

Integration of Special Needs within the Secondary Education Program

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Butterfly in the Wind

A child is a butterfly in the wind;
Some can fly higher than others,
But each one flies the best s/he can.
Why compare one to the other?
Each one is different-
Each one is special-
Each one is beautiful.

-Author unknown
(Submitted by Laurie Stenehjem)

Integration of Special Needs within the Secondary Education Program

Introduction

During the Spring Semester 2004, the Secondary Program identified common themes throughout the INTASC special needs proficiencies for general education teachers, identified specific goals for our general education teacher candidates, and identified how the goals for each principle were being met currently, and identified additional activities where there were gaps in courses for each principle. This curriculum mapping of integrating special needs within our program was slightly revised Summer 2004. It seems beneficial to winnow the specific goals and activities from the overall mapping crosswalk for each course within the program. The following document includes these specific course guidelines.

It should be noted that there may have been several activities incorporated since the original plan was created, and that new concerns and needs will continue to arise. This document, therefore, should be considered a work in progress with ongoing revision and updating.

Special Needs Content Crossing all Program Courses

- Consideration of special needs in the broad sense (e.g. gay/lesbian issues) should be included, even though much of the guidelines within this document focus on special needs with regard to cognitive, physical and medical needs.
- Inclusion of teaching theories, approaches, and strategies that foster learning conditions for those with special needs as well as all learners (e. g. constructivism, cooperative learning, multiple intelligences, differentiated instruction).
- Inclusion and/or review of the laws regarding IDEA and Section 504 of the Rehabilitation Act.
- Focus on communication skills with students, especially those with special needs, including being cognizant of our own communication skills with our students.
- Fostering the use of using the professional staff, conferences, the Internet and library resources to learn about special needs—the regular classroom teacher is not expected to know everything.
- Provide evidence in all phases of the portfolio of reflection on knowledge of special needs and implementation of accommodations. Note: Phase II Portfolio Review specifically requires addressing special needs and multicultural aspects.
- Use of any or all of the resources provided in the resource list provided.

Note: The modeling of teamwork with the Special Education Faculty demonstrates to future teachers the significance of teamwork and using the resources available to them to accommodate special needs. Regular classroom teachers are not expected to know everything.

T & L 325 Exploring Teaching in Secondary Schools

Incorporating Special Needs Guidelines

Films: *How Difficult Can This Be?*

Alternative: *Special Needs for the Regular Education Teacher* (Can be used if Special Education Faculty are unavailable.)

Guest Speakers: Special Education Faculty to introduce laws and terminology. A Scavenger hunt for information has been employed successfully, with students searching for responses to questions from books, Internet, and available Special Education Faculty.

In class Assignments: Case study presentation concerning the grading of a student with special needs.

Learning the meaning of the pertinent INTASC Principles

Use and discussion of Cooperative Learning

Butterfly Project and reflection on Noy Chou poem

Field Experience: Reflection on a conversation with a resource room teacher, cooperating teacher or a paraprofessional re: typical special needs in the classroom and accommodations made.

T & L 345 Curriculum Development and Instruction

Incorporating Special Needs Guidelines

Films: *How Difficult Can This Be?* (A refresher applying the information more)
Stephanie (a documentary of a student-at-risk who probably has some learning disabilities and also needing knowledge of Multiple Intelligences on the part of the teachers)

Texts: *Modifying Curriculum for the Special Needs Student in the Regular Classroom*
Author: Dr. Lynne Chalmers

General text including information on special needs and differentiated instruction.

Handouts: Selected pages from *Successful Inclusion: Assistance for Teachers of Adolescents with Mild Disabilities* (Chalmers and Wasson)

Pamphlet from the state explaining Section 504 to parents.

Other selections provided by the Special Education Faculty

Guests: Dr. Lynne Chalmers (Special Education) explaining accommodations—if she is unavailable, her lecture is taped.

