room study skills class. The study skills classes are offered during team elective which is a non-academic class period for sixth and seventh graders attending West Valley Middle School in Yakima, Washington. The goal of these sample components is to encourage students to become more actively involved in their school learning. The specific activities presented were designed to provide students with meaningful lessons that help them be more successful in their general education classes and that meet the Washington State Essential Academic Learning Requirements.

Explanation of the Project

These activities are designed to provide students with tools to make better connections with their learning and increase their motivation to work. This project is designed to help to prepare each student to operate effectively, and

responsibly as a student in the Study Skills Class and all other classes at West

Valley Middle School. As well, these activities are designed to prepare students

for the expectations they will encounter throughout their lives, as older students
and as independent adults.

Within this project are:

1. portfolio components (See Appendix A)

2. suggestions to support the general education classroom (See Appendix

B)

3. sample lessons (See Appendix C)

Student Expectations

Student competencies resulting from involvement with this project will be

assessed according to the following:

1. Anecdotal observations of the student, their daily work habits,

cooperative behaviors and organization

2. The students quarterly goals and evaluations of their goals

3. The students weekly binder/homework check

A Table of Contents for the project is as follows:

APPENDIX TABLE OF CONTENTS

Portfolio Components (Appendix A)

Transition Form- This form is used when meeting with elementary resource room teachers to discuss 5th graders in the spring transitioning to the middle school for the fall as 6th graders.

Course Syllabus- Discussed and given to each student to place in their binder. The syllabus is used as a opportunity to organize binders and discuss the expectations for the class.

Student Information Form for Portfolio- Students are given a pocket portfolio folders to decorate while pictures and high measurements are taken. Each student completes the information form and places in their portfolio. The student portfolios are stored in class. This author has found that portfolios create a pro active and more positive tie between the student and the school. Students are encourage to become more actively involved in the evaluations of their school work and behaviors.

Sentence Completion Form- Adapted from Winners' Circle, A Guide for Achievement. This is a form that offers the opportunity for teacher and students to get to know each other. These are stored in the student's portfolios and students are asked who these can be shared with.

Portfolio Goal Sheet- Each quarter students write their goals for areas they would like to improve in. After the first quarter each student evaluated their own progress. These goals may also be used for the students Individualized Education Plan.

Study Skills Student Checklist- This is a form used every week to two weeks to complete surprise binder checks.

Learning Style Inventory- This is a wonderful tool used to teach students how to evaluate themselves, giving them more control over their education plan. The inventory information was derived from The Tuned In Turned On Book About Learning Problems by Marnell Hayes.

Tips for Tactile/Kinesthetic Learners

Tips for Auditory Learners

Portfolio Reflection Sample- If the students general education class is not keeping portfolios in their classroom, here is a format that students can use to complete a reflection on work they are proud of and would like to keep in their portfolio.

Behavior Contract Form- Adapted from Linda Pfiffner, "All About ADHD: The Complete Practical Guide for Classroom Teachers." Resource rooms typically have a number of behavior components to the class as a whole. Here is a form used when one student continues to have difficulty. This contract encourages the students to become more actively involved in the evaluations of their school behaviors.

Study Skills Self Check Review- At the end of each quarter each student evaluates their classroom behaviors and grades themselves. They would then share with the resource room teacher the grade they believe they should receive and why.

Year - End Evaluation- This form allows students to evaluate their year and what goals they would like to focus in on for next year.

Suggestions to Support the General Education Classroom (Appendix B)

    Strategies-
        Reading
        Vocabulary Building
        Written Language
        In-Class Support

Sample Lessons (Appendix C)

        During Class Guidelines
        Writing Headings on Papers
        Getting Prepared for Homework
        How to Organize Your Papers

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Inclusion is the opportunity to place students with disabilities into the general education classroom. Not only does inclusion address the mandate by the Education for all Handicapped Children Act of 1975 that gave every child with a disability the right to a free and appropriate public education, in addition it provides students with meaningful lessons that meet the Washington State Essential Academic Learning Requirements. Inclusion of students with disabilities into general education classes has surfaced as one of the important efforts to school reform.

In the literature examined, researchers found that students and educators benefit from the interactions that inclusion provides. Inclusion provides a foundation for developing social skills, improving self-concepts and increasing motivation for the students. Services to students with disabilities have been too fragmented as students are pulled in and out of general education classes. General and special education teachers reported that inclusion experiences offered more professional growth, giving them a greater sense of pride in their teaching that impacts the way they teach all students in their classroom. Researchers pointed out that in middle school the academic and emotional diversity among

students in special education classes is not that different from what is found in the mainstream population.

One of the most important needs in middle school is for students to have consistent positive opportunities for social and academic development. Therefore, an inclusion program with study skills support was developed for use in the sixth and seventh grade Humanities classes at West Valley Middle School in Yakima, Washington.

