

TERMINAL REPORT ON

**SEMINAR WORKSHOP ON ACCOMMODATION IN
INCLUSIVE CLASSROOMS**

Held at Polangui South Central School
Polangui, Albay
On March 12-16, 2015

Submitted to:
Exchange Visitor Program Committee
Commission on Filipino Overseas
Manila, Philippines

BY:

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EXECUTIVE SUMMARY OF THE TRAINING

I. BACKGROUND INFORMATION

PROJECT PROPONENT	Mira B. Saquido
PARTNER INSTITUTION	Polangui South Central School
PROJECT TITLE	Seminar Workshop on Accommodation in Inclusive Classroom
TYPE OF PROJECT	Seminar-Workshop
IMPLEMENTATION DATE	March 12-16, 2015
AREA OF IMPLEMENTATION	Polangui South Central School
VENUE OF SEMINAR	E-Classroom
PARTICIPANTS	32 Public School teachers
TECHNOLOGY COVERED	Identification Assessment Accommodations Strategies Powerpoint Video Clips
MATERIALS TO USE	LCD Projector, Laptop, Pentel Pen, Pens, Manila Paper, USB

II. PROJECT DETAILS

DAILY SUMMARY/NARRATIVE

DAY 1

The participants entered at around 8 am. They all lined to sign on the attendance and registration sheet. After signing in, they received their Kit together with their name tags. The kit comprises of a ball pen, pencil and handouts.

At around 8:30 am, the seminar starts with a prayer and the singing of the National anthem. Afterwards, the proponent was introduced by the school principal (Ms. Sabando).

The proponent, started off by orienting the participants of her intent in pursuing a seminar in the district school. Her objectives and what she hopes that the participants will be able to learn during the five-day excursion.

She implemented a pre-test to know the level of the participants' knowledge regarding the accommodation strategies and inclusion classroom.

After leveling the understanding of the participants, the proponent gave her overview regarding the accommodation in inclusive classroom. The proponent showed a video presentation regarding the accommodation in inclusive classrooms. Afterwards, participants were given an activity to evaluate what they have learned. After the activity before the participants leave, they were given a daily evaluation form.

DAY 2

The Participants entered at around 8 am. They all signed in the attendance sheet once again, and sat on their respective seats. At around 8:30 am, the seminar starts with a prayer. Before the seminar proper started, the proponent's assistant gave an ice breaker to liven the seminar. The participants were really happy and started off their day lively. After the ice breaker, the proponent started her lecture in types of accommodation in inclusive classrooms. The participants has a lot of questions because there are differences and similarities in the classroom settings between the

Philippines and America. The number of students only differ, in which Philippines' setting has more students. After the lecture, the participants were given a group activity, wherein they wrote what type of accommodation they will implement if the inclusion setting was implemented in the Philippines. The day ended with a daily evaluation form answered by the participants.

DAY 3

The participants entered at around 8 am. They all signed in the attendance sheet once again, and sat on their respective seats. At around 8:30 am the lecture started with the instructional and curricular variations. In the middle of the lecture, the proponent's assistant gave another ice breaker to liven the mood of the participants, and they did have fun. During the afternoon, the participants were given another group activity to apply what they have learned for the day. The groups have their own representative and presented their work in front of the class. The day ended with an evaluation form once again.

DAY 4

The participants entered at around 8 am. They all signed in the attendance sheet and sat on their respective seats. The seminar started with a prayer to guide their day for a more productive excursion. The proponent started with her lecture about self-management strategies to promote inclusion and general considerations for collaborative planning. The participants voiced out that collaborative planning could be far-fetched as the budget for DepEd is not sufficient. However, the proponent optimistically encouraged the participants that this scenario can be possible. The participants are very keen in learning the strategies. They were given another group activity to use what they have learned for the day. And ended the day with a daily evaluation form.

DAY 5

The last day started at exactly 8:30 am, the participants has prayed and signed in. The day comprised of everything they have learned from day 1 to day 4. The group activity is about designing lesson plans for inclusive classrooms. The participants has somewhat had problems in applying what they have learned. The proponent, showed them her own lesson plan, and afterwards the participants were able understand and apply it to their group work. The day ended with a shared experience and thanks of the proponent to the participants. The Terminal evaluation form was given to them and a picture was commemorated.

III. OBSERVATION AND FINDINGS

Throughout the five-day seminar, the proponent had the following observations and findings:

1. Almost all the participants had little background about children with special needs.
2. The participants stated that their students are most likely not properly identified and therefore not able to anticipate what they should do about the students.
3. 95% claimed that they lack the necessary materials and resources for them to teach students in inclusive classrooms.
4. The participants admitted that they are having difficulties in catering the individual needs of their students because of the number of the students in a classroom.
5. The teachers were very eager in learning the accommodation strategies for the inclusive classrooms
6. All of them hopes, that the budget allotment will give way for them to be able to use the different accommodation strategies properly and to cater the needs of the students
7. They are enthusiastic to use what they have learned during the seminar in their respective schools.

IV. RESULTS AND IMPACT

After the five day seminar the following objectives were met:

1. The Participants are able to identify what accommodation and inclusion classroom is
2. The participants are able to identify the appropriate accommodation strategy for the inclusive classroom
3. The participants are able to use their learning in application.

V. CONCLUSION

The five day seminar has brought different teachers in one classroom. Sharing and learning about how they handle their students. As a teacher myself I thought that my job in abroad is difficult, not knowing that teachers locally have it worse. The participants showed enthusiasm in learning the different strategies to accommodate inclusion classrooms. Now, the teachers are more equipped in anticipating the needs of students with specific learning disabilities. They shared that the seminar was very fulfilling, and it

was great to learn the different strategies. And they would love to use it in their respective schools. The seminar broaden their minds in other ways in accommodating their students. Through the seminar as well, both parties, the proponent and the participants learned the differences and similarities of the classroom setting in abroad and locally. However it is clear that regardless of the participants' eagerness to teach the students there are still constraints. Everyone is looking forward to the day that they will be able to use it effectively in a Philippines' classroom setting.