Dr. Kari Chiasson (Special Education) explaining Section 504 and providing cases for students to practice making accommodations, review an IEP or IAP (504) form

Other possibilities: Parents as Trainers Project (see resources)

Classroom activities/assignments: Focus in this class is more on making accommodations

Unit Plan must include a chosen disability and how accommodations would be made in the unit for it.

Special Topics Presentation: Multiple Intelligences, Cooperative Learning, Learning Styles and Students-at-Risk

Letters to students and/or parents, establishing a rapport with both for discussion of special needs and establishment of an open door policy. Student letter might also include an interest survey to find areas through which to reach students.

T & L 350 Development and Education of the Adolescent

Incorporating Special Needs Guidelines

Guests: Parents (Parents as Trainers Project), discussing the needs of their children, including other diversity issues, such as gay/lesbian students

Special Education Faculty or paraprofessional to discuss how students with special needs are identified and placed and the role of paraprofessionals in the classroom.

Special Education: Kari Chiasson (resource for cases); Lynne Chalmers (how to identify difference between special needs and typical adolescent behavior)

Classroom Teachers: Two teachers describing how they include students and make accommodations for them

Classroom Activities/Discussions:

Discussion on fostering safe environments for and communication with all students, such as setting the tone in class for sensitivity in discussing special needs and other diversity issues.

Note cultural experiences and their effect on a disability.

Develop a behavioral management plan.

Incorporate motivational theory: Glasser, Cohn, Bandura.

Roleplaying

Text: dependent on text chosen, there may be selected readings on special needs.

Topics with regard to special needs are discussed incidentally throughout the course, making use of teachable moments.

T & L 386 Field Experience (Optional) Incorporating Special Needs Guidelines

For this field experience, students are placed in an alternative setting which often includes special needs: Resource Room, Community High School, tutoring at Red River High School.

T & L 390 Special Topics (Elective) Incorporating Special Needs Guidelines

Students are encouraged to take either T & L 315 Education of the Exceptional Students or T & L 319 Introduction to ED, LD and DCD.

Several of the ESL courses would also address some of these special needs issues.

T & L 433 Multicultural Education Incorporating Special Needs Guidelines

Dependent on course instructor.

T & L 400 Methods and Materials or Designated Discipline Equivalent

Incorporating Special Needs Guidelines

The Department of Teaching and Learning believes it is essential to include preparation in working with students with special needs within its programs. Our Secondary Education Program Area does not require a separate course for this preparation because we believe such information should be integrated within all of our courses. Our methods courses are critical in preparing our candidates for student teaching, so to assist you in preparing them for working with special needs, we have designed the following guidelines and resources for your use.

1. Special Education Resource Contact: Dr. Lynne Chalmers, 777-3187
lynne.chalmers@mail.und.nodak.edu

2. T & L 400 Class activities:

- a) Review the law (IDEA and 504) and difference between an IEP and an IAP (504) (special education guest, handout attached)
- b) Review an IEP and IAP form and how it is filled out (paraprofessional as a guest)
- c) Parents of students with special needs as guests (see resource list)
- d) Discuss funding issues with special needs
- e) Discuss what to look for in 486 observations (e.g. impact on progress of entire class while attending to special needs)
- f) Require accommodations in lesson planning projects (provide a special need scenario)
- g) Discuss being sensitive to special needs and other diversity issues
- h) Discuss assessment practices and plan for implementation in 486 (e.g review how to modify tests)
- i) Review how students are assessed and placed for special needs (paraprofessional or special educator)
- j) Discuss the role of a paraprofessional (guest)

3. T & L 486 Field Experience activities (see # 8 on Guidelines for T & L 486 Field Experience):

- a) Take part in an IEP meeting where allowed or assist in preparing an IAP (504 plan)
- b) Learn how the process of placement happens within the school
- c) Shadow a student with special needs
- d) Plan and teach a lesson with accommodations

- e) Plan and implement assessment strategies to accommodate multiple ways of learning
- f) Observe how the cooperating teacher establishes a safe learning environment for all
- g) Modify any test given in a lesson taught in the field experience
- h) Work with students with special needs in the regular classroom or a Resource Room
- i) Seek out and interview special needs personnel
- j) Spend a two hour block of time in an EMH, MR or Resource Room
- k) Note the role of the paraprofessional in the classroom

Please see attached Resource Guide for speakers, videos and other materials.