Conclusions

Benefits reached as a result of this project for the regular program are:

1. Additional resources and supports for general education classes with collaborative efforts and shared expertise among teachers benefit all students

2. Understanding, respect, sensitivity, and comfort with individual differences and similarities among all peers

3. Less isolation in the work of staff members

4. Effective use of personnel resources, time, and money - less time and money spent duplicating services

5. Greater variety of instructional methods

6. Collaborative teaming efforts which arrange for more actual planning time

Benefits as a result of this project for students with special needs:

1. Building friendships and interacting with "normal" peers

2. Learning appropriate behaviors of the norm

3. Participation in typical routines which are required across environments

4. Life long learning that are environmentally referenced to major life domains, such as domestic, leisure, vocational, and community

5. Learning about subjects not typically part resource room curriculum

6. Building a sense of belonging to the school

7. Preparing for life in the real world

Recommendations

Based on the review of literature and the experience in developing an inclusion program and teaching special needs students, this author offers the following recommendations:

1. Placement decisions must be made on the individual needs of each child

2. Parental rights must be included in any decision

3. All students should receive a rigorous curriculum that challenges them appropriately

4. Adequate on going planning and preparation must occur to ensure the support of students with disabilities in general education

5. A high level of accountability must be in place with a built-in ongoing means of assessing the appropriateness of the placement and the curriculum

6. Study skills is a critical program for the success of the student in the general education classroom both academically and socially

7. Start small and at first work with teachers who are committed to working with special needs students

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APPENDIX A

PORTFOLIO COMPONENTS

TRANSITION FORM

NAME:
SENDING SCHOOL:

CURRENT PLACEMENT:

MEDICATION/MEDICAL CONCERNS:

READING LEVEL:

WRITTEN LANGUAGE LEVEL:

MATH LEVEL:

STUDY SKILLS:

BEHAVIORS:

OTHER:

PLACEMENT RECOMMENDATIONS:

West Valley Middle School
STUDY SKILLS
COURSE SYLLABUS

Ms. Holly Dunham-Wheeler

GOAL:

This course is designed to help prepare each student to operate effectively, efficiently, and responsibly as a student in the Study Skills Class and all other classes at West Valley Middle School. As well, this course will prepare students for the expectations they will encounter throughout their lives, as older students and as independent adults. Each student, depending on their individual needs, will receive tutoring and any other support to help them be successful in their target class(es).

COMPETENCIES:

The students will gain skills in the following areas:
- Communication Skills
- Cooperative Behaviors
- Organization Skills
  - Notebook Organization
  - Time Management Skills
  - Standards for Papers
- Learning Strategies
  - Read, Cover, Recite, Check
  - Active Reading
  - Taking notes on written material
  - Mapping written material
  - Taking notes on lectures
  - Proofreading
  - Memorizing Lists
  - Answering Written Questions
  - Preparing for Tests
  - Taking Tests
  - Report Writing - Pre-writing

There is some flexibility depending on the individual need of each student.

MATERIALS:
A Large Heavy Duty Notebook
Colored Tab Dividers for Notebook
Pen and Pencil Holder
Lined Three Hole Paper

REQUIREMENTS:
Attend Class
Keep a Positive Attitude
Come Prepared, with Assignments and Materials
Maintain a Well Organized Notebook
Maintain an Assignment Calendar
Use Class Time Well
Demonstrate Knowledge of Learning Strategies

GRADING SYSTEM:
A- Students meeting all of these objectives will receive an A.

S- Students meeting all but one or two of these objectives will receive an S for satisfactory.

U- Students failing to meet three or more of these objectives will receive a U.

CLASSROOM RULES
*Mutual Respect

*Appreciation

*Attentive Listening

*No Rumors, No Gossip, No Put Downs

Student Information Form

Name:_____

Date:_____ Grade:_____

Team:_____

Height: September:_____ June:_____

State Born In:_____ Birth Date:_____

SENTENCE COMPLETION FORM

Complete the following sentences.

My favorite subject at school is

If I did better at school, I wish my teachers would

School is fun when we

My favorite adult is

When I am an adult I want to be

Do you like to read?

What kinds of things do you read?

If I had a free day, I would

It makes me mad when other people

The things I like to do best with my friends are

Something I would like to learn to do is

The thing that makes me most angry is

Two things I do well are

I think that the world would be a better place if

Adapted from <u>Winners' Circle, A Guide for Achievement</u>.

PORTFOLIO GOAL SHEET

NAME_____

DATE_____

SUBJECT:_____

My Goals for this course are:

1.

2.

3.

PROGRESS REPORT

Progress on Goal(s):

Most Improved Skill:

Skills I Still Need to Work On:

STUDY SKILLS
STUDENT CHECKLIST

Name:

_____

SKILLS	WEEK								
1. Binder in Class									
2. Papers Attached Neatly in Binder									
3. Weekly Assignment Calendar in Front of Binder									
4. Dividers for Each Subject									
5. Legible Writing on Calendar									
6. Extra paper									
7. Two Sharpened Pencils									
8. Parent Signature on Assignment Calendar									
9. Assignments in On Time									

"A Learning Style Inventory

Students will complete this inventory individually. Classroom teachers will then analyze the inventory to prepare for instruction.

Direction for Administering

1. The students fill out List A and List V. The teacher or someone who works closely with the students should read the questions and statements <u>out loud</u> as the students are writing their answers.

2. Total the checks for List A and List V separately.

3. If the total score on List A is higher than the total score on List V, implications are that the problems in learning could be through a student's eyes and the student's best way of learning could be with his ears - an auditory learner. Read Hints for Auditory Learners.