Program of Activities

- Day to day Activities
- Module
- Attendance
- Certificate of Participation

MODULE

A. OVERVIEW OF ACCOMMODATIONS AND INCLUSIVE CLASSROOMS (Copyright @2000-2001 Parrot Publishing, L.L.C.; Price, Mayfield, McFadden, and Marsh)

I. Definition and Description of Accommodations and Inclusive Classrooms.

Accommodation has been used in court cases to refer to adjustments in the instruction of students with disabilities. Accommodation refers to approaches whereby the learning environment of the student, either some of the elements of the total environment, is modified to promote learning. The focus is on changing the learning environment or the academic requirements so that the students may learn in spite of a fundamental weakness or deficiency. Frameworks have been proposed for evaluating inclusion efforts that include curriculum, assessment, accountability, professional development, funding and governance.

Accommodation may involve the use of modified instructional techniques, more flexible administrative practices, modified academic requirements, or any compensatory activity that emphasizes the use of stronger, more intact capabilities or that provides modified or alternative educational processes and/or goals.

Courts have addressed modification of the classroom environment, the curriculum, and the teacher's instructional behaviors in general terms. There are many possible problems: elementary and secondary levels are different, there are competing influences for ways to organize the curriculum, and most regular classroom teachers are interested in teaching subject matter content while special educators are interventionists, most often interested in remediation or correcting underlying problems.

While it may be true that some students with disabilities not only do as well or even exceed their peers in terms of achievement, many cannot. In the case of students with intellectual disabilities, the courts have already ruled that such students will benefit from social participation in a regular classroom. They are not expected to achieve at the same level as their peers, but to achieve individual goals based on reasonable expectations after assessment. Reasonable accommodations are determined on a case-by-case basis by evaluating obstacles or barriers interfering with the student's access to the facility, the classroom, instruction, or performance; and, determination of accommodations that can either remove or reduce the effects of obstacles or barriers.

Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend (OnWEAC, March 2007). 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.

Full inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. All services must be taken to the child in that setting.

In addition to problems related to definition, it also should be understood that there often is a philosophical or conceptual distinction made between mainstreaming and inclusion. Those who support the idea of mainstreaming believe that a child with disabilities first belongs in the special education environment and that the child must earn his/her way into the regular education environment.

In contrast, those who support inclusion believe that the child always should begin in the regular environment and be removed only when appropriate services cannot be provided in the regular classroom.

Inclusion means teaching all children together, regardless of ability level. Inclusive programs celebrate children's similarities as well as their different abilities and cultures. In inclusive classrooms, children with special needs take part in the general education curriculum based on their ages and grades. They are not put into a separate classroom, but rather the curriculum and the room are adapted to meet children's needs.

The inclusion team plans ways to adapt the curriculum and the classroom so all children can learn as independently as possible. People on an inclusion team are expected to have good communication skills. They are flexible and creative about meeting all children's needs. An inclusion team consists of people from inside and outside the school who work together to support children with special needs:

- *Regular education teachers* teach the curriculum to all students.
- *Special education teachers* help the regular education teachers plan how to make the curriculum work for children with special needs.
- *Classroom assistants* work with the teachers to help children be as independent as possible in the classroom.
- *Related service providers* may be speech therapists, occupational therapists, or physical therapists. They help the classroom staff decide how to work with children who have special needs. They also help children develop skills and abilities needed to function well in the classroom.
- *Parents* give the team important information about their children's progress and needs. They also help with learning activities at home.

- *Administrative staff members* help to run school programs. They also make sure that classroom staff members have the resources they need to work successfully with all children.

A child's inclusion team meets regularly to plan how to make the curriculum, physical space, and special services fit together smoothly. The teacher makes changes based on input from the team. An inclusive classroom might have

- wider aisles so children with physical disabilities can move around easily
- picture schedules so children with language delays can follow the daily routine
- adaptive crayons and scissors that are made for children with fine motor delays
- technology to aid children who have vision or hearing problems
- special furniture for children with physical disabilities.

2. PURPOSES AND BENEFITS OF ACCOMMODATIONS

The fundamental principle of inclusive education is the valuing of diversity within the human community.... When inclusive education is fully embraced, we abandon the idea that children have to become "normal" in order to contribute to the world.... We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging. (Kunc 1992, pp. 38-39).

BENEFITS OF ACCOMMODATIONS IN INCLUSIVE CLASSROOMS

Children with Special Needs	General Education	Teachers	Society
<ul style="list-style-type: none"> • affords a sense of belonging to the diverse human family • provides a diverse stimulating environment in which to grow and learn • evolves in feelings of being a member of a diverse 	<ul style="list-style-type: none"> • provides opportunities to experience diversity of society on a small scale in a classroom • develops an appreciation that everyone has unique and beautiful characteristics and abilities 	<ul style="list-style-type: none"> • helps teachers appreciate the diversity of the human family • helps teachers recognize that all students have strengths • creates an awareness of the importance of direct individualized instruction 	<ul style="list-style-type: none"> • promotes the civil rights of all individuals • supports the social value of equality • teaches socialization and collaborative skills • builds supportiveness and interdependence

- community
 - enables development of friendships
 - provides opportunities to develop neighborhood friends
 - enhances self-respect
 - provides affirmations of individuality
 - provides peer models
 - provides opportunities to be educated with same-age peers
- develops respect for others with diverse characteristics
- develops sensitivity toward others' limitations
- develops feelings of empowerment and the ability to make a difference
- increases abilities to help and teach all classmates
- develops empathetic skills
- provides opportunities to vicariously put their feet in another child's shoes
- enhances appreciation for the diversity of the human family
- increases ways of creatively addressing challenges
- teaches collaborative problem solving skills
- develops teamwork skills
- acquires different ways of perceiving challenges as a result of being on a multi-disciplinary team
- enhances accountability skills
- combats monotony
- maximizes social peace
- provides children a miniature model of the democratic process