**Guidelines for the T & L 486 Field Experience
(Co-requisite to Methods and Materials)**

The field experience student will complete the following activities:

- _____ 1. Conduct your initial meeting with your cooperating teacher by _____.
Review the following field experience requirements with your cooperating teacher, who
- _____ 2. Schedule specific observation times with your cooperating teacher. Be prompt, prepared and appropriately dressed. Establish a means for notifying the teacher if you are unable
- _____ 3. Plan at least one lesson with your cooperating teacher that you will teach in his/her classroom. The plan should include a form of assessment and accommodations for special needs in this classroom. The cooperating teacher must approve this lesson plan before it is implemented.
- _____ 4. Establish a learning log that will include your thoughts, reflections, revelations, and specific observations (e.g. classroom environment, students with special needs, motivation, communication, teaching/assessment strategies) This log may be reviewed by your cooperating teacher and/or your methods instructor.
- _____ 5. Assist the Cooperating Teacher by working with students (e.g. answering questions, tutoring, working in small groups, reviewing for tests).
- _____ 6. Assist with other duties required by the cooperating teacher (e.g. grading papers, recording grades, photocopying, etc.)
- _____ 7. Introduce yourself to the school principal. Note date _____.
If time permits, the principal could be interviewed on school policies/issues.
- _____ 8. Special needs: You should complete at least two of the following:
 - _____ a) After conferring with your cooperating teacher, you will be assigned a student with special needs whom you will observe and work with if possible. (shadow a student) Reflect upon this experience for your methods class.
 - _____ b) Spend a two hour block of time observing in an EMH or MR special
 - _____ c) If allowed, attend an IEP meeting. If appropriate, help prepare an IAP (504)
 - _____ d) Modify an existing test from your cooperating teacher to accommodate for a

The above requirements have been completed. Submit completed form to the methods instructor.

Cooperating Teacher **Date**

Field Experience Student **Date**

T & L 460 Microteaching

Incorporating Special Needs Guidelines

Guests: Lynne Chalmers, presenting cases for practice in making accommodations, including medical, temporary, and hidden 504 special needs (as well as or instead of doing it in T & L 345)
Laurie Guy, needs of the gifted

Class Discussions/Activities: Emphasis on teaching to diversity (perhaps a video)
Review of IDEA and 504 Law

Lesson planning must indicate awareness of multiple theories, e.g. Howard Gardner.

Lesson plans must incorporate accommodations for a specific disability from a scenario presented in class.

Application of what was learned in T & L 325, 345, and 350

Case scenarios to represent a general adolescent insecurity for a contrast—e.g. the macho guy we don't worry about

Practice in multiple ways of assessing as a part of a lesson plan to assess better those with special needs.

Using strategies in lessons for motivating and encouraging students such as cooperative learning

Focus on communication with all students in lesson presentations, and post lesson reflections should include a focus on communication

Integrating Special Needs Resource Guide

Personnel:

Secondary Special Education Contact: Dr. Lynne Chalmers, 777-3187
lynne.chalmers@mail.und.nodak.edu

Parents as Trainers (parent speakers):PAT Project
Department of Physical Therapy
P. O. Box 9037
Grand Forks, ND 58202-9037
Peggy Mohr 777-3689 or Sherri Johnson 777-4176

North Dakota State Improvement Grant Speaker's Bureau: Carolyn DeLorme, M.S., NCC
Counselor/SIG Project