4. If the total score on List V is higher than the total score on List A, implications are that the problems in learning could be through a student's ears and the student's best way of learning could be with his eyes - a visual learner. Read Hints for Visual Learners.

5. If the total scores on List A and List V are within 2 or 3 points of being equal, implications are that the problems in learning could be through a student's eyes and ears - a student who might have trouble concentrating. Read Hints for Tactile-Kinesthetic Learners.

Inventory information was derived from <u>The Tuned In Turned On Book About Learning Problems</u> by Marnell Hayes.

Learning Style Inventory

LIST A   NAME:_____

Check the items that describe you best - if it doesn't pertain to you, don't check.

_____ 1. People say you have terrible handwriting.

_____ 2. You don't like silent filmstrips, pantomimes, or charades.

_____ 3. You would rather listen to a tape than look at a filmstrip.

_____ 4. Your teacher says you leave out words, skill lines or sometimes get
words or letters backwards.

_____ 5. You can spell better out loud than when you have to write a word.

_____ 6. You remember things you talk about in class much better than things
you have to read.

_____ 7. You do not copy from the board very well.

_____ 8. You like jokes or riddles better than cartoons or crossword puzzles.

_____ 9. You like game with a lot of action or noise better than checkers or
most other board games.

_____ 10. You understand better when you read aloud.

_____ 11. Sometimes you mess up in math because you do not notice the sign or
because you read the numbers or directions wrong.

_____ 12. You are the last one to notice something new - that the classroom was
painted or that there is anew bulletin board display.

_____ 13. Map activities are just not you "thing" - you never can seem to
remember what continent Chile is on, or if Nebraska is north, east, south, or west
of Missouri.

_____ 14. You often get in trouble for "sloppy" work, even on workbook pages.

_____ 15. You use you finger as a "pointer" when you read, but you still get lost
and sometimes skip words or lines.

_____ 16. Sometimes you get in trouble for humming or whistling to yourself when you are working.

_____ 17. sometimes you eyes just "bother" you although your eye tests come out okay. If you already have glasses, the eye doctor says they are just right for you.

_____ 18. You hate "ditto" sheet activities, especially blotted ones. The are tough for you.

_____ 19. "Matching" test questions, where you have to draw lines to the right answer or fill in the letters in order, are a real problem.

_____ 20. Sometimes when you read, you mix up words that look almost alike, like "pull" or "pill" or "bale" and "date."

_____SCORE

LIST V   NAME:_____

Check the items that describe you best - if it doesn't pertain to you, don't check.

_____ 1. It seems like you are always having to ask somebody to repeat what he just said.

_____ 2. Sometimes you find yourself "tuned out" in class - staring out the window when you were really trying to pay attention.

_____ 3. Often you know what you want to say, but you just cannot think of the word. You may even be accused of "talking with your hands," or calling something a "things-majig."

_____ 4. You may be in speech therapy, or have been at sometime before.

_____ 5. You sometimes have trouble understanding the teacher when her back is turned so you can't see her face while she is talking.

_____ 6. It is usually easier to look and see what everybody else is doing that to let the teacher repeat the instructions.

_____ 7. when you watch TV or play music, somebody is always yelling, "Turn that thing down!"

_____ 8. Your parents or teachers declare you say "Huh?" too much.

_____ 9. You would rather demonstrate how to do something than explain it.

_____ 10. Words that sound almost alike ("bill" and "bell") give you a lot of trouble. Sometimes you cannot tell them apart.

_____ 11. You have trouble remembering your homework assignment unless your teacher writes it on the board or you write it down.

_____ 12. You like board games better than listening games.

_____ 13. Sometimes you make mistakes in speaking (like saying, "He got expended from school") that everybody but you thinks are funny.

_____ 14. In order to remember whether M comes before or after R, and so forth, you have to go to the beginning of the alphabet.

_____ 15. You like art work better than music activities.

_____ 16. You do better when the teacher shows you what to do instead of just telling you.

_____ 17. You can do lots of things that are hard to explain with words - like fixing your bike or doing macrame.

_____ 18. People are always telling you to answer in complete sentences because you usually answer with just "yes" or "no."

_____ 19. Often you forget to give messages to people like when someone calls for one of your parents.

_____ 20. You are always drawing little pictures on the edges of your papers or doodling on scratch paper.

_____SCORE

TIPS FOR
TACTILE/KINESTHETIC LEARNERS

1. Clear off your desk.

2. Cover the page you are not reading.

3. If you are distracted by noise, turn off the radio or TV. Wear earplugs earphones to block out sound.

4. Divide your work into short study sections. Get a timer. After 20 minutes or when the task is completed, give yourself a reward.

5. Put books and things needed for school the next day in one certain place. Get a backpack or a carrying case.

6. Have a calendar in the front of your notebook and write down all assignments daily.

7. Paste your schedule and times on the inside cover of your notebook.

8. If possible, have your difficult subjects in the morning.

9. Sit as close to the teacher as possible or in the center of the room by quiet students so there will be fewer distractions.