Citation : "Creative Educators at Work: All Children Including Those with Disabilities Can Play Traditional Classroom Games," by Donna Raschke, Ph.D., and Jodi Bronson, Ed.S., 1999

B. TYPES OF ACCOMMODATIONS IN INCLUSIVE CLASSROOMS

The term "accommodation" has long been associated with compensatory education and modifications in the student's environment, instruction, and performance expectations. Today it has a quasi legal meaning because of advances in legislation and litigation. In most cases a "reasonable accommodation" is a modification or adjustment that makes it possible for a student with a disability to have an equal opportunity. Reasonable accommodations may be made in the arrangement of the classroom, types of activities, or the facility to improve equal opportunity. Common accommodations are:

- Accessible classroom/location/furniture
- Advance notice of assignments
- Alternative ways of completing assignments (e.g., oral presentation versus written paper)
- Assistive computer technology
- Assistive listening devices
- Auxiliary aids and services (note takers, lab or library assistants, readers, interpreters)
- Captions for film and video material

- Course or program modifications
- Document conversion (alternative print formats: braille, large print, tape, electronic, raised lettering)
- Test modifications
- Study skills and strategies training
- Time extensions
- Taped lectures

There are many accommodations, but some of them are described in more detail in relationship to specific activities at the elementary and secondary levels. Curriculum modification must be functional, age-appropriate, and reflect transitions. Functional assessments measure the student's repertoire of skills needed to participate in a wide variety of settings. Functional curricula are those curricula that facilitate skill development essential to participate in a variety of settings. Chronological age-appropriate curricula refer to curricula that include activities that are performed by nondisabled peers, which facilitates interactions with those peers. Student instruction must prepare them to function in future environments and environments outside of school or classroom.

Administrative

The school administration can address accommodations in several ways. Clear and appropriate policies can be written and disseminated to parents, students, and teachers. By knowing exactly what can be done, there is less chance of conflict arising. Change in a system occurs quickly as a result of major policy decision. Persons who have authority and power can quickly and dramatically alter important aspects of the school, such as instructional arrangements, goals, purposes, and general learning conditions. Inclusion can be more readily implemented in a school where it is clear that the school administration supports the policy.

If the administration supports integration, some major administrative innovations can be implemented (Wolak, York & Corbin, 1992), including personnel development, enrollment, pupil progress, and curricular variations. Personnel development can include important aspects, such as in-service training and release time to participate in planning activities. Administrative support fosters change in attitudes and behaviors of teachers. Enrollment procedures can be varied to aid integrated students. For example a change in policy could allow students to enroll for particular classes. Although all rooms may be accessible, some may be more conveniently located near exits and rest rooms, which could be of enormous benefit.

Pupil progress can involve such strategies as allowing modification in assessment, reporting grades, and the number of parental conferences or the nature of parental contact. By making voice mail accessible to parents, more frequent information about class activities can be available to parents each day.

Curricular variations can include strategies such as allowing class substitutions at the secondary level, allowing the use of material not on the state adoption list, and support the use of alternative methods within the classroom.

Facilities

Accommodations to the building are required under ADA and other laws. There may also be state laws and local district policies that apply, not to mention building codes. There must be a wheelchair accessible location (elevators, wide hallways, lowered fountains and phones, ramps, accessible rest

rooms). Equipment is available in wheelchair-accessible areas. Materials and supplies should be within easy reach. There should be reserved, accessible parking and loading/unloading areas.

- **Accessible classroom.** This would include access to the room by a walkway, ramp, or elevator.
- **Location.** Selection of rooms near toilet facilities, the cafeteria, and exits might be an important consideration for some students.
- **Appropriate furniture.** There is a range of considerations for students, including special desks, tables, standing tables, and others.

C. Instructional and Curricular Variations

The classroom teacher must ensure that the content of the class conforms to the curricular expectations of the district and the IEP. The teacher has considerable latitude in organizing the curriculum and classroom instruction without losing the integrity of the content or scope of the sequence.

Advance notice of assignments. At a minimum, students should have a syllabus that contains the assignments and when they are due.

Syllabus. A brief syllabus would be helpful, containing the objectives, materials and activities to be covered, and the assignments and test dates.

Topical Outline. The teacher may prepare a topical outline of the course that reflects the general flow of content. This would be predicated on key concepts and principles and the anticipated accomplishments of students as determined by the local curriculum guide. Some teachers do not provide students with a syllabus or other directions in the class, relying on daily assignments. Topical outlines would benefit all students, not only those with disabilities.

The advantage of a topical outline is that it assists upper elementary and secondary students in attempts to organize thoughts, notes, and information into a meaningful record to be used in directing them to the acquisition of course outcomes. The provision of a simple outline related to class lectures and intermediate objectives of units can be indispensable as a guide for study because it imposes order on factual information and data of daily lessons. Teachers who use more student-centered models would have other more detailed instructions.

Study guides. A more formal and demanding procedure than a topical outline requires the teacher to develop a guide, which may be designed with specific objectives, assignments, and evaluative criteria. An elaboration of the study guide may be a written learning contract that clearly identifies the major concepts to be outlined through study of specific content. Once such instruments are completed, they may easily be used with each student who subsequently takes the class. The guide might include the following sections:

- Specific objectives to be met.
- Period of time during which the activities will be completed.
- Specific products of study such as reports.
- Specific reading assignments and other activities.
- Evaluative criteria and sample items.