Coordinator

1202 Truesdale Drive
Manvel, ND 58256
(701) 696-2459 or (701) 777-3247
flatvalley@msn.com

Grand Forks Public Schools: Linda Jenkins, Special Education Director
746-2205, Ext. 105

Web Sites:

Council for Exceptional Children—www.cec.sped.org

<http://iris.peabody.vanderbilt.edu> (challenge-based modules, case study units, web source)

<http://www.ndlead.org> (LEAD Resource Library online)

Parents as Trainers--www.med.und.nodak.edu (click on link directly below Physical Therapy Department)

www.dpi.state.nd.us--Special education link

Videos/Print Materials

Department of Teaching and Learning Videos

Grand Forks Area Teacher Center--Education Building, Room 111—Patty Peterson, 777-4394

Modifying Curriculum for the Special Needs Student in the Regular Classroom by Lynne Chalmers (Students have purchased this booklet in T & L 345 Curriculum Development and Instruction, and should use it as a resource when asked to make accommodations in lesson plans and assessment items.)

Parents As Trainers (PAT) Project Resource Library: PAT Project

Department of Physical Therapy
P. O. Box 9037
Grand Forks, ND 58202-9037
Peggy Mohr 777-3689
Sherri Johnson 777-4176

Special Collections in the Chester Fritz Library--The Special Learners Collection

Special Education Program Area--contact Dr. Lynne Chalmers (Parent Orientation Kit, etc.)

Secondary Education Program Mapping Process for Integrating Special Needs

Spring 2004
Revised Summer 2004

What we achieved:

- identified common themes throughout the INTASC special needs proficiencies for general education teachers (see attached mapping sheet)
- identified specific goals for our general education preservice teachers in abbreviated form from each principle (see attached sample worksheet)
- prepared a crosswalk of courses within the Secondary Education Program for each principle (see attached sample worksheet)
- identified how the goals for each principle were being met currently within the program course (see attached completed crosswalk)
- identified additional activities where there were current gaps in the courses for each principle (see attached completed crosswalk) **Updated and fleshed out-- Summer 2004.**

Challenges we encountered:

- missing input from regular secondary faculty currently absent
- feeling responsible for including everything within our program
- viewing the INTASC Principles from the perspective of regular education rather than how they apply to special needs (e.g. assessment)
- lacking control over what occurs in the methods courses and their corequisite field experience (Other than social studies and science, the methods courses are taught within the discipline departments, and there is a lack of consistency in the type of field experience our students encounter.)
- establishing a constant contact for Secondary from Special Education
- being unable to add credits to our program in the form of requiring T & L 315 or 319

Steps we have taken:

- solicited input from extended faculty, including cooperating teachers, on incorporating special needs in the methods courses and corequisite field experience
- solicited responses to suggestions for the methods courses and corequisite field experiences from extended faculty and cooperating teachers (see attached page from Extended Faculty Meeting agenda)

Steps we will take for the future:

- solicit input from absent faculty members
- review crosswalk for special needs along with a review of the Secondary Program (Summer 2004)
- prepare guidelines for course content of the Secondary Education Program to promote consistency, including the integration of special needs and contact information for resources for current and future faculty, TA's and adjuncts (Summer 2004)
- prepare suggested course content with regard to special needs for the methods instructors across disciplines and campus (Summer 2004)
- prepare a resource guide of speakers, films, written materials, etc. for the methods instructors across disciplines (Summer 2004)
- prepare an expectations/requirements check list for all the field experiences, but in particular for the methods corequisite T & L 486, including specific ones for special needs. Copies would be made available for the student, the methods instructor and the cooperating teacher so that this field experience becomes more consistent and valuable across disciplines. (Summer 2004)
- present guidelines to Secondary and Extended Faculty (Fall 2004)
- establish a constant contact with Special Education (a consideration for the new Special Education position) **Dr. Lynne Chalmers will continue to be Secondary contact.**