10. Between classes plan a route and stick to it. Make sure you have all necessary books for class.

11. When studying, use the multi-sensory approach (hearing, seeing, touching, and doing) as much as possible.

12. Get enough sleep.

13. Watch your diet. Sugars and additives can cause hyperactivity in some people. Eat a nutritious breakfast. Take a snack of fruit or a nutritional food if you need extra energy.

14. Use a study carrel or quiet room.

TIPS FOR
VISUAL LEARNERS

Use your eyes. make mind pictures - use your ability to see and imagine.

Look at everything. Make short outlines for things you have to study, make lists, write notes, and write down homework assignments on a calendar. Have your parents and teachers write notes to you. Have a notepad with you at all times.

READING

1. Use sight words, flash cards and experience stories. Do not try to sound words out; instead, try to figure if the new word has words you already know in it. For example: the word "systematic" has the words "system," "stem" and "mat" within it.
2. You are a "look and say" learner.

WRITING

1. "Jot down" ideas as they form in your mind.
2. Outline ideas.
3. Make a rough draft, skipping lines to allow room for corrections and additions. Correct.
4. Recopy.
5. On essay test make quick outlines on scratch paper or in the margin of the test before writing your answer.

SPELLING

1. See the word - close your eyes.
2. Make a picture and then read from your picture.
3. Write the word - match your picture.
4. Check immediately.

MATH

1. Visualize the problem.
2. Make pictures or tallies of the problem on scratch paper.
3. Write the problem.

TIPS FOR
AUDITORY LEARNERS

Tune in on voices - talk to yourself - listen to yourself

READING

1. Reading your work aloud.
2. Try to get books that have audio tapes with them.
3. Have someone read to you or get someone to tape for you if you are not a good reader.
4. Say words silently inside your head.
5. Foreign language classes that emphasize conversational skills would be better for you.

WRITING

1. Plan the sentence you want by saying it aloud or silently.
2. Say it several times the way you want it.
3. Write it slowly as you say it.
4. Dictate your sentence using a tape recorder and then play it back as you write it.

SPELLING

1. Hear the spelling of the word.
2. Say the word and then say each letter aloud.
3. Close your eyes, spell the word out loud, and check your spelling.
4. Close your eyes, spell the word, and check it in your mind.
5. Now write the word while trying to hear it in your mind.
6. Use The Bad Speller's Dictionary.

MATH

1. Try to learn your math while saying it aloud.
2. Explain it to yourself - aloud.

PORTFOLIO REFLECTION SAMPLE

NAME:_____ DATE:_____

TITLE:_____

    (1.) This portfolio entry fits Washington State Essential Academic Learning Requirement number(s)_____ for _____which read(s),"_____

_____."

(If the entry fits more than one WSEALR, be sure to list all of them.)

    (2.) Describe what the entry is and tell why it is important.

    (3.) Choose at least one of the following sentence starters to finish/answer:
        -This shows that I am good at...
        -This entry might surprise you because...
        -I feel good about this example of my knowledge/skills because...
        -This shows that I have learned...
        -This assignment was comfortable for me because...
        -I am proud of this entry because...
        -I enjoyed doing this assignment because...
        -This assignment was easy because...
        -I would like everyone to see this entry because...
        -This entry is important to me because...
        -This is an example of my best work because...
        -This is my favorite because...
        -This shows that I have been working on my goal of _____because...
        -How I went about doing this was...

    (4.) Choose at least one of the following sentence starters to finish/answer:
        -Something I need to work on or would like to try is...
        -I struggled with...
        -This entry was difficult because...
        -Next time I would like to try...
        -This shows that I need to learn...
        -This assignment was uncomfortable for me because...
        -I would like to start over on this entry because...
        -I would like to keep working on this entry because...
        -I would like to improve in the following ways:
        -If I could do this assignment over again today, I would...
        -If I could work on this some more, I would...

Year - End Evaluation

1. I improved the most in:

_____

_____

_____

2. I met my goals in:

_____

_____

_____

3. Next year, my goals are to:

_____

_____

_____

BEHAVIOR CONTRACT FORM

_____ Contract

I agree to work toward these goals:

If I meet my goals, I will earn:

If I do not meet my goals, I will not earn:

_____
Student's Signature   **Date**

I agree to monitor _____ goals and
give the reward, if earned.

_____
Teacher's Signature   **Date**

*Adapted from Linda Pfiffner, "All about : The Complete Practical Guide for Classroom Teachers."

Name_____

Date_____

STUDY SKILLS
SELF CHECK REVIEW

1.   Do you bring the materials you need to class everyday?
         yes/no

2.   Do you arrive on time?
         yes/no

3.   Do you enter quietly and go to your desk?
         yes/no

4.   Do you get out the materials you need for your fist activity?
         yes/no

5.   Do you follow classroom rules?
         yes/no

6.   Do you listen carefully?
         Look at your teacher?
         Think about what your teacher is saying?
         yes/no

7.   Do you use class time wisely?
         yes/no

8.   Do you ask for help when you need it?
         yes/no

9.   Do you thank your teachers?
         yes/no

10.   After looking at your Course Syllabus from Study Skills, the requirements
and the grading system, write down the grade you believe you would have to this
point. _____!!! Thanks!
Have a Great Day!!!!!!!!!!!!