Study skills and strategies training. The most basic goal of primary school is to teach children to decode the printed page. Beyond the fourth grade, much of reading instruction involves extension,

elaboration, and refinement of processes learned in the first four grades. The concerns of special educators for many students have been to teach children to decode and acquire fundamental reading skills beyond the time that others have already done so, even into the high school years and beyond. While there are relatively few pupils who are total non-readers, after students learn to read there is often little attention to the so-called study skills. Students who become aware of their own learning strategies (metacognition) are able to approach the study of content in various ways to understand and pass examinations. However, most students can benefit from study skills training, especially many with learning disorders of various kinds.

Study skills, as they are commonly called, are actually specific reading activities and other metacognitive strategies to study the content areas of the curriculum. Reading in textbooks is quite different from that which students typically encounter in basal series and other developmental materials. Most reading books are attractively displayed, have uniform type, are punctuated with colorful pictures and photographs, and have a predictability in content. Students are usually required to recall sequences and events about stories, make simple inferences, and relate descriptions after reading. Textbooks, on the other hand, are expository in nature, include many changes in typeface, are riddled with technical words and unfamiliar concepts, and are usually boring. The fact that texts are heavily weighted with facts and concepts, as well as being uninteresting, complicates the task of the learner. Study skills are essential for effective learning to occur in traditional subject matter presentations.

It is apparent that study skills stand at the apex of reading abilities, the last to be mastered. Using them, the student is able to locate information, interpret pictorial information, such as graphs and charts, and master the content. Unfortunately, some students are able to complete the successful acquisition of skills in phonics, structural analysis syllabication and word meaning but lack adequate study skills. Part of the reason for inferior development of functional reading abilities can be attributed to the fact that they are not emphasized in regular classes.

It is not uncommon to find some reference to study skills in texts dealing with secondary subjects and reading in content areas, although clearly the secondary teacher is concerned primarily with subject matter. However, the skills of thinking, reading, and writing are involved in many of the day-to-day tasks required of students in such classes. Any inclusion program at the secondary level would have to be concerned with not only the subject matter, but also the relationship between thinking and reading, the monitoring the reading process, and connections between thinking, reading, and writing. Specific programs may be used, such as directed reading and inquiry activities. Also, the well-known SQ3R (Survey, Question, Read, Recite, and Review) technique may be emphasized, along with specific training in reading texts, outlining, and notetaking.

Study skills typically include the use of the dictionary and reference materials, locating information, and the organization of information through note-taking or outlining. Study skills can be classified as mechanical and critical reading skills, which differentiate between reading in organized reading classes and reading in subject matter areas. Although both types are necessary for efficient learning, the tasks are quite different. They are as follows:

Mechanical	Critical reading
Recalling main ideas	Perceiving relationships
Locating main ideas	Drawing conclusions
Retelling a story	Making inferences
Recalling sequences	Interpreting feelings

- Classifying information
- Skimming
- Outlining
- Making judgments
- Comparing
- Contrasting
- Making generalizations
- Summarizing

Critical reading is the ability to transcend the more literal, mechanical aspects of decoding and comprehension. Judgments are made, principles are identified, and generalizations are formed that relate to both the written passage and the experiences of the reader. Many students, with and without disabilities, have difficulty doing this because it requires what is commonly called "thinking skills" and is a higher level process that must emerge over a long period of time. There are two general types of study skills: primary skills for study assignments and primary skills for products. Assignments and the creation of products are the major endeavors of homework, lab work, and in-school study. Both types are used by students in meeting the demands of course requirements on a daily basis.

Alternative ways of completing assignments. Students can be permitted to provide oral presentations, written work, and performances and demonstrations as alternatives to traditional assignments and tests.

Time extensions. Providing more liberal time frames and deadlines for students is justifiable.

Taped lectures. Any lecture or formal presentation of content by the teacher can be taped and copies made available for students. Once collected, this can be retained as a reference resource for all students and can be used in consecutive classes. Textbooks, novels, and magazines and other publications are available on audiotape and can be obtained from many sources. Generally, students who are designated as blind or with learning disabilities are legally entitled to such services.

Exam modifications. In addition to performances and demonstrations, different kinds of examinations can be geared to the student's needs and limitations. Students who have difficulty writing can be given an oral examination or a problem to solve. For students who can take normal tests, time extensions can be provided to be sure they have an opportunity to finish. Alternative test formats (short answer, multiple choice, oral, and essay) can be matched with student needs. An examination can be administered in two or three parts and spread out over time.

Readers and scribes. Official readers and scribes can be employed as aides, if necessary, but even peer-tutors and volunteers can be used as readers and scribes.

Computers and calculators for exams. Some students may be able to perform more easily with a computer than with a pencil. Others may be able to do better work with a calculator.

Glossaries and Summaries. A glossary can be useful in any kind of subject matter or content. Students are going to encounter many unfamiliar terms, and this is one way of modifying direct instruction that does not require a great deal of the teacher's time. Summaries of units or bodies of information, like an abstract, can also be helpful.

Cognitive Organizers. Like pre-reading questions, cognitive organizers can be used with a unit of instruction to prepare students for the "big ideas" to be examined in the course of study.

Visual Aids. Teachers can use technology and media in classrooms to support their presentations. A large number of teachers rarely use any form of media, including overhead transparencies, models, tapes.

videos, or even pictures in books and magazines. For any child, and particularly those dependent on multiple sources of information, this is extremely detrimental to learning

Hasselbring (1994) discussed the "curricular embellishment" approach using the existing curriculum and embellishing it with media. This permits the teacher to proceed as usual, which reduces tensions about making dramatic changes in the inclusion classroom to accommodate students. Hasselbring maintains that instructional opportunities can be enhanced with media, basing the approach on learning theory pertaining to the enhancement of listening comprehension.

Any kind of visual information presented by the teacher to accompany the lesson can support the major points presented, maintain attention, and improve comprehension. Graphics, actual scenes or dioramas, pictures, and large text fonts can facilitate understanding and comprehension, as well as help hold attention. The more inputs that are used, the better the chances that the student will be given structures for cognitive frameworks of knowledge.