APPENDIX B

SUGGESTIONS TO SUPPORT THE GENERAL EDUCATION CLASSROOM

Reading Strategies

__Reading For Understanding:__

This is a strategy to help students understand the WHY and PURPOSE for reading an assignment.

SURVEY- Skimming a chapter to get a general idea of what the chapter is about. The survey of a chapter should take no more than 2-3 minutes.

1. reading the titles and subtitles
2. reading the study questions provided by the teacher or the text
3. looking carefully at maps, charts, graphs, photographs, drawings and captions.

QUESTION- Think about at least 5 questions that you think the chapter is going to answer. Pay special attention to the chapter title and the subheadings. Begin your questions with Who, What, Why, Where, When, or How. This step should take no more than five minutes.

READ- Read the chapter carefully to find the answers to your questions.

RECITE- Write or tell yourself the answers to your questions without looking at the text or notes you may have taken.

REVIEW/RECONSTRUCT- Check the material again to find answers to questions you could not answer and to see if there is more information that you think is important. Then reorganize the information into an outline, a diagram, a summary, etc.

Reading Strategy Guide

As I **Monitor** my reading, I ask...
> Does this make sense to me?
> Does it help me read for what I want to know or find out?
> Do I use these fix up ideas:
>> *Reread
>> *Read ahead
>> *Look at illustrations
>> *Ask for help

As I read and **Think about Words** I...
> *Figure out words by using context, sounds and word parts
> *Think of similar words
> *Read to the end of the sentence or paragraph
> *Look at the illustrations

As I red, I **Self-Question**, I..
> *Ask for questions to answer as I go along
> *Look at illustrations

As I **predict/Infer**, I...
> *Look for Important information
> *Look at illustrations
> *Think about what I know
> *Think about what will happen next

During and after reading, I **Summarize** and,
> *For stories, I think about important story elements
> *For informational texts, I think about main ideas and important details

As I read, I **Evaluate** and ask myself
> *How do I feel about what I just read?
> *Do I agree or disagree with it?
> *How does this compare with similar types of writing that I've read

K-W-L GROUP INSTRUCTION STRATEGY

DEFINITION-
    K-W-L is a strategy that models active thinking needed when reading expository texts. The letter K refers to recalling what they KNOW. The letter W refers to what they WANT to learn. The letter L is identifying what they LEARN as they read.

PURPOSE-
    This strategy is designed to help students develop a more active approach to reading expository material. The teacher fist models the thinking needed for learning and then gives the students opportunities to write out what they know, what questions they want answered, and what they have learned from the reading.

CLASSROOM ORGANIZATION-
    This strategy is designed for group instruction and can be used with either whole classes or smaller groups.

PROCEDURES
    STEP 1: Preparation
        The teacher must prepare by reading the material, determining the key concepts.

    STEP 2: Group Instruction
        The teacher engages the students in a discussion of what they as a group already know about the concept. The teacher can then list all that the students think they know on the board.

        After the students have listed all they can think of about the concept, the information can then be categorized.

        After the students become familiar with this process, they can be asked to anticipate the categories of information they would expect to have included in future articles they read.

    STEP 3: Individual Reflection
        After the group introduction to the topic, students are asked to individually write on their own worksheet what they feel confident they KNOW

about the concept. Each student should be able to think of at least three questions or issues that they WANT to learn about as they read and should write those on their individual worksheets.

STEP 4: Reading

Students are now given time to read the text once they have focused both on what they know and what they want to find out from the reading. Depending on the length and difficulty of the text and the class makeup, the test can either be read as a unit or can be broken into sections for reading and discussion. As they read students should use their worksheet.

STEP 5: Assessment of Learning

The final step is to engage the students in a discussion of what they have learned from reading. The questions should be reviewed to determine how they were resolved. If some have not been answered completely they should be encouraged to continue their search for information.

K-W-L STRATEGY SHEET

WHAT I KNOW	WHAT I WANT TO FIND OUT	WHAT I LEARNED

CATEGORIES OF INFORMATION WE EXPECT TO USE

1.

2.

3.

4.

WORDSPLASH

A wordsplash is a collection of key terms or concepts taken from a written passage, a chapter in a textbook, a newspaper or magazine article in which the students are about to read. The terms selected represent important ideas that the teacher wants students to attend to when they actually do the reading later, but initially the students' task is to make a prediction about how each of the terms relates to the title or main focus of the reading. Most of the terms selected for a Wordsplash are familiar vocabulary for the students.

Display selected terms randomly and at angles on a visual overhead or chart. Students brainstorm and generate complete statements which predict the relationship between each term and the broader topic. Once students have generated statements for each term they start their reading to check the accuracy of their predictive statements and revise where needed. After students have read and revised their predictions encourage them to quiz each other on the correct information.

Variations:
*Create a Wordsplash prior to viewing a film; pause the film periodically for students to discuss/revise predictions.

*Create a Wordsplash prior to having a guest speaker: if time permits share the students' predictions with he speaker in advance of their presentation.

*Create a Picture Splash: "What do you think these pictures have to do with Christopher Columbus and his voyage?"

*Use the Wordsplash as a summarizing strategy: students read and then create their own Wordsplash of what they consider to be the key terms of ideas in the passage.