Acoustical Treatment. Good acoustic listening conditions are vital for students with hearing loss and other students in order to enable them to make the maximum use of their aided residual hearing (Graham & Fraser, 1993). Poor classroom acoustics makes it difficult to understand speech and can lead to frustration and decreased on-task behavior. The effect of poor acoustics is obviously most detrimental to students with hearing impairments, attention disorders, and problems with comprehension, but also for pupils with good hearing but cognitive disabilities.

Crum and Matkin (1976) reported that virtually all classrooms are unacceptable for students with hearing disorders. Graham and Fraser (1993) reported that the reception of sound signals in students with multisensory impairments is so degraded in classrooms that there is a need for considerably increased intensity levels for students to hear the voice of the teacher. McCollister, Larrabee, and Ellis (1994) examined the parameters of sound in classrooms and reported that noise is common, making it difficult for students to attend to a teacher's spoken message. There is emerging evidence that classrooms create adverse learning conditions due to high levels of classroom noise (Blake, Field, Foster, Platt, & Wertz, 1991; Crandell, 1993; Flexer, Millin & Brown, 1990; Ray, Sarff, & Glassford, 1984).

An important acoustical element in the classroom is the distance between the teacher and the student. The farther apart the student and the teacher, the less the S/N ratio. While it might be recommended that this distance for students with hearing loss, as well as pupils with other conditions, should be no more than six feet (Ling, 1989), the constant movement of teachers and students in the classroom make this difficult to achieve and maintain.

The majority of classrooms fail to meet minimal recommendations for noise levels and reverberation times (Berg, 1993; McCollister, Larrabee, & Ellis, 1994). To improve the acoustical quality of classrooms, a list of renovations can be implemented (Berg, 1993). These include closing windows, replacing noisy light fixtures, isolating noise created by instructional equipment, reduction of ventilation noise, and the addition of carpets, drapes, and other materials to absorb sound (Crandell, 1993; Brase, 1988; Soyer & Houdet, 1986; Moodley, 1989). While this would be desirable, it is unrealistic to believe that most schools are going to use a limited school budget for renovations. An easier, better alternative is to have amplification systems in all classrooms

Seatwork. The basic problem with seatwork is that teachers sometimes assign it but do not grade it. If students learn that seat work is unimportant, they may not put much effort into it. While grades are important in American education, they seem to be effective as the basic accountability measure for individuals. For those who are driven by the need to achieve, this strategy is successful. For

students who do not seem to care, the motivation to succeed is absent. That is why group goals and group processes are sometimes recommended because students become engaged for social reasons.

Assistive Devices

Captions for film and video material. These can be used for obvious groups and can benefit a wide range of students.

Document conversion. Some students would benefit from materials that are presented in different forms, such as alternative print formats, large print, tape, electronic, and raised lettering.

Assistive computer technology. There are many kinds of assistive computer devices and software applications,

Auxiliary aids and services. The school may provide notetakers, lab assistants, library assistants, readers, and interpreters. Sign language interpreters have been used successfully in many public schools to serve students and classroom teachers. The interpreter can assist the teacher by modeling proper ways to deal with students, such as referring directly to the student rather than in the third person.

Assistive Listening Devices (ALD). Hearing aids, amplification systems, and personal sound systems can benefit many students. An ALD in the classroom can amplify the teacher's voice. The most common ALD is a personal FM system. The teacher wears a microphone and the student wears a receiving unit. However, it is also possible to employ a soundfield FM system that will amplify sound for all students in the classroom, giving maximal benefit to all.

Large Print and Magnification. While there are some books and materials published in large print, there are several types of magnification systems, ranging from magnifying glasses to computerized systems and copy machines that make print face larger. Ways to increase print size or modify reading include screen enlargement, talking screens, and larger screens. There are also more specialized systems to meet needs of students, including braille printing, video print enlargers (CCTV), and document scanning and conversion (OCR).

Teacher Controlled Variables

Clark, Chaffin, Meyen, Harrod, Neilson, Rodriguez, Tolleson, and Whelan (1991) recommend that inclusion be considered in a new way under these classifications: general curriculum alignment, adapted curriculum alignment, and functional curriculum alignment.

General curriculum alignment. A team might decide that the student can benefit from placement in general education and participate in some or all of the curriculum. Although the child may receive extra help and remediation, he or she would essentially be evaluated with the same instruments and processes as other children in the class.

Adapted curriculum alignment. At this level, the child's abilities and capabilities may be so discrepant from the peer group in the classroom that substantial alterations are required, such as adapting the curriculum and modifying requirements, expectations, and aspects of the environment. The child may work in the same curriculum strands as other students in the general education classroom, but at much lower levels in accordance with developmental ability.

Functional curriculum alignment. It may be recognized that the child cannot meet any expectations of the general education curriculum, in which case an entirely different program would be developed to meet the needs determined by the IEP committee. This might involve different instructional materials, enabling the child to participate in the classroom with peers, and even to work selectively in certain group activities, but the child will be expected to achieve functional goals and objectives.

D. SELF-MANAGEMENT STRATEGIES TO PROMOTE INCLUSION

(Excerpt from ISEC 2000, Mitchem, et. al.)

Self-management programs typically involve some combination of two or more of the following strategies: self-monitoring, self-evaluation, and positive reinforcement. A successful program combines the strategies to teach students responsibility for their own social behavior and academic performance (Young, West, Smith, & Morgan, 1991). Researchers and practitioners have cited a number of benefits and rationales for teaching students to self-manage in general and special education settings, including: (a) increasing students' self-reliance, (b) decreasing students' over-reliance on parents, caretakers, teachers, and external controls, and (c) permitting teachers to spend less time on classroom management and more time on instructional tasks (McDougall, 1998).

Components of self-management programs typically involve some form of self-assessment and self-recording, which together constitute self-monitoring. Other components may include self-instruction or self-verbalization. Some programs include a self-evaluation component. Self-evaluation refers to the process of assessing one's behavior, comparing it to a standard, and then rating that behavior against the standard. Self-management programs tend to vary in the extent to which self-determination and self-administration of reinforcement is incorporated.

Research indicates that there are a variety of benefits associated with self-management programs. Self-management programs tend to be very adaptable and may be combined with audio cues, picture prompts, physical prompts, and strategy training allowing for a wide range of uses with a variety of students and classrooms. Successful use of self-management skills increases a student's self-reliance, and decreases his or her reliance on adults. These skills are valued by society, are portable, and may promote generalization of skills across settings. Perhaps of primary importance to teachers in inclusive settings, teaching students to manage their own behavior permits the teacher to focus on instruction. Self-management is an intuitively appealing technique for general education teachers because it is viewed as a feasible intervention in terms of the time and effort required to implement it. Finally, there is strong empirical support for the effectiveness of self-management interventions at improving a wide range of academic and behavioral outcomes.

Researchers have documented extensively that students with and without disabilities can learn to use self-management components to regulate their own behaviors and to decrease reliance on adults and other external agents. Self-management interventions have been used with students with learning disabilities (Reid, 1996), behavioral disorders (Webber, Scheuermann, McCall, & Coleman, 1993), attention-deficit hyperactivity disorder (Hinshaw & Melnick, 1992), and students with developmental disabilities (Harchik, Sherman, & Sheldon, 1992). Researchers have found that self-management training packages increase on-task behavior (Blick & Test, 1987); decrease inappropriate classroom behaviors (Prater, Plank, & Miller, 1991); improve academic performance in creative writing (Glomb & West, 1991); vocabulary acquisition (Hogan & Prater, 1993); math

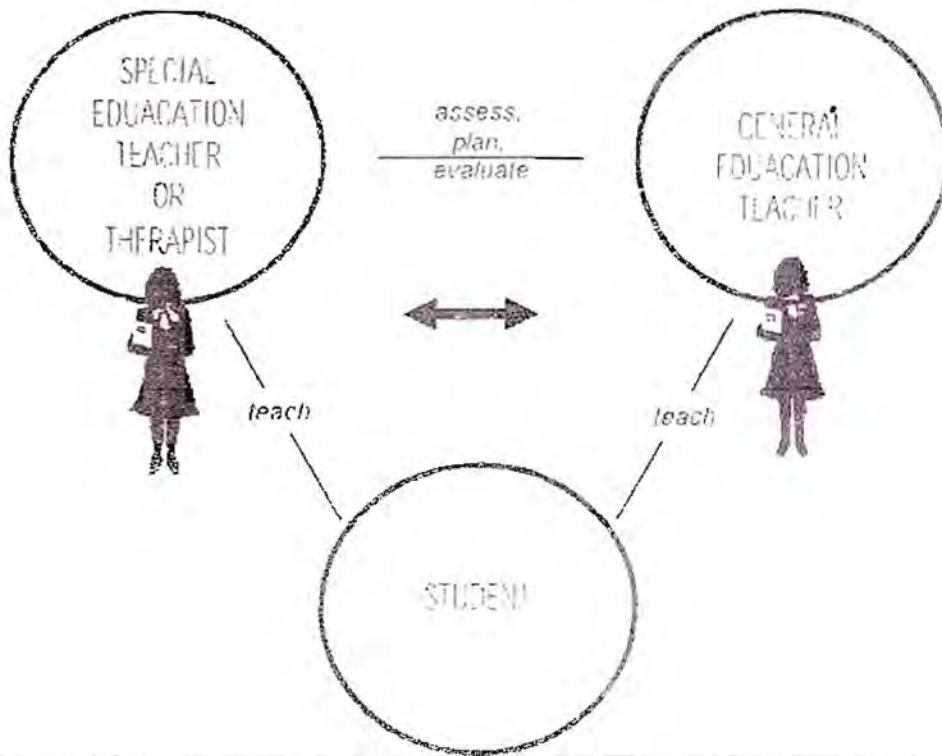
Remedial students usually are not able to "catch up" if they work on remedial skills while other students move ahead with the regular curriculum.

Supplemental Instruction *

One teacher presents the lesson in the standard format to the majority of students in the class. The other works with those students who cannot master the material, simplifying it and otherwise adapting it to meet their needs.

**Some co-teaching teams use these two options exclusively. Such teams are the least effective and do not report the same level of student success or teacher satisfaction as teams that vary instructional roles.*

COLLABORATIVE TEACHING



COLLABORATIVE TEACHING IS NOT ...	COLLABORATIVE TEACHING IS ...
<ul style="list-style-type: none"> • reactive 	<ul style="list-style-type: none"> • proactive and reflective
<ul style="list-style-type: none"> • students participating in a regular general education class taught by a general educator, with a special education teacher who: <ul style="list-style-type: none"> ◉ helps students with problems as they occur (teaching skills "off the cuff" that may not be remembered as well as carefully planned and integrated instruction) ◉ acts as a teacher's aide (correcting papers, taking notes for absent students, etc.) 	<ul style="list-style-type: none"> • special and general educators sharing responsibility for: <ul style="list-style-type: none"> ^ assessing student needs ^ planning regular class instruction ^ implementing regular class instruction ^ evaluating instruction outcome (student performance and effectiveness of instruction)
<ul style="list-style-type: none"> • merely making accommodations for the needs of special students in the regular program 	<ul style="list-style-type: none"> • direct instruction addressing IEP goals and objectives taught in the regular classroom

<ul style="list-style-type: none">• continually followed by supplemental instruction in a special education classroom, designed to provide reteaching and/or drill and practice because the initial instruction in the regular classroom was not appropriate to meet the student's needs	<ul style="list-style-type: none">• followed up, when necessary, by supplemental instruction in a special education classroom, designed to provide reteaching and/or drill and practice needed by the student in spite of appropriate instruction in the regular classroom
<ul style="list-style-type: none">• an arrangement between a general and special educator (while it often begins here, it cannot remain here)	<ul style="list-style-type: none">• supported by administrators and other professional staff involved in programming and scheduling

Traumatic Brain Injury

According to NICHCY, to work constructively with students with TBI, educators may need to:

- Provide repetition and consistency;
- Demonstrate new tasks, state instructions, and provide examples to illustrate ideas and concepts;
- Avoid figurative language;
- Reinforce lengthening periods of attention to appropriate tasks;
- Probe skill acquisition frequently and provide repeated practice;
- Teach compensatory strategies for increasing memory;
- Be prepared for students' reduced stamina, and provide rest breaks as needed; and
- Keep the environment as distraction-free as possible.