Step 1: Students Predict.

Step 2: Students read the article and revise predictions.

Step 3: Students quiz each other to insure that they can now make accurate connections between the topic and each of the terms.

WORDSPLASH

STUDENT PREDICTIONS

_____

_____

_____

_____

_____

_____

_____

_____

BUILDING
VOCABULARY

VOCABULARY BINGO-- Students are give a grid and they write in vocabulary words from a list. (Always have more words than there are squares so there is some luck involved). Instructor reads definitions and students circle answers on their sheet as they find the. Don't stop at just one bingo-keep playing.

PICTIONARY-- When vocabulary lends itself to it, make cards with words on each one and have class play pictionary.

VOCABULARY BONUS-- When students hear or read vocabulary words outside of class they write the sentence down, where, when, by whom, etc. for bonus points.

STUMP THE EXPERTS-- After reading, students are to bring in two written out good questions. A panel of students is the expert and others ask them the questions.

PICTURE VOCABULARY-- Have students cut pictures form magazines to represent a vocabulary word. Social Studies works best for this one.

VOCABULARY
BINGO

Written Language

Prewriting (Think about it)
*Consider who will read it and why
*Forms ideas
*Discuss ideas with others
*Read and observe
*Gather and record observations
*Brainstorm a list of words and thoughts
*Think about what you want to say
*Plan how you will say it

Drafting (Write it down)
*Organize your thoughts
*Choose ideas and develop them
*Sequence what you want to say
*Write a first draft
*Have others read it and offer suggestions

Revising (Make it better)
*Read what you write
*Think about what others have said
*Rearrange word or ideas
*Add or take out parts
*Change words or ideas to better ones
*Complete any unfinished thoughts
*Replace overused or unclear words

Proofreading (Make it correct)
*Make sure all sentences are correct
*Check spelling, capitalization and punctuation
*Look for words not used correctly
*Mark corrections needed
*Have some check your work
*Recopy it correctly and neatly or type

Publishing (Share it with others)
*Prepare it for your portfolio
*Talk it over with someone
*Illustrate it, perform it, or set it to music
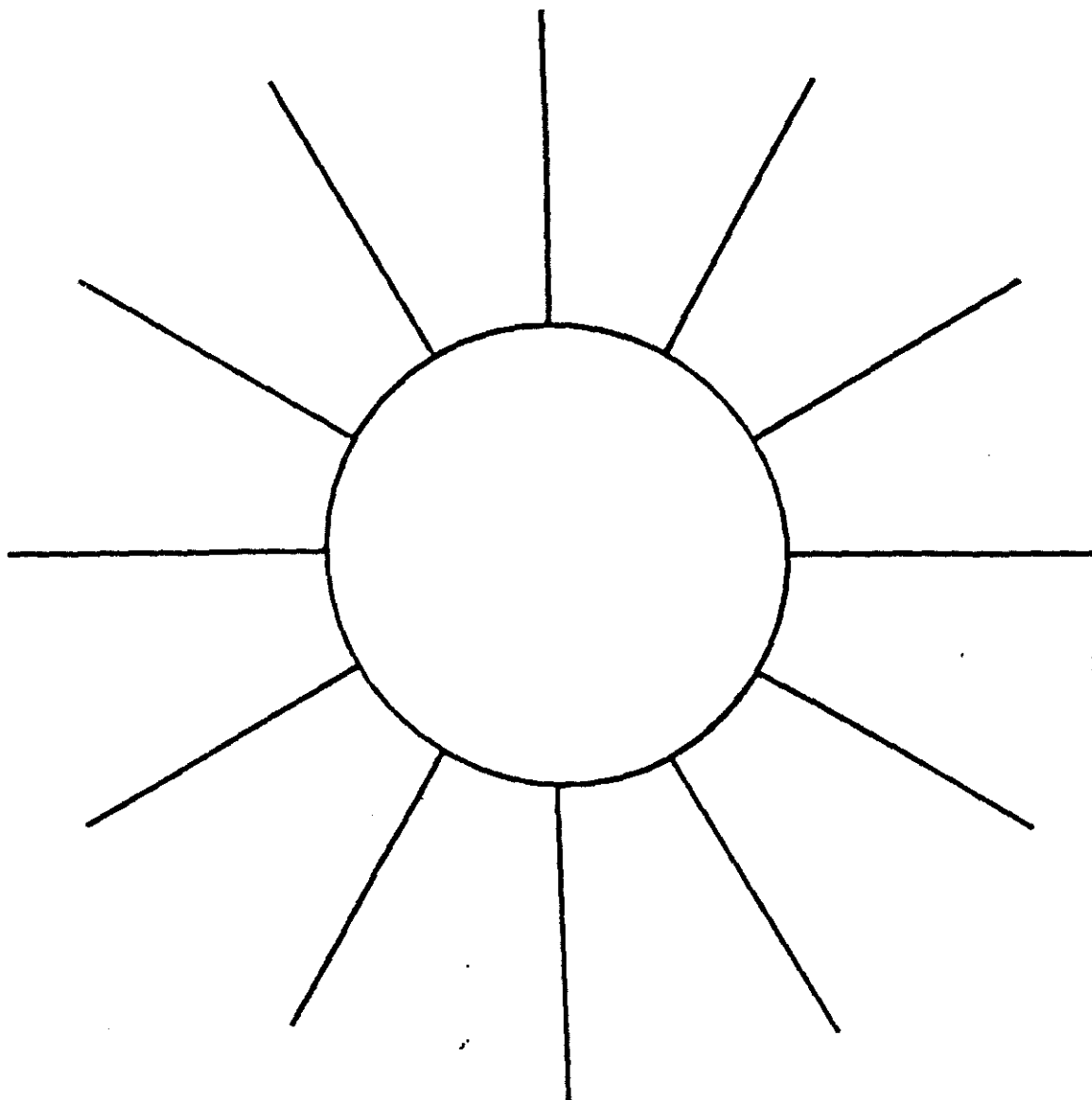*Make it a part of your personal collection