Visual Impairments

There are many options for pupils with visual impairments. Technology in the form of computers and low-vision optical and video aids enable many partially sighted, low vision, and blind pupils to participate in regular class activities. Large print materials, books on tape, and braille books are available. Students who have visual impairments combined with other types of disabilities have a greater need for an interdisciplinary approach and may require greater emphasis on self-care and daily living skills.

Conclusions

Special education has focused on remedial approaches to teaching but inclusion requires more than this in the classroom. Accommodation approaches focus on changing the learning environment or the academic requirements. A number of approaches were discussed, including topics that can be addressed by the school administration. Inclusion can be more readily implemented in a school where it is clear that the school administration supports the policy. Also, accommodations to the school building can make classrooms more accessible and functional. A variety of assistive devices, both low tech and high tech, can provide accommodations, too.

The goal of inclusion is to permit the child with a disability to thrive in a regular classroom environment. While the teacher may do many things associated with instruction and the curriculum, accommodations that range from policies of the school to adherence to ADA rules about construction and the use of assistive devices can facilitate inclusion. This benefits not only the effected child, but also other children and the teacher who can more easily interact in a pleasant, accommodating atmosphere.

DESIGNING LESSON PLANS FOR INCLUSIVE CLASSROOMS

The Three Types of Learning

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:

- o **Cognitive:** mental skills (*Knowledge*)
- o **Affective:** growth in feelings or emotional areas (*Attitude*)
- o **Psychomotor:** manual or physical skills (*Skills*)

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level (I guess they never thought to check with their sports or drama department).

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

Cognitive Domain (1)

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Category	Example and Key Words
<p>Knowledge: Recall data or information.</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Synthesis: Builds a</p>	<p>Examples: Write a company operations or</p>

<p>structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p>Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
<p>Evaluation: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>

Affective Domain (2)

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words
<p>Receiving Phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p>Responding to Phenomena: Active participation on the part of the learners. Attends and</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p>

<p>reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>them. Know the safety rules and practices them.</p> <p>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values(characterization): Has a value system that</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective</p>

<p>controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>
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Psychomotor Domain (3)

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words
<p>Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.</p>	<p>Examples: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</p> <p>Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</p>
<p>Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to</p>	<p>Examples: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of</p>

<p>different situations (sometimes called mindsets).</p>	<p>the Affective domain.</p> <p>Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</p>
<p>Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.</p>	<p>Examples: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</p> <p>Key Words: copies, traces, follows, react, reproduce, responds</p>
<p>Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</p>	<p>Examples: Use a personal computer. Repair a leaking faucet. Drive a car.</p> <p>Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p>
<p>Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, <i>players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</i></p>	<p>Examples: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.</p> <p>Key Words: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</p> <p>NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</p>

<p>Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>	<p>Examples: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).</p> <p>Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies.</p>
<p>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>	<p>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.</p> <p>Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</p>

Other Psychomotor Domains

As mentioned earlier, the committee did not produce a compilation for the psychomotor domain model, but others have. The one discussed above is by Simpson (1972). There are two other popular versions:

Dave's:⁽⁴⁾

- **Imitation:** Observing and patterning behavior after someone else. Performance may be of low quality. Example: Copying a work of art.
- **Manipulation:** Being able to perform certain actions by following instructions and practicing. Example: Creating work on one's own, after taking lessons, or reading about it.
- **Precision:** Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right."
- **Articulation:** Coordinating a series of actions, achieving harmony and internal consistency. Example: Producing a video that involves music, drama, color, sound, etc.
- **Naturalization:** Having high level performance become natural, without needing to think much about it. **Examples:** Michael Jordan playing basketball, Nancy Lopez hitting a golf ball, etc.

Harrow's:⁽⁵⁾

- **Reflex movements** - Reactions that are not learned.
- **Fundamental movements** - Basic movements such as walking, or grasping.
- **Perception** - Response to stimuli such as visual, auditory, kinesthetic, or tactile discrimination.
- **Physical abilities** - Stamina that must be developed for further development such as strength and agility.
- **Skilled movements** - Advanced learned movements as one would find in sports or acting.
- **No discursive communication** - Effective body language, such as gestures and facial expressions.

Reference

1. Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
2. Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co., Inc.
3. Simpson E. J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.
4. Dave, R. H. (1975). *Developing and Writing Behavioural Objectives*. (R J Armstrong, ed.) Educational Innovators Press.
5. Harrow, Anita (1972) *A taxonomy of psychomotor domain: a guide for developing behavioral objectives*. New York: David McKay.

Daily Lesson Modifications Co-Planning Sheet

Week of _____

Unit or Chapter to be taught this week:

OBJECTIVE: ASSESSMENT: SKILL/CONCEPT/ACTIVITIES:	DAY 1	SUPPORT FOR REGULAR INSTRUCTION: ADAPTATIONS/MODIFICATIONS PARALLEL ACTIVITIES: ALTERNATIVE ACTIVITIES: ENRICHMENT:
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	Content teacher	Special Educator
Day 1: (date)		
What are the specific tasks that I do before the lesson?		
What are the specific tasks that I do during the lesson?		
What are the specific tasks that I do after the lesson?		