Name:

Date:

Class:

THE WEB

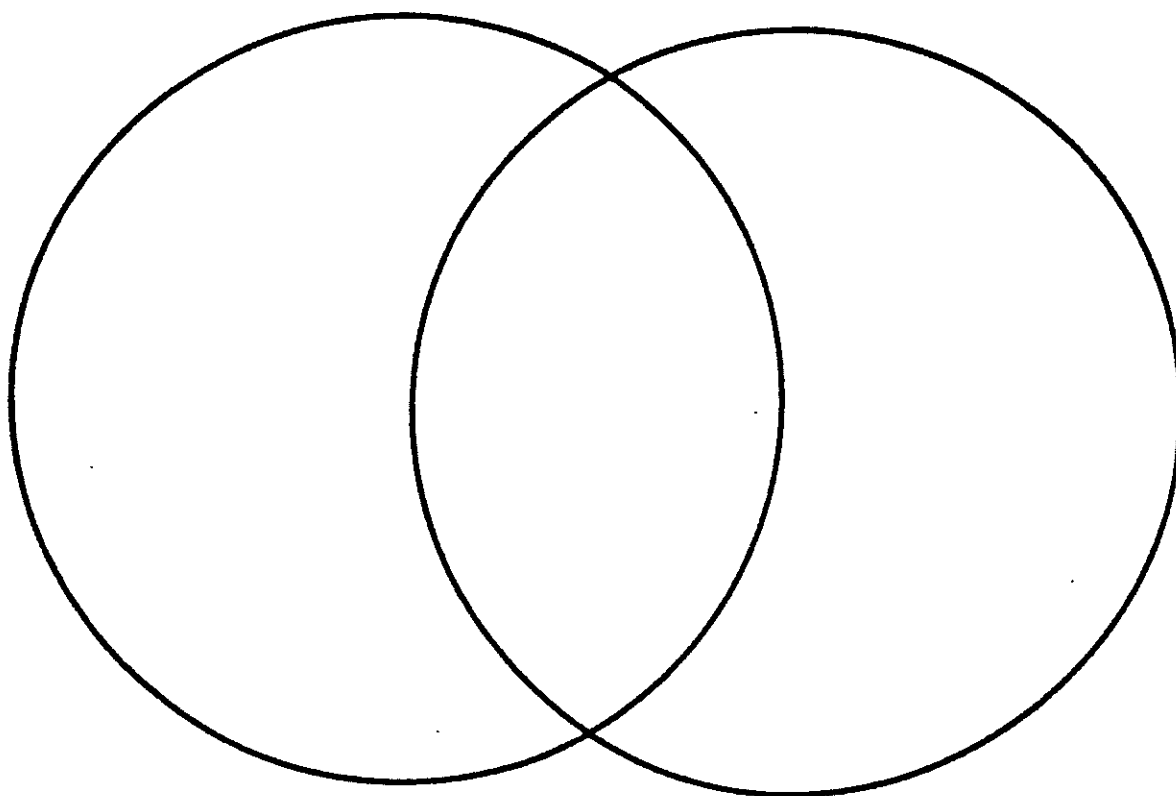(Use for Pre-Write to Brainstorm words and thoughts)

Name:

Date:

Class:

VENN DIAGRAM
(Use for Pre-Write to Compare/Contrast)

In-class Support

*Special Education staff that go into class are also available to be in study skills when students from this subject are scheduled to come for services.

*Special Education keeps and uses a binder to store all notes, handouts, overheads, etc. from class with daily assignments written down. If a student is absent they could read the notes from that day and understand what they missed in class.

*Meet with general education teachers before class to make plans on teaching style or roles and motifications needed for students. This support will depend on how long you have worked with the teacher and the teachers comfort working with special education students. This can vary from once a week, to once a unit, to informal meetings at lunch just about daily.

*Talk about motifications for students before students arrive. Type up list of names of students and service area concerns so that teachers have a resource to quickly refer to as needed. When discussing motifications grades need to be decided. Parents will need to be involved in the grading decision. Options that could be used are S/U grades, regular letter grades, or resource room letter grades.

*When working in the class support all students. Try to become a support to the class that any student will be comfortable coming and asking questions to. This way special education students blend into the class environment.

*Stay positive and keep good communication with parents.

APPENDIX C

SAMPLE LESSONS

During-Class Guidelines Study Skills Lesson

Objective: Students will review school behaviors they should demonstrate in all their classes to be more successful at school. Students will beable to tell why these school behaviors are important.

Materials: Worksheet

Steps:
1. Start by brainstorming classroom rules. What they look like, feel like, and sound like. Post in class the school rules.

2. Hand out Guidelines worksheet.

3. Fill in classroom/school rules for #1.

4. Students read and discuss why each school behavior is important to the teacher, to other students, and for themselves, guided and independent practice. (Options: Have class signal and practice behaviors. Video tap students practicing behaviors and watch together.)

5. Provide students with feedback and have students fill out check sheet each Friday for the first couple of weeks of school and grade themselves. Reward students who are showing the behaviors. Then have students fill out checksheets at the end of every quarter.

Name:

During-Class Guidelines
What I should do during my classes!!

1. Follow these Classroom rules.

_____

_____

_____

_____

_____

2. Listen carefully.
    *Look at my teacher.
    *Think about what my teacher is saying.

3. Work during class.
    *Use class time to complete work.
    *Work by myself unless told other wise.

4. Ask for help only when I need it. (Make sure I have materials out and have tried before asking.)
    *Ask my question clearly.
    *Listen to my teachers answer.
    *Thank my teacher.

Writing Headings on Papers Study Skills Lesson

Objective: Students will write complete headings on their papers. The heading will include first and last name, subject and block number, date and assignment.

Materials: Worksheet of sample headings.

Steps:
1. Introduce school wide headings for all papers.

2. Ask students why this information would be important to have on their papers. Discussion!

3. Students work on worksheets. Have each other check over neighbors worksheets.

4. While working with students, remind them of complete headings and give feedback on their headings you see.

Writing Headings On Papers

1. Tom's heading

    Tom Smith
    Humanities
    September 3, 1995
    Story Write

First and last name	yes	no
Subject	yes	no
Date	yes	no
Assignment	yes	no

2. Jennifer's heading

    Jennifer
    October 31, 1995

First and last name	yes	no
Subject	yes	no
Date	yes	no
Assignment	yes	no

3. Tony's heading

    Tony Smith
    Science
    Questions p. 57

First and last name	yes	no
Subject	yes	no
Date	yes	no
Assignment	yes	no

4. Write your heading for this class and activity.

_____

_____

_____

_____

_____

Getting Prepared for Homework Study Skills Lesson

Objective: Students will plan a time and place for homework. Students will identify all the materials they will need to complete their homework.

Materials: Worksheet on Homework Preparation

Steps:
1. Introduce the three things needed for a good work place. (It has to be a table or desk, it is quiet, and it has good light.)

2. Discuss Why! What would this look like. Students share where good places in their homes are for doing homework.

3. Students fill out worksheet. Discussion on if you followed these steps to doing your homework it would actually take less time!

Getting Prepared for Homework
Follow these tips to make homework <u>less</u> work!

1. The place to study
  *Study at a table or a desk. Sit in a comfortable, straightbacked chair. Don't study on a bed, a sofa, or the floor. You will have difficulty concentrating and doing your best work.
  *Pick a quiet place that is free from distractions. Don't study near the TV, radio, phone, or stereo.
  *Be sure that your study place has good light.
Where would you study?

_____

2. The materials you will need
  *Keep paper, pencils, pens, a dictionary, and other study materials in your study area.
  *What materials might you need to do your homework?

_____

  *Remove distractions for your study area.

3. The time to study
  *Pick a special study time on Monday, Tuesday, Wednesday, Thursday, and on the weekends.
  *Try to pick a time early in the evening so that you will be motivated and have enough time to complete your work.
  *Try to pick the same time each day. This will develop a good "Homework Habit."

How much time should you plan to study? _____
What times would you pick?
Monday

Tuesday

Wednesday

Thursday

Weekends

How to Organize Your Papers Study Skills Lesson

Objective: Students will carefully organize their papers. The students will start on the front side of the paper, have right margins and left margins, uniform spacing and, un-ripped binder holes.

Materials: Check off sheet.

Steps:
1. Students will learn how to organize work on their papers. Use an example paper on an overhead and introduce each element of an Organized paper.
>*On the front side of the paper
>*Left margin
>*Right margin
>*Good spacing
>*un-ripped binder holes
>*Written neatly

2. Students will take out papers they are working at and judge their paper using the check off sheet. Discuss why an organized paper is important. Students will then switch papers with each other and have a peer provide feedback on their paper using the check off sheet. This activity can be done anytime in the school year as a review/reminder. (Include heading!)

3. After lesson, review with students the elements that make a paper more organized.

Name:

Date:

Organizing Papers

	You	Peer
1. On the front side of the paper	yes no	yes no
2. Left margin	yes no	yes no
3. Right margin	yes no	yes no
4. Good spacing	yes no	yes no
5. Binder holes un-ripped	yes no	yes no
6. Words and numbers on the lines	yes no	yes no
7. Words and numbers written neatly	yes no	yes no
8. Neat erasing or crossing out	yes no	yes no
9. First and last name	yes no	yes no
10. Subject	yes no	yes no
11. Date	yes no	yes no
12. Assignment	yes no	yes no