Resources:

Notes:

Co-Planning Form

Subject Area/Class _____ Teachers _____

Lesson Objective:

Lesson Assessment:

Lesson Instruction, activities, assignments

Person Responsible

1.

2.

3.

4.

5.

6.

Materials and/or equipment needed:

Support, changes, and additions to today's lesson based on individual student needs:

1. Support for Regular Instruction

2. Adaptations/Modifications

3. Reinforcement Activities

4. Alternative Activities

5. Enrichment Activities

CORNELL NOTES



TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

High School Cornell Notes Sample—Chemistry

Class Notes
 If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.
Topic: Concentration
Name: Student A
Class: Chemistry
Period: 4
Date: 11-10-05

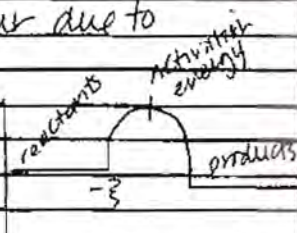
Questions/Main Ideas: _____ **Notes:** _____

What is concentration?
 $\begin{cases} M \\ N \end{cases}$ Concentration.
 $H \rightarrow HCl$
 10.0 M HCl 1:1 10.0 N
 $H \rightarrow H_2SO_4$ 2:1 20.0 N
 10.0 M H_2PO_4

When does a collision model occur?
 Ch. 16 Equilibrium P. 473

Collision Model \rightarrow reactions occur due to molecular collisions


* concentration
 * temperature
 * catalyst \rightarrow a substance that speeds up a reaction without being consumed

Energy  Reaction Progress

raise temp. \rightarrow more faster \rightarrow higher collisions \rightarrow more breaking of bonds \rightarrow faster reaction

How is equilibrium used in many laws such as Boyle's or Charles'?

Equilibrium \rightarrow exact balance of two processes, one of which is opposite the other

 \uparrow evaporation \downarrow condensation
 rate evap = rate condensation

Summary: I learned about concentration and how it affects equilibrium, and the collision model. Reactions occur because of molecular collisions caused by concentration, temperature, and catalysts. Equilibrium is the balance of two processes which are exact opposites of each other. For example, the rate of evaporation equals the rate of condensation in our example above.

**SUNNYSIDE UNIFIED SCHOOL DISTRICT
SECTION 504 ACCOMMODATION PLAN**

Student Name:

Student #:

Date:

Date of Birth:

School:

Grade:

Telephone #:

1. PHYSICAL ARRANGEMENT OF THE ROOM

- A. Seating student near the teacher
- B. Seating student near a positive role model
- C. Standing near the student when giving directions or presenting lessons
- D. Avoiding distracting stimuli (e.g. air conditioner, high traffic area, etc.)
- E. Increasing the distance between the desks
- F. Additional adaptations or modifications:

2. LESSON PRESENTATION

- A. Pairing students to check work
- B. Writing key points on the board
- C. Providing visual aids
- D. Providing peer tutoring
- E. Providing peer note-taker
- F. Making sure directions are understood
- G. Including a variety of activities during each lesson
- I. Providing written outline
- J. Allowing student to tape-record lessons
- K. Having student review key points orally
- L. Teaching through multi-sensory modalities
- M. Using computer-assisted instruction
- N. Additional adaptations or modifications:

3. ASSIGNMENT/WORKSHEETS

- A. Giving extra time to complete tasks
- B. Simplifying complex directions
- C. Handing worksheets out one at a time
- D. Reducing the reading level of the assignments
- E. Requiring fewer correct responses to achieve grade
- F. Allowing student to tape-record assignments/homework
- G. Providing a structured routine in writing form
- H. Providing study skills training/learning strategies
- I. Giving frequent short quizzes and avoiding long tests
- J. Shortening assignments; breaking work into smaller segments
- K. Allowing typewritten or computer-printed assignments

504 Accommodation Plan, page 2

- L. Using self-monitoring device
- M. Reducing homework
- N. Not grading handwriting
- O. Additional adaptations or modifications:

4. TEST TAKING

- A. Allowing open-book exams
- B. Allowing oral exams
- C. Giving take-home tests
- D. Using more objective items
- E. Allowing student to give test answers on tape recorder
- F. Giving frequent, short quizzes, not long exams
- G. Allowing extra time for exams
- H. Reading test item to student
- I. Additional adaptations or modifications:

5. ORGANIZATION

- A. Proving peer assistance with organizational skills
- B. Assigning volunteer homework buddy
- C. Allowing student to have an extra set of books at home
- D. Sending daily/weekly progress reports home
- E. Developing a reward system for in-school work and homework completion
- F. Providing student with a homework assignment notebook
- G. Additional adaptations or modifications: _____

6. BEHAVIORS

- A. Praising specific behaviors
- B. Teaching self-monitoring strategies
- C. Giving extra privileges and/or rewards
- D. Keeping classroom rules simple and clear
- E. Allowing for short breaks between assignments
- F. Non-verbal cueing to help student stay on task
- G. Marking student's correct answers, not his/her mistakes
- H. Implementing a classroom behavior management system
- I. Ignoring inappropriate behaviors not drastically outside classroom limits
- J. Allowing legitimate movement
- K. Additional adaptations or modifications

7. OTHER ACCOMMODATIONS: See Attachment

Copy: Parent, Student's Cumulative file, 504 Coordinator

WICOR: Inquiry (Note Taking Sheet)

Costa's Levels of Questioning – use a variety

- Knowledge
- Comprehension
- Application
- Analysis
- Evaluation
- Synthesis

Questioning Techniques

- Open vs closed questions
- Funnel questioning
- Probing questions
- Be careful with leading questions

Wait time/Think time

- Wait a minimum of 3s in silence before helping a student with the answer